



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	224.500	Custodial	1.938000	Salaries	\$1,787,627	96.31%
Weighted	249.985	Exempt	0.000000	Supplies, Equip., Services	\$68,486	03.69%
Regular	248	Support	4.000000			
		Teacher	<u>12.000000</u>			
Year Opened	1977	Total	17.938000	Total	\$1,856,113	100.00%

School Philosophy

The mission of Kameyosek School is to ensure that all students achieve success in their studies and demonstrate ongoing growth in their character development and citizenship. We believe in ongoing cooperation, commitment, communication and partnership in education between parents, students, staff and community members. The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and collaborative decision making. At Kameyosek, we are a caring community working together to instill within children the desire to pursue excellence in all facets of their education. We believe that we provide quality education in a positive, safe and caring learning environment.

Community Profile

Kameyosek is an elementary school located in the heart of Mill Woods. The facility, located on the edge of a large green space shared with the Lakewood Community League, is part of a larger educational community including other schools, and the Mill Woods Recreation Centre. Kameyosek serves a moderately transient student population from various cultural backgrounds who reside in single family dwellings, multiple unit structures, and apartments situated in the immediate area. Many students speak languages other than English in their homes. The school benefits from parental and community involvement and from the support of the Kameyosek Parent Advisory Council.

Programs and Organization

Kameyosek offers Kindergarten to grade six programming. At all grades, language arts is taught utilizing strategies from the Levelled Literacy Intervention, Empowering Writers, focusing on Narrative and Expository writing and other Best Practices, eg. Six Traits. Mathematics instruction includes number skills, problem-solving, and higher level thinking. Students with mild, moderate, and severe special needs are fully integrated into regular classroom settings with teacher and Educational Assistant support. Student behaviour and conduct, with an emphasis on student responsibility, is monitored closely and consistently. Technology supports learning and teaching. Leadership opportunities for students are encouraged and individual contributions by students are encouraged and recognized. Kameyosek is offering the Cogito Program. This program is capped at Grade Three due to our space limitations. After grade three, the Cogito students go to Malcolm Tweddle for grades four to six. The Cogito curriculum expands on the mandated Alberta Curriculum by covering a broader scope and sequence. Parental involvement is a key component of this program.

School Community Relationships

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

Boston Pizza Canadian Tire Kathy Park Louisa Pothier

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).

Goal 2. Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes. Goal 2: By June 2023, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. Growth will be measured by EYE-TA (K), Division HLAT Writing (grades 1-9), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-9), CAT-4 (grades 4-9) and PAT/Diplomas.

- By June 2023, 80% of Div. 2 students will have demonstrated an increase of skills related to expressing voice, word choice and use, and elaboration with detail, at their level of programming.
- By June 2023, 70% of Div. 1 students will write in complete sentences or paragraphs for different purposes, and demonstrate an increase of skills relating to conventions and word choice, at their level of programming.
- By June 2023, 80% of students will have demonstrated one year of growth in their reading, at their level of programming, based on Fountas and Pinell assessments.
- By June 2023, 80% of students will reach the acceptable standard for HLAT writing at their grade level of programming.
- By June 2023, 90% of students receiving LLI, who have completed the program, will demonstrate one year of growth in their reading, at their level of programming.
- By June 2023, 80% of students will show a year's growth in numeracy on the spring CAT5.
- By June 2023, 80% of students will show a year's growth in numeracy on the spring MIPI.

Results Achieved:

80% of Div. 2 students demonstrated an increase of skills related to expressing voice, word choice and use, and elaboration with detail, at their level of programming.

70% of Div. 1 students except for grade 3 were able to write in complete sentences or paragraphs for different purposes, and demonstrate an increase of skills relating to conventions and word choice, at their level of programming.

80% of students in all grades except grade three demonstrated one year of growth in their reading, at their level of programming, based on Fountas and Pinell assessments.

80% of students did meet the acceptable standard for HLAT writing at their grade level of programming.

90% of students receiving LLI, who have completed the program, did demonstrate one year of growth in their reading, at their level of programming.

Grade 4 had 80% of students show a year's growth in numeracy on the spring CAT5. Grades 5 and 6 62.4 and 68.5 showed a year of growth.

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 School Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

- Ensure a safe and caring environment for LGBTQ2S+ students and families through identifying safe contact staff members and a safe space classroom. As well, staff will include opportunities throughout the year for class discussions.
- Staff will participate in professional learning working on Indigenous Education and provide experiences for our students to engage in expanding their own understanding.
- Announcements will be used to emphasize Black History in Canada and Indigenous issues involving Reconciliation.

Results Achieved: Two teachers were involved with leading a GSA-Gay Straight Alliance club for the students. School library has resources for children to read on accepting people for whom they are. A month of announcements focused on LGBTQ2S+ information. An indigenous Elder visited each class over a two day period to discuss the 7 Sacred Teachings, music and Powwow traditions. Students were introduced to the 7 Sacred Teachings through class discussions, announcements and videos. Orange shirt day, Every Child Matters and Pink Shirt Day are celebrated and discussed through each classroom as well as announcements. Black History month is covered daily throughout the month with videos on announcements about the key issues, key people and events that provide background and understanding of the issues. On parent and student survey 92% of parents and 83% of students feel safe at school. 78% of students feel school is a place where they belong and 89% of students feel adults in their school care about them.

