

Profile



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------|----------------|
| Normalized | 525.000 | Custodial | 2.875000 | Salaries | \$4,000,921 | 96.49% |
| Weighted | 663.554 | Exempt | 0.000000 | Supplies, Equip., Services | \$145,588 | 03.51% |
| Regular | 567 | Support | 12.146000 | | | |
| | | Teacher | <u>25.537000</u> | | | |
| Year Opened | 1994 | Total | 40.558000 | Total | \$4,146,509 | 100.00% |

School Philosophy

At Michael A Kostek School we are committed to developing successful, independent learners and leaders who are prepared to live as compassionate, engaged, and ethical citizens. We work collaboratively as a staff and in partnership with parents and the community to provide a safe, caring and inclusive learning environment that fosters resiliency, exemplary character, and healthy, active lifestyles. Our instructional practices are based on an inquiry approach and differentiation for all learners.

Community Profile

Michael A. Kostek school is located in Jamieson Place in west Edmonton. Students who reside in Wedgewood Heights, Wedgewood Ravine, Cameron Heights and the south section of Edgemont are designated to attend Michael A. Kostek School. Parents are strong advocates for their children’s learning and they support the school in multiple ways. School Council and the MAK Fundraising Society enhance the learning at MAK by building our school community and contributing to the acquisition of resources and enrichment programs.

Programs and Organization

Michael A Kostek school offers regular Kindergarten to Grade 6 programming with French as a Second Language beginning in Grade 4. Students are actively engaged in their learning through an inquiry approach. Guided reading, daily writing and the LLI program offer differentiated literacy instruction at all grade levels. The school has annual arts residency programs and has a music specialist who teaches Kindergarten to Grade 6 music. MAK school staff offer students multiple opportunities to develop technology skills, be physically active, engage in school community activities and demonstrate leadership skills in the classroom, in the school and in the community.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

Michael A. Kostek School will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence. Achievement of this goal will be supported by:

- Increase in staff understanding of "Science of Reading" as well as "Building Thinking classrooms" in the area of numeracy instruction
- Whole school academic tracking document that highlights students growth, interventions implemented, attendance and connections, reading, writing and numeracy growth
- Weekly collaborative conversations as grade teams to monitor progress and adjust Tier 1 and 2 programming
- Whole school guided reading

Results Achieved:

Michael A. Kostek School is proud to report another successful year of academic achievement in literacy, numeracy, science, and mathematics. Our students continue to show substantial growth and exceed both catchment and division benchmarks, demonstrating a strong commitment to learning and a supportive school environment.

83% of our students are reading at or above grade level, a 3% increase from the previous year. This achievement is particularly notable in Grade 1, where **91%** of students are reading at or above grade level. To support these outcomes, we implement evidence-based classroom practices like Daily UFLI, Heggerty, Guided Reading, Book Clubs, and targeted grammar and phonics instruction. Additionally, prioritizing smaller class sizes in Kindergarten and Grade 1 creates a nurturing environment for building foundational knowledge.

In numeracy development, **95.2%** of students in Grades 4-6 scored at or above Stanine 4 on the CAT4 Spring assessment, and **80%** achieved Exemplary or Proficient in mathematics and the year end progress report. These strong results are reflected in our students' performance on Provincial Achievement tests, with Grade 6 students achieving exceptional outcomes in Science and Social Studies. Specifically, **92.3%** of Grade 6 students scored at the acceptable standard in Science, while 93.3% scored at the acceptable standard in Social Studies. Numeracy support and enhancement has been a area of peeked interest this past year and leading into this school year. It should also be noted that a commitment to Inquiry based learning and the recent expansion of our understanding of STEM activities has acted as a further catalysts to helping learning come alive.

Our commitment to student success extends to addressing individual needs. While some students initially required additional support, targeted interventions have been successful in closing achievement gaps. Through personalized interventions, we have reduced the number of students requiring extra support from 10% to 5% in grades 1-3. For identified students, we provide small group instruction in ELA and Math to reinforce foundational skills and build confidence. This was achieved through the hiring of additional staff as well as leveraging the collective expertise of administration, teachers and support staff.

Michael A. Kostek School will engage in targeted action to advance positive change toward anti-racism and reconciliation. This goal will be achieved through:

- Celebrating a variety of cultural celebrations throughout the year and featured on our daily video announcements
- Establishment of multi faith prayer room for use of various faiths.
- Whole School Land Acknowledgement writing project
- Cultural features at monthly assemblies

Results Achieved:

At Michael A. Kostek School. Through collaborative efforts, Communities of Practice, and open dialogue, we've demonstrated a strong commitment to professional development and fostering a sense of belonging. We've made progress in addressing issues of racism and inequality, providing dedicated spaces for Indigenous educators, and creating inclusive environments for all. While we celebrate these achievements, we acknowledge that much work remains to ensure a truly equitable and just school community.

