

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	496.500	Custodial	2.875000	Salaries	\$3,540,664	94.09%
Weighted	559.581	Exempt	0.000000	Supplies, Equip., Services	\$222,522	05.91%
Regular	537	Support	7.500000			
		Teacher	<u>23.699500</u>			
Year Opened	1980	Total 34.074500			Total \$3,763,186	100.00%
				Internal Revenue	\$16,000	

School Philosophy

At Meyokumin School, we promote and support the academic success of all students. We foster respect, dignity, and leadership in our students. Students are held responsible and accountable for their academic and social achievements. We believe in consistent behavioural expectations that promote safety, pride, respect, and honesty. We strive to provide our students with cognitive challenges through social learning that enhances their sense of self and well-being. This allows our students to develop strong problem-solving skills and the social skills necessary for lifetime success. We advocate a growth mindset attitude with our staff, celebrate diversity, and reinforce the belief that everyone needs to be a positive influence in the world. Meyokumin (phonetic spelling for Miyokamin) means "good flowing water" in Cree.

Community Profile

Meyokumin School is located in south-central Mill Woods, near the Mill Woods Town Center shopping center, the Grey Nuns Hospital and the Mill Woods Recreation facility. There is a multi-cultural flavour in our neighborhood of single and multiple-family accommodations. The school benefits from a variety of partnerships and networks that support teaching, learning, and the overall school environment. Community partnerships that are affiliated with our school include Big Brothers and Sisters, Hope City Church, and ATB Financial.

Programs and Organization

Meyokumin School offers mainstream programming from kindergarten to grade six. Our Cogito Alternative Program also offers kindergarten through grade six programming.

Our mainstream program provides French as a Second Language in grades four through six. The Cogito program offers French instruction from grades one through six in addition to an expanded scope and sequence of the Alberta curriculum. We offer a Punjabi Language and Cultural course as an option to our mainstream students in kindergarten through grade six and to our Cogito students in grades four through six.

Our Mainstream program is inclusive, supporting the needs of children who are learning English as an additional language (EAL) and students with a variety of specialized needs with integrated placements.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, Hope City Church, Kiwanis Edmonton Oil Capital Club, Metro Continuing Education

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 2025, we will see an increase in the percentage of students reading at or above grade level. Our objective is to have 89% of Meyokumin demonstrating this by the end of the school year.

Achievement of this goal will be supported by:

- *Using instructional strategies that best support struggling readers*
- *Implementing research-based assessment practices to accurately determine student progress in reading and to support planning for next steps*
- *Teachers will engage in professional learning to support emergent and struggling readers*
- *Dedicated collaboration time for teachers to discuss interventions, extensions, and overall programming*
- *Revising our school-based tracking document to identify First Nations, Metis, or Inuit students and provide intervention support in reading*
- *Division I classrooms will receive 120 minutes a week of literacy intervention*
- *Utilize community partnerships to provide additional reading opportunities for students*
- *Analyze school data to determine who requires additional support or extensions*
- *Provide parents the opportunity to be involved in reading activities that support their children at home*

Results Achieved:

- 82% of students feel they are getting better at reading, with 36% of students strongly feeling this way
- 82% of our students are reading at or above grade level, in comparison to the Division average of 69%
- Increase in the percentage of students reading above grade level, from 0.4% to 2.2%
- 96% of our grade six students were at the acceptable level on the ELA PAT, compared to the province at 69%
- 41% of our grade six students reached a level of excellence on the ELA PAT
- On the spring CAT4 in reading, 89% of students were at a stanine 4 or above, compared to the Division at 74%
- An increase from 79% to 89% in reading in the CAT4 from fall to spring administration
- 26 Division I students received pull-out intervention over the course of the school year, with all students showing measurable growth in reading
- Revised the school-wide tracking document to include a column for students who are self-identified First Nations, Metis, or Inuit

