

Profile



Enrolment		Staff FTE		Budget		
Normalized	505.000	Custodial	2.813000	Salaries	\$3,400,163	93.17%
Weighted	571.460	Exempt	0.000000	Supplies, Equip., Services	\$249,368	06.83%
Regular	542	Support	6.500000			
		Teacher	23.580000			
Year Opened	1980	Total		32.893000	Total	\$3,649,531 100.00%

School Philosophy

At Meyokumin School, we promote and support 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 achievement. 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 are Big Brothers and Sisters, Hope City Church, Concordia Lutheran 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).

Through our Cornerstone Values, By June 2024, 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. Achievement of this goal will be supported by:

- OECD priority practices as universal strategies for all students
- Monitoring all students for growth and the provision of targeted literacy and numeracy support through interventions
- Using the literacy and numeracy provincial assessments for students in grade 1 - 3 and Fall CAT 4 results for students in Grade 4 - 6 to help support students

Results Achieved:

Reading and Writing:

- Division Feedback Survey indicated that 85% of students agreed or strongly agreed that they are getting better at reading
- 86.7% of students in Grades 1-6 are reading at or above grade level, compared to the Catchment average of 69.8%
- 87.3% of EAL students were reading at or above grade level
- 33.3% of First Nations, Metis, or Inuit students were reading at or above grade level
- An increase from 81.9% to 90.5% in those students Stanine 4 and above in CAT-4 Reading from fall to spring
- LeNS assessments indicated that from January to June, an increase from 94% to 96% for those grade one students who do not require additional supports
- CC3 data indicated that by June 2024, 100% of grade two students did not require additional supports
- HLAT data shows 89.5% of students in Grades 1-6 are writing at or above grade level
- Division Feedback Survey indicated that 78% of students agreed or strongly agreed that they are getting better at writing

Numeracy:

- Increase from 91.4% to 90.5% of those students Stanine 4 and above on CAT-4 Computation
- Above the Catchment average in both CAT-4 Computation (Catchment: 81%, School: 91.4%) and Total Math (Catchment: 81.4%, School: 91.4%)
- Numeracy Screening Assessments indicated that from January to June 2024, an increase from 90% to 96% for those grade one students who did not require additional supports
- Numeracy Screening Assessments indicated that by June 2024, 100% of grade two students did not require additional supports
- Teacher awarded marks in math at the levels of excellent or proficient: Grade 1: 77%, Grade 2: 88%, Grade 3: 90%, Grade 4: 88%. Grade 5: 95%, Grade 6: 95%
- Division Feedback Survey indicated that 89% of students agreed or strongly agreed that they are getting better at math

Through our Cornerstone Values, By June 2024 students and staff will engage in meaningful learning activities focused on collaborative work related to Anti-Racism and Reconciliation. Achievement of this goal will be supported by:

- Development and implementation of Pillar Teams to focus on all three Division priorities to increase a sense of belonging for all students
- Staff will participate in catchment and school level professional learning on Equity, Diversity and Inclusion
- Meyokumin will be participating in Schools That Listen with other catchment schools to help provide opportunities for students and families voices to be heard

Results Achieved:

During the 2023-24 school year, Meyokumin School staff engaged in professional learning that further deepened our understanding of what anti-racism looks like in a school setting. We also strived to create a school environment where staff and students work together to create a deeper understanding of what reconciliation means, and how we can work towards it.

Steps taken to meet our goal of collaborative work relating to anti-racism and reconciliation included:

- the establishment of staff pillar groups, two of which supported work in reconciliation and creating an anti-racist environment
- staff participated in multiple sessions relating to anti-racism (microaggressions, bias, co-conspirators)
- participation in catchment work relating to Schools That Listen

- *created bulletin boards that celebrated the diversity of our students*
- *students and staff participating in National Truth and Reconciliation and National Indigenous Peoples' Day events*
- *Diversity consultant led smudging with staff*
- *school-wide celebration for National Indigenous Peoples' Day with local Indigenous leaders*
- *staff participated in a guided tour of the Indigenous Peoples' Experience at Fort Edmonton Park*
- *staff and students connecting themselves to Indigenous ways of knowing by creating their personal land acknowledgments*

Data from the Division Feedback Survey indicated:

- *91% of students are aware of the work our school is doing to support anti-racism and belonging in schools*
- *89.2% of students feel our school takes actions that support truth and reconciliation*
- *94.1% of students feel that they are learning about treaties and agreements with First Nations*
- *69.1% of students feel safe going to an adult if something racist or discriminatory happened to them*
- *91% of staff feel they have the knowledge and skills to program for/support students who are First Nations, Metis, or Inuit*
- *85.2% of parents feel that many diverse cultures are represented in the events, activities, and environment of our school*

What were the biggest challenges encountered in 2023-2024?

- *Having adequate mental health supports in place for students who require a more targeted approach*
- *Increased number of complex students in the classroom*
- *Support staff absences not filled due to staff shortages*
- *Student attendance*
- *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 2023-2024 that will inform your plan for 2024-2025?

- *Ensure that our students who identify as First Nations, Metis, or Inuit will have access to literacy or numeracy interventions if required*
- *Create targeted goals for our Pillar Groups in the areas of anti-racism and reconciliation to make their work even more impactful*
- *Tap into Division consultants and resources to further support our work in literacy instruction and intervention*
- *Utilize Division MHCB Wellness Coaches and school-based mental health therapist to further develop a sense of belonging and connectedness in our school*

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	88.6	89.9	85.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.5	91.0	86.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	88.9	87.7	87.7	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	68.1	44.4	44.4	19.8	18.0	18.0	Very High	Improved Significantly	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	93.9	95.2	93.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	89.9	88.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.6	85.8	87.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.3	88.8	85.3	79.5	79.1	78.9	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 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, 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*

What data will you use to track continuous improvement?

Teacher-awarded marks; Formal reading assessments (F&P BAS), 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 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*

What data will you use to track continuous improvement?

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

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,549,532		3,649,531
Internal Revenue		0		0
REVENUE TOTAL		3,549,532		3,649,531
Classroom	21.978000	2,375,231	21.580000	2,332,217
Leadership	2.000000	270,453	2.000000	270,576
Teacher Supply	.000000	80,000	.000000	88,000
TOTAL TEACHER	23.978001	2,725,684	23.580000	2,690,793
(% of Budget)		76.79%		73.73%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	87,362	.000000	87,362
Support	6.500000	404,388	6.500000	404,387
Support (Supply/OT)	.000000	11,000	.000000	12,000
Custodial	2.813000	194,621	2.813000	194,621
Custodial (Supply/OT)	.000000	7,000	.000000	11,000
TOTAL NON-TEACHER	9.313000	704,371	9.313000	709,370
(% of Budget)		19.84%		19.44%
TOTAL STAFF	33.291000	3,430,055	32.893000	3,400,163
(% of Budget)		96.63%		93.17%
SUPPLIES, EQUIPMENT AND SERVICES		56,127		156,323
INTERNAL SERVICES		61,850		91,545
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		119,477		249,368
(% of Budget)		3.37%		6.83%
TOTAL AMOUNT BUDGETED		3,549,532		3,649,531