



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	152.500	Custodial	1.500000	Salaries	\$1,935,497	96.68%
Weighted	287.837	Exempt	0.000000	Supplies, Equip., Services	\$66,461	03.32%
Regular	161	Support	9.500000			
		Teacher	<u>10.768000</u>			
Year Opened	1977	<b>Total</b>	<b>21.768000</b>	<b>Total</b>	<b>\$2,001,958</b>	100.00%

**School Philosophy**

At Ekota School, we believe that a shared commitment between students, parents, and staff creates a safe and caring learning community that supports the growth and success of every student.

**Community Profile**

Ekota school is located in southeast Mill Woods. In addition to the neighbourhood students, we serve as a Division site for the Strategies program and Interactions program. When able, our school gym is utilized in the evenings with community sports programs such as indoor soccer and basketball. The Ekota neighbourhood has both single and multi-family dwellings. We have an active parent community that is involved with the school and enthusiastically supports school events.

**Programs and Organization**

Ekota provides Kindergarten and grades one to grade six programming. It is also a Division site for Strategies and a Division Site for three Interactions Programs. French as a Second Language is implemented in Division Two. At Ekota, we focus on providing quality teaching to support the success of all students. We provide a literacy-rich environment and we collaborate as a staff to employ best practices in reading, writing, numeracy, and comprehensive school health.

**School Community Relationships**

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Family Futures Resource Network The Elks and Edmonton Royal Purple Elks

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Ekota school staff are committed to building on outstanding learning opportunities for all students with a strong focus on literacy and numeracy. By June 2023, students will demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Student growth will be measured by Division HLAT Writing (grades 1-6), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-6), Fountas and Pinnell reading levels, CAT-5 (grades 4-6) and PATs (grade 6), our Numeracy Common Assessment Tool (NCAT- grades 1-6) and teacher triangulated professional judgment.

**Results Achieved:** Ekota continues to work towards improved achievement in the areas of literacy and numeracy. Teachers worked collaboratively to develop year plans that set goals and guided our staff work throughout the year. We continued our collaboration with the J. Percy Page catchment to provide professional development for staff. Ekota was part of a Catchment Cohort of four schools that shared a common focus and participated in professional learning on best practices in math and collaborative HLAT marking. Teachers also participated in collaborative planning to support the implementation of the new curriculum throughout the year. Our results indicated that 77.4% of students were at or above National Stanine 4 on the CAT4 assessment in the spring of 2023 as compared to 64.7% in the fall of 2022 for reading. On the HLAT 54% of students in regular programming scored at or above grade level. In math, 70.6% of students were at National Stanine 4 or above on the CAT4 assessment in the fall of 2022 as compared to 86.8% in the Spring of 2023.

Ekota school staff are committed to working with students, staff and families to advance action toward anti-racism and reconciliation. By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments.

**Results Achieved:** All staff participated in professional development days that provided learning regarding anti-racism and reconciliation. Our staff learned about using sharing circles in their classrooms to begin to build a sense of belonging and connection at Ekota. In the Division survey, 100% of teachers and 60% of students reported that school is a place where all students belong. This is an area of continued need for our school community and continues to be a priority. On the Division survey, 70% of students reported that my school takes actions to support truth and reconciliation and 83% of students are aware of the work my school is doing to support anti-racism and belonging in schools. Additionally, on the Division survey, 85% of staff to a large or moderate extent believe that school-level collaboration enhanced their confidence in supporting the Division's action toward anti-racism and equity.

Ekota school staff are committed to working with students, staff and families to promote a comprehensive approach to student and staff well-being and mental health. By June 2023, Ekota students and staff will continue to have built relationships and engaged in school cultural experiences that contribute to a greater sense of belonging and social, emotional and physical well-being. We will maintain and/or increase our positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments and Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

**Results Achieved:** All staff took part in a book study, Dr. Bruce Perry's "What Happened to You" which focused on supporting students and each other through a trauma-informed lens. Staff meetings were held in a circle format with a focus on staff connection building. Monthly assemblies were held where students learned about Ekota traits such as Kindness, Empathy and Perseverance. All classes engaged in lessons from our catchment mental health wellness coach to build on student understanding of mental health. Our grade 5 and 6 staff planned and implemented a mental health learning day for their students. According to the Alberta Education Assurance Measure 92.7% of staff, 94.4% of parents and 64.4% of students agree that their learning environments are welcoming, caring, respectful and safe. On the Division survey, 60% of students agree or strongly agree that my school is a place where all students feel like they belong and 87% agree or strongly agree that they have at least one adult they can go to for help if they need it.