By June 2025, students and staff will have participated in impactful learning experiences, collaborative projects, and professional development aimed at fostering anti-racism and reconciliation efforts. These activities will build their confidence and strengthen their sense of belonging. The following indicators will be used as targets to measure progress:

Division Feedback Survey:

- *5% increase in student perception that school is a place where all students feel like they belong*
- *5-10% improvement in students who feel like they can be themselves at school*
- *5-10% increase in students who feel like many diverse cultures are represented in the books and materials at our school*
- *5% increase in students who feel their identity or culture is reflected in materials used in class*
- *5% improvement in students who would feel safe going to an adult in the school for help if something racist or discriminatory happened*
- *5-10% increase in students who feel that our school takes action to support truth and reconciliation*
- *5% improvement in staff perception that they have the knowledge and skills to support students who are First Nations, Metis, or Inuit*

Achievement of this goal will be supported by:

- *Diversifying our school library by purchasing books that better represent the students and staff in our school*
- *Introducing Recess Guardians to increase the sense of student belonging in our school*
- *Increase the number of school displays that recognize and celebrate our school's diversity*
- *Using the Division's Multi-Faith Calendar to recognize cultural celebrations and when planning assessment dates and school events*

- Utilizing Division staff and resources to deepen our understanding of anti-racism and reconciliation
- School Pillar Groups to create learning opportunities for both students and staff
- Using student-led morning announcements to create a sense of belonging
- Planning school-wide activities around National Indigenous People's Day and Metis Week
- Hosting a multicultural day for our students and their families to celebrate the diverse cultures represented in our school
- Embedding Indigenous games into school-wide events
- Utilizing outdoor classroom space to facilitate land-based teachings

Results Achieved:

- 70% of students agree or strongly agree that our school is a place where they feel like they belong
- 100% of parents respondents feel welcome in our school community
- 100% of school staff feel our school is a place where students feel that they belong
- 62% of students feel like they can be themselves at school
- 73% of students feel that many diverse cultures are represented in the books and materials at our school, an increase of 5%
- 87% of students are aware of the work our school is doing to support anti-racism and belonging at our school, an increase of 2%
- 85 % of students believe our school takes actions that support truth and reconciliation, an increase of 4%
- 96% of students agree they have the opportunity to learn about the contributions of Indigenous peoples
- 91% of staff believe that they have the knowledge and skills to support students who are First Nations, Metis, or Inuit
- 75% of students would feel safe going to an adult in the school for help if something racist or discriminatory happened, an increase of 5%

What were the biggest challenges encountered in 2024-2025?

- The support staff strike from January to March had a significant impact on student learning, our staff, and our families
- Navigating new curriculum expectations in a timely manner
- Having adequate mental health supports in place for students who require a more targeted approach
- Challenges with student attendance
- Increasing complexities in our classrooms
- Timeliness for formal assessments to be completed to better support those students who may require more specialized programming

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

- Continue to create opportunities for students to feel a sense of belonging in our school
- Support students in further developing their resiliency skills, focusing on self-care and problem-solving
- Implementing new instructional strategies in our Division I program to better support struggling readers across all classrooms

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7257 Meyokumin School

Assurance Domain	Measure	Meyokumin 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	81.2	88.6	86.4	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	85.8	84.5	85.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.7	93.9	93.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	85.4	87.2	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	83.3	84.6	86.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	85.3	88.3	86.3	80.0	79.5	79.1	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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 2026, we will see an increase in the percentage of students reading at or above grade level. Our objective is to have 85% of Meyokumin demonstrating this by the end of the school year.

Achievement of this goal will be supported by:

- *Implementation of UFLI in some Division I classrooms (full implementation in Division I in the fall of 2026)*
- *Using tier one intervention strategies that best support struggling readers*
- *Implementing research-based assessment practices to accurately determine student progress in reading and to support planning for next steps*
- *Dedicated collaboration time for teachers to discuss interventions, extensions, and overall programming*
- *Utilizing our school-based tracking document to identify those students who require additional supports in reading*
- *Division I classrooms will receive intervention time to support struggling readers*
- *Utilize community partnerships to provide additional reading opportunities for students*
- *Provide parents with the opportunity to be involved in reading activities that support their children at home*

What data will you use to track continuous improvement?

