

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	274.500	Custodial	1.750000	Salaries	\$2,648,673	96.69%
Weighted	426.366	Exempt	0.000000	Supplies, Equip., Services	\$90,620	03.31%
Regular	292	Support	10.680000			
		Teacher	<u>15.780000</u>			
Year Opened	1981	Total	28.210000	Total	\$2,739,293	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 have the Interactions programs, 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.

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 goals that were established for 2023-2024, 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 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.

Results Achieved: Overall, we see varied results in our reading levels, with particular growth in the latter grades. According to the Division Survey, 76% (increase of 2%) of students in Grades 4-9 report that they are getting better at reading and 74% (increase of 5%) feel they are getting better at writing in the 2023-2024 school year.

Reading Growth: The average reading levels at our school were very consistent with 73 % at or above in 2022/2023 to 76% in 2023/2024 according to the BAS Reading Levels, and on the CAT4 for grades 4-6, reading levels went from 75% to 74%. Provincial Screening Assessments indicated that there was a : A decrease in students at risk for reading difficulties was observed on the CC3 assessment. 22% (decrease of 5% from fall 2023 to spring 2024) and 24% (decrease of 23% from fall 2023 to spring 2024) of students remained at risk based on the CC3 and LENS assessment.

Writing Growth: According to the HLATs, the average of students writing at grade level decreased from 84% at or above in 2022/2023 to 83% in 2023/2024.

The following initiatives supported our work relative to this goal:

- UFLI
- Fly leaf
- Small groups/intervention with students teachers
- One School One Book Project - the whole school read one book
- Purchasing resources - new picture books, upgrading sections in the library collection
- Time spent on the new curriculum
- Collaborative planning time
- Streamlining school wide assessment
- Marking HLATs with our catchment cohorts
- Catchment groups - discussion on best practices in literacy
- Volunteers reading with students
- Additional home reading books added to collection
- Decodable books
- Use of technology to provide more individualized reading selections
- Targeted teaching for different genres of writing
- Targeting teaching for different genres of reading
- Weekly journaling, daily writing
- Guided Reading, read alouds
- Diversity in book selections, inclusive literature
- Re-assigned Interactions EAs to help struggling readers in mainstream classes at the end of the day
- Leveled literacy book selections
- Targeted literacy interventions
- Reading the announcements, sharing writing over the announcements

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.

Results Achieved: Overall, we see varied results in our numeracy levels. When examining the Provincial Numeracy Screener data, we are finding that our targeted work with students identified at risk made a difference. 35% of the students at risk showed growth, so there is still work to be done there. On the CAT4, students in grades 4-6 showed a 6% increase, going from 83% in the 2022-23 school year to 89% in the 2023-24 school year. The Math PAT was canceled, so there is no data from that source.

The following initiatives supported our work relative to this goal:

- Targeted skill intervention for at risk students
- Math programs - Mathletics, Prodigy, Math Seeds
- Identifying areas of needs based on assessment data
- Use picture books to teach math concepts
- Increase hands on activities and use of manipulatives
- Class intervention while using student teachers
- Class intervention groups
- Use of games to extend understanding and increase engagement
- Collaboration among teachers to use resources for new mathematics curriculum implementation
- Teachers sharing new ideas for effective planning
- Whiteboard response for quick assessment
- Weekly check in quizzes

What were the biggest challenges encountered in 2023-2024?

Our biggest challenge continues to be the complexity of classrooms and the continued fall out of the Covid19 years. Teachers work hard to be creative in figuring out ways to reach all students and give them the targeted instruction that they need, but with growing class sizes and the growing complex needs in the classrooms, it takes a toll on their wellness as they strive to support all students. We had limited opportunity for targeted literacy and numeracy interventions last year, but used the time we had to support as many students as possible.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Staff will continue to gain expertise in using UFLI and decodable book resources. Some staff are also taking training in other literacy and numeracy models. We have also implemented using Jump Math at the whole school level, which should help with all the combined grades that we have this year. The placement of Educational Assistants has been very purposeful, including giving less time to the office and more time to the classroom. Saying "yes" to volunteers who want to come in to read to students will allow more students to have one on one reading support as well. We would like to build on to our volunteer pool, as many students do not have the literacy support from home for various reasons, including ELL, parents working, or families not having the skills to know what to do to support their children. Literacy and numeracy nights, where we demonstrate to families easy ways to engage their children in literacy or numeracy activities will be offered. Giving staff collaborative time to work through the new curriculum will continue to be a priority as we look at PD days and early Thursdays.