By June 2023 students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

- The Flag Team will continue to raise and lower the flags on a daily basis (weather permitting).
- Daily announcements will be used to recognize student achievement in writing.
- Terry Fox Foundation, Christmas Food Bank, and Heart and Stroke support will be continued.
- Students will be recognized monthly on announcements and in monthly assemblies for their efforts in our character education focus.
- Division one classes will buddy up with a Division two class to build positive relationships and a greater sense of belonging, and social, emotional and physical well-being.
- Grade six will provide the Kindergarten Setup team for transition between regular and Cogito classes and the Patrol Team to ensure the safety for children crossing the street, in the morning, at lunch and after school.

Results Achieved: Flag team ran all year. Students read their writings throughout the year on announcements. Terry Fox Foundation fundraiser met its goal and raised almost \$2700. Christmas Food Bank was supported at the winter concert. Students monthly were recognized with certificates and Pizza lunch for meeting the class goals of the school character program. Division one and two did form buddy classes and built positive relationships and a greater sense of belonging, social and emotional and physical well being. Grade six did provide regular kindergarten class setup. Grade five did provide a Patrol team to assist students safely crossing the street.

What were the biggest challenges encountered in 2022-2023? Post covid demonstrated lacking socialization skills for many children resulting in challenging behaviour conflicts for staff to handle. Lack of EA's either due to funding or absenteeism means students at risk often did not get the support in full that was needed. Indigenous Supports like EduKit Bins were hard to access due to demand. Meeting the needs of students at risk either physically or cognitively, becomes harder and more difficult with dwindling resources affecting the ability to provide the necessary staff to assist these children.

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

For the 2003-2004 year we are adding Jump Math program to increase math skills.

In the Kindergarten to grade three classes we are adding UFLI and Foundations Program, which is a systematic and explicit phonics instruction program. Writing practice will be increased in all areas of instruction. We will focus on writing as much as possible in all areas.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7239 Kameyosek School

Assurance Domain	Measure	Kameyosek 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	83.7	84.0	84.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.9	85.0	86.7	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	68.2	73.7 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	0.0	26.3 *	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	89.7	95.8	95.2	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.8	87.8	87.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.8	81.8	81.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	72.6	85.7	85.9	79.1	78.8	80.3	Low	Maintained	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**Goal 2. Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.**

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- **By June 2024, 80% of students will show a year's growth in numeracy on the spring CAT5.**

What data will you use to track continuous improvement?

Growth will be measured by EYE-TA (K), Division HLAT Writing (grades 1-9), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-9), CAT-4 (grades 4-9) and PAT/Diplomas.

Division Priority 1

Goal 2: Support and enhance the educational experiences and achievements of First Nations, Metis, and Inuit students in relationship with First Nations, Metis and Inuit families and communities.

- **Ensure a safe and caring environment for LGBTQ2S+ students and families through identifying safe contact staff members and a safe space classroom. As well, staff will include opportunities throughout the year for class discussions.**
- **Staff will participate in professional learning working on Indigenous Education and provide experiences for our students to engage in expanding their own understanding.**
- **Announcements will be used to emphasize Black History in Canada and Indigenous issues involving Reconciliation.**

What data will you use to track continuous improvement?

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Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

- **The Flag Team will continue to raise and lower the flags on a daily basis (weather permitting).**
- **Daily announcements will be used to recognize student achievement in writing.**
- **Terry Fox Foundation, Christmas Food Bank, and Heart and Stroke support will be continued.**
- **Students will be recognized monthly on announcements and in monthly assemblies for their efforts in our character education focus.**
- **Division one classes will buddy up with a Division two class to build positive relationships and a greater sense of belonging, and social, emotional and physical well-being.**
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	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,876,186		1,856,113
Internal Revenue		0		0
REVENUE TOTAL		1,876,186		1,856,113
Classroom	10.500000	1,130,567	11.000000	1,184,404
Leadership	1.000000	137,804	1.000000	137,804
Teacher Supply	.000000	45,151	.000000	44,249
TOTAL TEACHER	11.500000	1,313,522	12.000000	1,366,457
(% of Budget)		70.01%		73.62%
Exempt (Hourly/OT)	.000000	21,841	.000000	23,000
Support	5.000000	284,739	4.000000	257,788
Support (Supply/OT)	.000000	9,000	.000000	9,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	6.938000	446,962	5.938000	421,170
(% of Budget)		23.82%		22.69%
TOTAL STAFF	18.438000	1,760,484	17.938000	1,787,627
(% of Budget)		93.83%		96.31%
SUPPLIES, EQUIPMENT AND SERVICES		87,402		37,766
INTERNAL SERVICES		27,550		29,970
OTHER INTEREST AND CHARGES		750		750
TOTAL SES		115,702		68,486
(% of Budget)		6.17%		3.69%
TOTAL AMOUNT BUDGETED		1,876,186		1,856,113
Carry Forward Included		0		0
Carry Forward to Future		0		0