



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	146.500	Custodial	1.500000	Salaries	\$1,556,253	96%
Weighted	233.345	Exempt	0.000000	Supplies, Equip., Services	\$62,690	04%
Regular	159	Support	6.500000			
		Teacher	<u>9.518000</u>			
Year Opened	1977	Total	17.518000	Total	\$1,618,943	100%

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 two 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:

Dan Knott (Boys/Girls Club Big Brothers/Sisters)| Edmonton Public Library (EPL)| Family Futures Resource Network| J. Percy Page High School| Kiwanis| Sobey's| The Elks and Edmonton Royal Purple Elks

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Ekota School Staff will continue to work collaboratively to improve student achievement in the areas of numeracy and literacy.

Priority 1 Goal 2 - Success for Every Student - Literacy: By June 2022, the percentage of students who are writing at or above grade level on our Highest Level of Achievement Test (HLAT) will begin to demonstrate an increasing trend.

- Cohort and school Professional Learning will focus on The Workshop Approach, building towards school-wide consistency, including adapting for an online environment.
- Literacy Leadership Team will support staff through HLAT writing assessments 4 times a year, including analysis of results to guide teaching and setting division-wide areas of focus.
- Data from our HLAT writing will be tracked and analyzed throughout the year and strategies and targeted interventions will be discussed and identified during collaborative professional learning days and Leadership Team meetings.
- staff will support student learning by selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit including the use of the First Nations, Metis and Inuit Literacy Seed Kit.

Priority 1 Goal 2 - Success for Every Student - Numeracy: By June 2022, our students will show improved achievement in the area of numeracy, specifically number sense and number operations. The outcome of this goal will be measured by the Canadian Achievement Test (CAT-4) and the Numeracy Common Assessment (NCAT).

- Staff will continue to administer and collaboratively analyze the NCAT (Cohort created assessment for learning tool).
- Using data collected from our numeracy assessment tools, the Numeracy Leadership Team will support staff with identified areas of growth and the related best practices and interventions.
- Ensure staff are familiar with and implementing OECD Policies and Practices to support success for Indigenous students.

Results Achieved:

Ekota continues to work towards improved achievement in the area of literacy and numeracy. Our numeracy and literacy leadership teams worked collaboratively to develop year plans that set goals and guided our classroom work throughout the year. We continued our collaboration with the J. Percy Page catchment to provide professional development for staff.

Literacy:

50.6% of Ekota students are reading at or above grade level and 52.3% of students scored at or above grade level on the HLAT. The mean grade equivalent of growth as measured by the CAT4 for all our students was 1.84 for reading. Our literacy team continued to prepare HLAT practice exams including leading staff through the analysis of results in order to find school-wide areas of focus to guide teaching. Forty-three students received targeted intervention in reading and those students showed an increase in their raw scores on the LeNS and CC3 Literacy Screening Assessments of an average of 10%.

Numeracy:

The mean grade equivalent for growth as measured by the CAT4 for all of our students was .9 for math and 1.74 in computation. Our numeracy team continued to lead teachers with a focus on basic math facts including a school-wide "Fabulous Facts" initiative. Teachers also continued to focus on tiered interventions and best instructional math practices in their classrooms.

Priority 2, Goal 3: Building Capacity Through a Culture of Collaboration

By June 2022, all staff will continue to enhance their instructional practice by engaging in job-embedded collaboration and targeted professional learning opportunities. Topics addressed may include resiliency, literacy (reading, writing, and emergent literacy), math instruction and emergent numeracy, complex behaviour interventions, comprehensive school health (including wellness, mental health and trauma), First Nations, Metis and Inuit teachings and leadership development. This will be measured by staff participation and reflection on collaborative work and professional development opportunities, as well as the Alberta Education Assurance Measure.

- Leadership teams will meet to collaborate and provide support in the area of literacy, numeracy and comprehensive school health.
- Staff will engage in processes to develop and implement strategies that will help students increase personal resilience.
- Lead teachers will share learning and strategies during early Thursday meetings and professional development days.

Results Achieved:

All staff took advantage of the Professional Development days in our Division calendar to pursue learning that would enhance their instructional practice. Throughout the year, staff participated in personal, school and Catchment professional learning opportunities including sessions on wellness, mental health, online learning, literacy and numeracy, and First Nations, Metis and Inuit education. Ekota was part of a Catchment cohort of four schools that shared a common focus and participated in professional learning around place value in math and literacy best practices. Our school's leadership teams then followed up on this work, supporting staff in implementing the learning in the classroom. The Comprehensive School Health leadership team collaborated to support the resiliency of our staff and students. According to the Assurance Survey, 100% of staff agree that professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional growth.

Priority 3, Goal 1 Families as Partners

By June 2022, Ekota will achieve increased parent/community involvement. The outcome of this goal will be measured by parent attendance at virtual conferences, the re-establishment of relationships with community partners, increased representation at school council and improved results evidenced on the Alberta Assurance Measures for Parent Involvement.

Ekota will:

- Engage in consistent, clear communication around student learning and community initiatives through school-zone, google classroom, class news, monthly principal newsletters, progress reports, virtual conferences and the school sign.
- Celebrate and advocate the importance of parent involvement in student learning both online and in person.
- Advertise and encourage participation in monthly School Council meetings.