Despite a slight decrease in overall student sense of belonging this year, with only 64% feeling connected to their school, our results align with the catchment and division averages. Notably, 16% of students were unsure or didn't know how to answer the question, suggesting a narrower gap between agreement and disagreement. This offers hope for future improvement. We experienced significant enrollment growth during the year, welcoming 590 students by the end. This influx included newcomers to the division, province, and even Canada. This transition period highlights the importance of supporting students in adapting to their new environments and empowering them to thrive.

Parent feedback was overwhelmingly positive in our Division feedback survey, with 100% feeling their child is welcomed and 95% appreciating the celebration of diverse cultures. This represents a significant increase from 88% in the previous year. Parent responses in the Provincial Assurance Measure show that 91.9% of parents agree that we are providing a caring, respectful and safe learning environment. This is however a 1% drop from last year. This survey is representative of 17 parent responses. Overall the statistical data is maintained over the 3 year period.

We actively celebrate diversity by recognizing all religions and cultural holidays, incorporating Land Acknowledgements into various grade levels, and live-streaming Truth and Reconciliation Celebrations. In-class presentations and Indigenous speakers at catchment events provide opportunities for learning and cultural exchange. Additionally, our Communities of Practice (CoP) on Anti/Racism and Equity, as well as First Nation Metis and Inuit study, create spaces for dialogue and action. To further promote inclusivity, we display a multifaith calendar in the library and host regular Coffee with the Principal sessions to foster open communication and community building. Space has been dedicated for Muslim students to join in prayer on Friday afternoons.

Michael A. Kostek School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. Growth in this area will be demonstrated via:

- Positive behaviour supports through Collaborative Proactive Solutions Model, Social Thinking and Interoception
- Whole School Inquiry Project on Resilience
- School Buddy Activities
- Wellness Day for all students
- EverActive Schools and Loose Parts Play planning

Results Achieved:

Building a strong school community is essential for fostering positive mental health and a sense of belonging among students, staff, and families. Initiatives like Community Building through Mighty MAK, School-Wide Wellness Days, Loose Parts Play, daily class forest walks and the DancEd Artist in Residence Program promote social interaction and emotional well-being. Extracurricular activities such as the MAK Track Team, APEGA Science Competition, and Coding Club offer opportunities for students to develop their talents and passions. Community service events, like the Winter Clothing Drive and Holiday Hampers, instill values of compassion and empathy. By creating a diverse range of activities and fostering a welcoming environment, schools can cultivate a vibrant and supportive community where everyone feels valued and connected.

In reflecting on the Division feedback survey results for students, **69%** of students indicated that they are doing very well or well in overall mood and wellbeing. Which is a drop from **74%** the previous year. There is an increase in the "So So" category of **13%**. **76%** of Staff indicated that they are doing very well or well in overall mood and wellbeing. Which is an increase of 4% from **72%** the previous year. It is reflected that students do feel connected to the adults in the build and feel that the school is there to help support overall wellness as this was reflected in **87%** of students in agreement. This is an area which we as a staff have worked diligently at, as we continue to discuss students collaboratively as teams and work on strategies to connect every student with at least one adult in the building. Overall wellbeing was the highest in Grade 4 students with 79% and the lowest reported in grade 6 students with 61%. Grade 6 also reported **39%** in the category of "So So" to "not good at all". Grade 6 also held the highest response in students selected "not well" at **9%**

The past year presented significant challenges for students and staff in Grade 6. The complex social dynamics within the class groupings, coupled with external stressors, led to conflicts and heightened emotional distress. Staff across the school identified that a lack of adequate time and resources further hindered the ability to effectively support students' social and emotional needs. These factors collectively highlight the importance of prioritizing mental health and well-being, and addressing the growing need for social-emotional learning support in schools.

What were the biggest challenges encountered in 2023-2024?

Complex social dynamics and external stressors occasionally led to conflicts among small groups of students. Overall, student well-being and social-emotional health appeared to be declining in some cohorts. Based on these findings, we need to prioritize greater student identity representation and ensure that classroom materials better reflect the diverse identities and cultures of all students. Increased staff professional development is essential to equip educators to address complex student emotional struggles and respond effectively to external stressors, such as war and international conflict, that may impact the classroom environment. Finding time to engage students in meaningful conversations about these issues, alongside addressing academic and social-emotional needs, is a significant challenge.