**What were the biggest challenges encountered in 2022-2023?**

One of the biggest challenges last year was navigating the increasingly complex student needs in each classroom. Supporting the wellness of students, staff and families remained a challenge with an increasing number of students requiring mental health services. The number of students reading below grade level remains concerning despite interventions and professional learning. Staffing challenges meant that we were not often able to provide consistent intervention supports to students. While we have engaged in professional learning in the past few years around anti-racism, we need to continue our work in this area and put our learning into action in our school community.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

Our achievement results are still not where we would like them to be. We plan to continue to focus our school and catchment professional learning on literacy and numeracy and increase opportunities for staff to learn from each other through catchment collaboration. This year our school interventions have been built into our daily schedule with a focus on literacy. This will give teachers daily opportunities to work with the most at-risk learners in their classrooms. We are a part of the Numeracy Achievement Project this year which will provide school-wide learning around mathematical reasoning. We are also a participating school in Schools that Listen. Our goal is to incorporate increased student voice in our decision-making and improve the number of students who feel connected to the school staff at Ekota. We commit to maintaining connections and relationships with families and our larger community along with compassionate leadership with a continued focus on caring for student and staff mental health and wellness. We would like to continue to improve our engagement with Ekota families on Schoolzone and through social media.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7233 Ekota School

Assurance Domain	Measure	Ekota School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.7	75.9	75.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.4	84.0	87.8	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	34.6	64*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	8*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.1	93.1	94.4	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.9	86.8	86.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.5	92.2	92.2	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	77.9	97.1	94.9	79.1	78.8	80.3	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1**

By June 2024, Ekota students will demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. Achievement of this goal will be supported by:

- Targeted and tailored supports provided through guided, small group instruction in classes and participation in the Numeracy Achievement Project with regular monitoring of data
- Staff engagement in evidence-based professional learning, and release time for coaching and collaboration around supporting students who are reading below grade level and building mathematical reasoning skills for students

**What data will you use to track continuous improvement?**

Reading Level Achievement (at, above or below in reading) Provincial Numeracy and Literacy screens CAT 4 (reading, mathematics and computation subtests) HLAT (grade level & performance standards in writing) PAT (analysis of reading and writing in LA 6, as well as Mathematics 6) Alberta Education Assurance Measures - student learning engagement & education quality Division Feedback Survey

**Division Priority 1**

By June 2024 students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism, reconciliation, and mental health. Achievement of this goal will be supported by:

- School and catchment-wide integrative anti-racism PL and developing a school plan around culturally responsive practices
- Developing a deeper understanding of how discrimination impacts mental health
- Implementation and use of Anti-Racism and Equity Resources Toolkit
- Development of student voice and positive school culture through Schools That Listen Program and our Student Leadership Club

**What data will you use to track continuous improvement?**

Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, and Parental Involvement Division Survey Measures - actions that support truth and reconciliation, students feel they belong and feel safe, going to adult at school if something racist or discriminatory happened Youth Resiliency Survey

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,849,696		2,001,958
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,849,696</b>		<b>2,001,958</b>
Classroom	9.517000	1,024,725	9.768000	1,051,751
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	26,141	.000000	40,603
<b>TOTAL TEACHER</b>	<b>10.517000</b>	<b>1,188,670</b>	<b>10.768000</b>	<b>1,230,158</b>
<b>(% of Budget)</b>		<b>64.26%</b>		<b>61.45%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	19,482	.000000	19,482
Support	8.000000	478,323	9.500000	565,235
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	5,000	.000000	9,000
<b>TOTAL NON-TEACHER</b>	<b>9.500000</b>	<b>614,427</b>	<b>11.000000</b>	<b>705,339</b>
<b>(% of Budget)</b>		<b>33.22%</b>		<b>35.23%</b>
<b>TOTAL STAFF</b>	<b>20.017000</b>	<b>1,803,097</b>	<b>21.768000</b>	<b>1,935,497</b>
<b>(% of Budget)</b>		<b>97.48%</b>		<b>96.68%</b>
SUPPLIES, EQUIPMENT AND SERVICES		27,221		44,408
INTERNAL SERVICES		19,378		22,053
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>46,599</b>		<b>66,461</b>
<b>(% of Budget)</b>		<b>2.52%</b>		<b>3.32%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,849,696</b>		<b>2,001,958</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0