Results Achieved:

Teachers provided opportunities for parents to engage in their child's education through Google Meets and frequent phone calls. Regular communication with families also occurred through Schoolzone posts, monthly Ekota newsletters, classroom newsletters, messages on Google Classroom and "call outs" to the school community. Many families successfully engaged with teachers for Goal Setting and Student Led Conferences through virtual meetings or over the phone. Online school council meetings continued to occur virtually throughout the school year. On the Division Feedback survey, 92% of parents agreed the information they receive about their child's learning at school helps them to support their child.

What were the biggest challenges encountered in 2021/22?

One of the biggest challenges was navigating a continued pandemic and its implications in the classroom including student attendance, and staffing changes. While there was engagement in meaningful professional development online, staff would prefer to meet in person with their Catchment and Division colleagues. Supporting the wellness of students, staff and families remained a challenge with an increasing number of students requiring mental health services. Meeting the needs of complex learners continued to be a challenge while some of our students shifted between in-person and online learning. The number of students reading below grade level remains a concern despite significant interventions and professional learning.

What are the implications from 2021/22 that will impact your current year plan?

Our achievement results are still below 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. Led by our leadership teams, we are moving towards consistency in writing instruction school-wide and collaborative work in analyzing formative assessments and building learning plans and intervention strategies. Maintaining connections and relationships with families and the community along with compassionate leadership with a continued focus on caring for student and staff mental health and wellness will be part of our work this year. We would like to improve our engagement with families on Schoolzone or through social media. Through Catchment collaboration, we will continue to increase our staff's knowledge, awareness and application of foundational knowledge of anti-racism.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	75.9	87.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	84.0	90.3	89.5	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	56.0	n/a	69.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	8.0	n/a	6.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	92.5	94.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.8	92.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.2	86.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	97.1	84.8	89.4	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

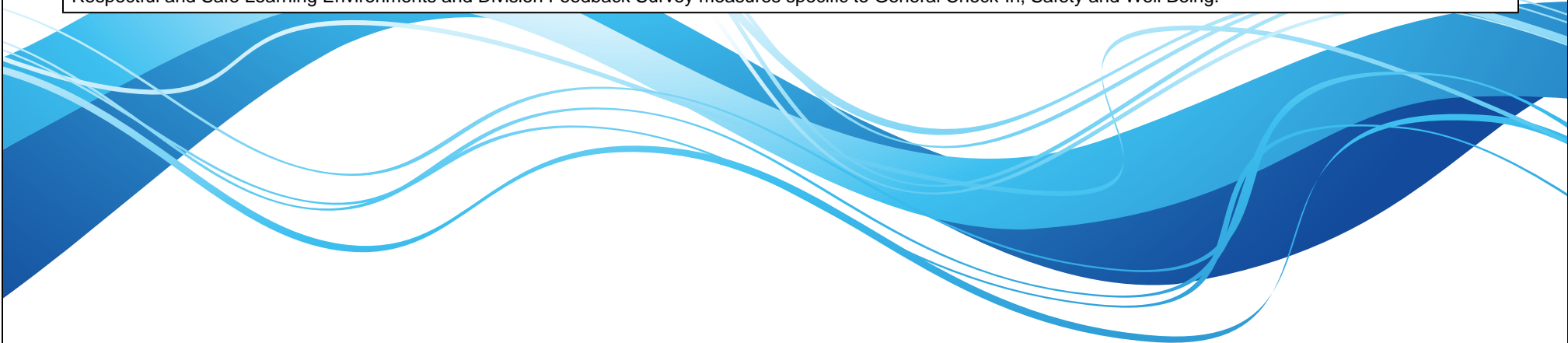
Ekota school staff are committed to building on outstanding learning opportunities for all students with a strong focus on literacy and numeracy. By June 2023, students will demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. 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.

select a priority...

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.

select a priority...

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.



	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,591,729		1,618,943
Internal Revenue		0		0
REVENUE TOTAL		1,591,729		1,618,943
Classroom	8.500000	874,072	8.518000	875,923
Leadership	1.000000	131,610	1.000000	132,115
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	28,695
TOTAL TEACHER	9.500000	1,035,682	9.518000	1,036,733
(% of Budget)		65.07%		64.04%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	19,482	.000000	19,482
Support	6.000000	361,812	6.500000	387,852
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	1.500000	101,186	1.500000	101,186
Custodial (Supply/OT)	.000000	4,500	.000000	5,000
TOTAL NON-TEACHER	7.500000	492,980	8.000000	519,520
(% of Budget)		30.97%		32.09%
TOTAL STAFF	17.000000	1,528,662	17.518000	1,556,253
(% of Budget)		96.04%		96.13%
SUPPLIES, EQUIPMENT AND SERVICES		30,867		30,690
INTERNAL SERVICES		32,200		32,000
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		63,067		62,690
(% of Budget)		3.96%		3.87%
TOTAL AMOUNT BUDGETED		1,591,729		1,618,943
Carry Forward Included		0		0
Carry Forward to Future		0		0