



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	270.500	Custodial	1.750000	Salaries	\$2,656,437	96.66%
Weighted	420.163	Exempt	0.000000	Supplies, Equip., Services	\$91,653	03.34%
Regular	293	Support	10.900000			
		Teacher	<u>15.840000</u>			
Year Opened	1981	<b>Total</b>	<b>28.490000</b>	<b>Total</b>	<b>\$2,748,090</b>	100.00%

**School Philosophy**

Keheewin School is a welcoming and respectful environment. Staff, students and families work together to build the attitudes and skills necessary for students to become responsible citizens in our global society. We are proud to be a community of diverse learners, interested and engaged in meaningful, innovative learning opportunities. Together, we strive to create a culture of academic excellence and confident leaders, where creativity and curiosity are encouraged to develop resilient lifelong learners. Staff continually grow in their professional practices to provide quality teaching and learning for all students to pursue their dreams and reach their goals. Maintaining a safe, caring, healthy learning environment, and welcoming parents and community members to join us as partners in education, are keys to our success. Together We Soar!

**Community Profile**

Keheewin serves students from Bearspaw, Yellowbird, Skyrattler and the greater Keheewin area. Parents and staff work closely together to ensure that high quality learning resources and activities are available to every student, and that diversity is recognized, supported, and celebrated. Our Parent Council/Society is an active voice in our school, providing valuable support to ensure that Keheewin is a cornerstone of the community. We ensure a safe and caring environment for all students, along with a strong academic program, achieving results that are consistently strong. Our sense of pride as positive and committed global citizens is an integral part of our role as community leaders.

**Programs and Organization**

Keheewin students learn in inclusive classrooms, in a safe, caring and collaborative environment. We are fortunate to be a leader in the Interactions programs at Edmonton Public Schools, providing three classes where students diagnosed with Autism Spectrum Disorder can grow and learn at their own individual rates. Our school is rich with opportunities for all students to learn, with a strong emphasis on technology as a tool to support teaching and learning. Our Learning Commons and Makerspace provide current, innovative and engaging resources to build the multiple literacies students require to be successful in the modern global world. Staff are continually engaged in professional learning to ensure that students receive instruction based on best practices. Collaboration is encouraged, emphasized, and valued for both staff and students, as we build knowledge and skills together. Our music specialist teaches students from kindergarten to grade six and French is offered as a second language beginning in grade four. Cross grade family groupings are used during special events to ensure that students feel connected, cultivate positive relationships, and grow as leaders in their own learning. We are all proud to be KeheeWINNERS!

**School Community Relationships**

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

Alberta Motor Association (AMA) Canadian Red Cross Concordia University Confucius Institute in Edmonton Edmonton Public Library (EPL) Edmonton Symphony Orchestra Keheewin Community Garden Association Safeway Southwest Edmonton Senior Association University of Alberta Wedman House

**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).

By June 2023, 100% of Keheewin students will show growth in reading, writing and mathematics. Success indicators will include results from Fountas & Pinnell Benchmark Assessments, Reading Screeners, PowerSchool Reading Grade Level Report, CAT 4, School wide writing assessments (Fall Practice) and Spring EPSB Writing Higher Level Achievement Test (HLAT), EYE-TA (Kindergarten), teacher developed assessments, and teacher professional judgement.

**Results Achieved:**

Overall, all students have shown growth in literacy and numeracy.

Reading: 65% of students were reading at or above grade level by the end of the year according to BAS and teacher professional judgement. According to the CAT4, 12.5% of students in grades 4-6 increased their reading levels stanine 4 or above from fall to spring. The Provincial Screeners indicated that

Writing: HLAT results showed that 71.5% of students are writing at or above grade level.

Mathematics: On the CAT4, students gained 1.5% in mathematics from fall to spring and in computation, students gained 13%.

Teachers began to use UFLI in the Division I level and Division II's are using UFLI in small group settings to target those who need the extra support. Leveled Literacy and Flyleaf were used as interventions. Teachers used guided reading and home reading to support reading instruction.

Keheewin School is committed to advancing actions towards anti-racism and reconciliation. By June 2023, 100% of our staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the Safe & Caring and Citizenship pillars in the AB Assurance Survey, our Harry Ainlay Catchment Year End Survey, and anecdotal records. The work we are doing in this area will be in conjunction with all staff from the Harry Ainlay Catchment, and will include opportunities to engage Keheewin families and community members in conversations and collaboration to support the success of our goal.

**Results Achieved:**

Alberta Assurance Survey: Under the Citizenship Pillar, the result was 89.9% which was an increase of 5% from the previous year. Under the Welcoming, Caring, Respectful and Safe Learning Environments, the result was 92.8%, which was up 1.5% from the previous year.