This year we have started Committee work that should support our plan goals. The literacy and numeracy committees are focused on finding ways to increase engagement in those areas. Our citizenship/diversity committee is helping us do a deeper dive into the 7 Grandfather Teachings, alongside promoting other cultural events throughout the year so all of our students can see themselves represented in the school. We also have a wellness committee which will work to provide opportunities for students and staff to focus on mental health, wellness, and social emotional development. The hope is that through the work that the citizenship/diversity and the wellness committees do, our students will grow in their sense of belonging and self-worth.

Our school theme is "You are more than ... so believe in yourself and soar!", based on the book by LeBron James, "I am more than". This builds on the idea that we need to be true to ourselves and embrace who we are, not getting "trapped" in what others might think. By having students focus on this theme, which is mentioned everyday on announcements, we will hopefully build on their sense of belonging.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	71.3	81.3	83.1	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	82.2	89.9	87.0	79.4	80.3	80.9	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	83.3	79.1	79.1	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	38.1	27.9	27.9	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.2	91.6	91.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	92.8	91.6	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	71.3	80.5	82.3	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	77.2	86.8	85.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all students at Keheewin School will demonstrate measurable growth in their reading and writing skills.

Specific Indicators for Progress Monitoring:

1. Increase Reading Proficiency: Raise the percentage of students reading at or above grade level to 80%.
2. Increase Writing Proficiency: Raise the percentage of students writing at or above grade level to 85%.
3. Growth for Students with an IPP: Achieve measurable growth toward personalized literacy goals for all students on an Individual Program Plan (IPP).

Achievement of 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?

BAS (at, above or below grade level); provincial screening assessments; intervention results (e.g. Leveled Literacy Intervention); teacher observations (e.g. Guided Reading); CAT4; HLATs; PATs

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging.

Achievement of goal will be supported by:

- Participating in the “Responsive Schools Network” initiative; creating opportunities for student and staff voice to drive expectations relative to safety, belonging and extracurricular events. Developing an understanding of common language by providing opportunities for students and staff to engage in collective and collaborative learning and action.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Grandfather Teachings, developing personalized land acknowledgements, and updating resources including library books.
- Our Citizenship/Diversity Team is increasing cultural representation within the school (announcement slides, learning materials, guest speakers, artist in residencies, food offerings, events and visual environment).
- Engagement in collaboration, and professional learning focusing on mental health, wellness and social/emotional development and providing social/emotional interventions to build resilience and cohesion.

What data will you use to track continuous improvement?

Alberta Education Assurance Measures - 5% improvement in the Citizenship measure; Division Feedback Survey - 5% improvement in students seeing themselves reflected in classroom materials/resources and in students feeling that school is a place where all students can feel they belong; Youth Resilience Survey - 5% increase in student connectedness to teachers and in culture of equity engagement.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,623,527		2,739,293
Internal Revenue		0		0
REVENUE TOTAL		2,623,527		2,739,293
Classroom	13.404000	1,448,611	14.226000	1,537,447
Leadership	1.554000	217,524	1.554000	217,655
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	50,043	.000000	59,468
TOTAL TEACHER	14.958000	1,716,178	15.780000	1,814,570
(% of Budget)		65.41%		66.24%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	20,000	.000000	22,000
Support	10.000000	619,373	10.680000	660,643
Support (Supply/OT)	.000000	15,000	.000000	10,000
Custodial	1.750000	134,960	1.750000	134,960
Custodial (Supply/OT)	.000000	6,500	.000000	6,500
TOTAL NON-TEACHER	11.750000	795,833	12.430000	834,103
(% of Budget)		30.33%		30.45%
TOTAL STAFF	26.708000	2,512,011	28.210000	2,648,673
(% of Budget)		95.75%		96.69%
SUPPLIES, EQUIPMENT AND SERVICES		85,656		59,241
INTERNAL SERVICES		25,360		30,879
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		111,516		90,620
(% of Budget)		4.25%		3.31%
TOTAL AMOUNT BUDGETED		2,623,527		2,739,293