Teacher-awarded marks; Formal reading assessments; Teacher anecdotal notes; Canadian Achievement Tests (CAT-4); Provincial Literacy Assessments (K-3); Teacher observations; Year-end Reading Achievement Levels, Provincial Achievement Tests

Division Priority 2

By June 2026, students and staff will have participated in impactful learning experiences, collaborative projects aimed at fostering anti-racism and reconciliation efforts. These activities will build their confidence and strengthen their sense of belonging. The following indicators will be used as targets to measure progress:

Division Feedback Survey:

- *5% increase in student perception that school is a place where all students feel like they belong*
- *5-10% improvement in students who feel like they can be themselves at school*
- *5-10% increase in students who feel like many diverse cultures are represented in the books and materials at our school*
- *5% increase in students who feel their identity or culture is reflected in materials used in class*
- *5% improvement in students who would feel safe going to an adult in the school for help if something racist or discriminatory happened*
- *5-10% increase in students who feel that our school takes action to support truth and reconciliation*
- *5% improvement in staff perception that they have the knowledge and skills to support students who are First Nations, Metis, or Inuit*

Achievement of this goal will be supported by:

- *Engaging staff in professional learning focusing on culturally responsive teaching strategies to support students' sense of belonging*
- *Continue to diversify our school library by purchasing books that better represent the students and staff in our school*
- *Using the Division's Multi-Faith Calendar to recognize cultural celebrations, and when planning assessment dates and school events*
- *Utilizing Division staff and resources to deepen our understanding of anti-racism and reconciliation*
- *Work with local Indigenous organizations (i.e. Bent Arrow) to develop a stronger understanding of Indigenous culture amongst our staff, students, and families*
- *Introduce school assemblies (one per term) to create a better sense of school community*
- *Continue to use student-led morning announcements to create a sense of belonging*
- *Honoring National Indigenous Peoples' Day and Metis Week with special activities that highlight indigenous ways of knowing*
- *Creating lead-teacher groups to guide learning opportunities around our school (lesson development, displays, activities) that deepen our understanding of Indigenous*

culture

- *Training staff on how to implement the use of restorative/sharing circles in the classroom as a way of promoting relationship-building, developing problem-solving skills, and creating opportunities for student voice*

What data will you use to track continuous improvement?

Division Feedback Survey; Alberta Education Assurance Measures; Informal school-based surveys for students and parents centered on belonging; Family attendance for school-wide events

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		3,818,286		3,747,186
Internal Revenue		0		16,000
REVENUE TOTAL		3,818,286		3,763,186
Classroom	21.334000	2,312,264	21.699500	2,351,880
Leadership	2.000000	271,866	2.000000	270,969
Teacher Supply	.000000	93,000	.000000	93,000
TOTAL TEACHER	23.334000	2,677,130	23.699499	2,715,849
(% of Budget)		70.11%		72.17%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	87,362	.000000	87,362
Support	9.000000	591,975	7.500000	497,211
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	2.875000	213,465	2.875000	213,465
Custodial (Supply/OT)	.000000	14,777	.000000	14,777
TOTAL NON-TEACHER	11.875000	919,579	10.375000	824,815
(% of Budget)		24.08%		21.92%
TOTAL STAFF	35.209000	3,596,709	34.074499	3,540,664
(% of Budget)		94.2%		94.09%
SUPPLIES, EQUIPMENT AND SERVICES		157,767		153,012
INTERNAL SERVICES		62,310		68,010
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		221,577		222,522
(% of Budget)		5.8%		5.91%
TOTAL AMOUNT BUDGETED		3,818,286		3,763,186