Three staff members participated in the Catchment PD, Schools that Listen. This was also a topic at two PD days where the whole staff participated. A school wide book titled, "More than Peach" was used to stimulate conversation and activities. An art show, "Do You See Me?", allowed students to create a self-portrait as to how they wanted others to see them. A mural was created with student input around YOU MATTER. Grade 6's worked on land acknowledgements, Indigenous artists were in the school, and the Division II students participated in an inschool workshop with Concrete Theatre's show with an anti-racism and reconciliation theme. Announcements included holidays of various cultures as well as history months, such as Black History or Pride Month. The library worked at ensuring that the books reflected who was in the school.

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

- New students with language barriers, trauma, and/or mental health issues
- Large class sizes
- Diversity of needs within the classroom
- Attendance for some students
- Noticeable change in ability of students to persevere and demonstrate independence - to take risks and be willing to try hard work
- Finding ways to help our parent community understand the importance of regular attendance, spending a full day at school, reading report cards, attending conferences, reading agendas, and checking SchoolZone
- K-3 - new curriculum with very few resources to begin year
- Huge gap between achievement levels and learning

- Learning loss due to Covid-19 online learning
- Having challenging conversations with staff and students around anti-racism/diversity
- Home and school acceptance of diversity do not always align
- Ensuring we are not misrepresenting, stereotyping, or misappropriating as we teach

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

Work around literacy and numeracy are still a challenge, especially with the new curriculum now extending to Division II.

Division I will all use UFLI and Division II will use UFLI as needed in Intervention Groups.

- Time in our Divisions to develop unit and lesson plans for new curriculum (Division I science; Div. II LA and math). Work collaboratively as a school community with ongoing staff professional development opportunities at the school, catchment, division and provincial level.
- Examining progress reporting and how we communicate achievement with families to ensure we are working together for the students.
- Creative intervention strategies and ways to reach all students.
- Learning Commons focus - Rebellious Read Alouds, which is all about differences in people.
- Continue to build our literacy resources focusing on diversity.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7254 Keheewin School

Assurance Domain	Measure	Keheewin 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	81.3	84.9	84.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.9	84.0	87.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	79.1	85.3 *	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	27.9	29.4 *	n/a	16.0	17.7	n/a	Very High	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	91.6	91.4	93.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/C/R/S/E)	92.8	90.4	90.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.5	84.2	84.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.8	83.9	86.4	79.1	78.8	80.3	Very High	Maintained	Excellent

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, 100% of Keheewin students will show growth in reading and writing.

Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Monitoring all students for growth and the provision of targeted literacy support (e.g. Guided Reading) or interventions.
- Additional release time to support Grades 1–3 teachers collaborating around the reading progress of their students.

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

Success indicators will include results from BAS (at, above or below grade level); provincial screening assessments; intervention results (e.g. Leveled Literacy Intervention), teacher observations (e.g. Guided Reading); CAT4; HLAT - fall and spring; and teacher developed assessments and professional judgement.

**Division Priority 1**

By June 2024, students at our school will demonstrate growth in numeracy as measured by the following data:

- All students who participate in the Provincial Screeners and who are identified at risk will demonstrate growth.
- All students who participate in the CAT4 and who are below the Canadian norm will demonstrate growth toward average or above average scores.
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 6 Math PAT.

Achievement of this goal will be supported by:

- Allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas for growth.
- Using the Provincial Screeners, the Canadian Achievement Test 4 (CAT4) and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students.

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

Provincial Screeners; Canadian Achievement Test 4 (CAT4)—specifically the Spring math and computation & estimation subtests results, teacher observations and student work as indicators of progress. Additionally, 2024 Provincial Achievement Test (PATs) results will be analyzed as a final indicator of success towards our goal.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,600,140		2,748,090
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,600,140</b>		<b>2,748,090</b>
Classroom	13.300000	1,432,051	14.286000	1,538,217
Leadership	1.500000	210,386	1.554000	216,395
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
<b>TOTAL TEACHER</b>	<b>14.800000</b>	<b>1,702,437</b>	<b>15.840000</b>	<b>1,814,612</b>
<b>(% of Budget)</b>		<b>65.47%</b>		<b>66.03%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,171	.000000	25,000
Support	10.000000	603,420	10.900000	661,990
Support (Supply/OT)	.000000	15,000	.000000	15,000
Custodial	1.750000	133,335	1.750000	133,335
Custodial (Supply/OT)	.000000	4,000	.000000	6,500
<b>TOTAL NON-TEACHER</b>	<b>11.750000</b>	<b>786,926</b>	<b>12.650000</b>	<b>841,825</b>
<b>(% of Budget)</b>		<b>30.26%</b>		<b>30.63%</b>
<b>TOTAL STAFF</b>	<b>26.550000</b>	<b>2,489,363</b>	<b>28.490000</b>	<b>2,656,437</b>
<b>(% of Budget)</b>		<b>95.74%</b>		<b>96.66%</b>
SUPPLIES, EQUIPMENT AND SERVICES		65,357		59,208
INTERNAL SERVICES		44,920		31,945
OTHER INTEREST AND CHARGES		500		500
<b>TOTAL SES</b>		<b>110,777</b>		<b>91,653</b>
<b>(% of Budget)</b>		<b>4.26%</b>		<b>3.34%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,600,140</b>		<b>2,748,090</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0