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

To enhance student learning, we should continue to prioritize strengthening literacy and numeracy skills. This includes developing a comprehensive assessment plan, aligning curriculum across grade levels, and focusing on writing instruction. Additionally, it's crucial to foster a positive and inclusive school climate by promoting respectful communication, building strong relationships, and providing opportunities for social-emotional learning. Initiatives like "Coffee with the Principal" and staff participation in Parent Council will continue to foster dialogue and collaboration and embracing parents as partners in our collective work.

Results and Implications

To support staff well-being, Michael Kostek School should offer opportunities for social connection, stress management, and professional development. By leveraging Division resources for heritage months, seeking professional learning opportunities to deepen cultural understanding, and applying insights from cultural norms and traditions PD, we hope to create a more culturally responsive and inclusive learning environment.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7281 Michael A Kostek Elementary School

| Assurance Domain | Measure | Michael A Kostek Elem. 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 | 84.3 | 86.0 | 84.2 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 85.9 | 83.3 | 85.8 | 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 | 93.3 | 88.2 | 88.2 | 68.5 | 66.2 | 66.2 | Very High | Improved | Excellent |
| | PAT6: Excellence | 56.7 | 44.1 | 44.1 | 19.8 | 18.0 | 18.0 | Very High | Improved | 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 | 79.4 | 94.2 | 93.9 | 87.6 | 88.1 | 88.6 | Very Low | Declined Significantly | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 91.9 | 88.8 | 90.0 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 67.5 | 79.6 | 80.8 | 79.9 | 80.6 | 81.1 | n/a | Declined | n/a |
| Governance | Parental Involvement | 72.5 | 75.3 | 75.8 | 79.5 | 79.1 | 78.9 | 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 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

At Michael A. Kostek School, we will support student growth in literacy and numeracy using high quality instruction. By June 2025 we will strive to see our reading at or above grade level data increase to 85% across all grade levels and our grade 1 data maintain its targets of 90%. In numeracy, we look to achieve a target of 90% of students at or above Stanine 4 on the CAT4 Spring assessments.

This goal will be achieved through:

- Weekly collaborative conversations as grade teams to monitor progress and adjust Tier 1 and 2 programming
- Increase in staff understanding of "Science of Reading" as well as "Building Thinking classrooms" in the area of numeracy instruction
- Whole school academic tracking document that highlights students growth, interventions implemented, attendance and connections, reading, writing and numeracy growth
- Whole school guided reading
- Inquiry based learning and continued expansion of our understanding of STEM activities across all grade levels.

What data will you use to track continuous improvement?

Triangulated evidence including CAT4, Provincial Screeners, Benchmark Assessment, PATs, HLATS and Reading Levels (tracked 3 times a year), Attendance rates related to achievement; IPP goals successfully achieved.

Division Priority 2

Michael A. Kostek School will engage in targeted action to advance positive change toward anti-racism and reconciliation. By June 2025 we look to have 70% of students identify that their culture and identity is represented in materials around the school and in classrooms, which would be a 17% increase from previous year. We strive to maintain a high benchmark of 90% of parents see our school as welcoming open to cultural diversity and celebration as measured by the Division Feedback Survey and Provincial Accountability Pillar. Regarding staff professional learning and supports, we will strive to increase the category of "To a Large Extent" by 10% in various measures related to First Nation Metis and Inuit learning and well as anti-racism and equity in the Division Feedback Survey.

This goal will be achieved through:

- Targeted staff PD related to Equity and Diversity
- Celebrating a variety of cultural celebrations throughout the year
- Having greater student features and representations on daily announcements and school assemblies related to cultural diversity.
- Foster opportunities for teaching positive social interactions between students through small group collaborative coaching
- Establishment of multi faith prayer room for use of various faiths.
- Whole School Land Acknowledgement writing project
- Investment in supportive resources to have accessible for classroom use.
- Coffee with the Principal parent sessions

What data will you use to track continuous improvement?

Division Feedback Survey, Provincial Assurance Measure; Anecdotal data from Coffee with the Principal conversations (parents), Small group student conversations; Attendance rates of students

Division Priority 3

Michael A. Kostek School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. By June of 2025 we will target to have 75% of students indicate they are doing very well or well in overall wellbeing according to the Division Feedback Survey; this is an increase of 6% from our previous year. In relation to staff, we strive to increase our targets of staff doing very well to well in wellbeing to 85%. Increase staff confidence in supporting students' mental health needs by 10% in various indicators on the Division feedback survey. It is also our goal to increase student agreement by 5% in areas of belonging at school, school safety and the feeling that adults care about me that is, currently at a combined average of 81% agree or strongly agree.

This goal will be achieved through:

- Positive behavior supports through Collaborative Proactive Solutions Model, Social Thinking and Interoception
- Leverage greater access to Mental Health Capacity building resources to support families and staff
- Whole School Inquiry Project on Resilience
- School Buddy Activities
- Wellness Day for all students
- EverActive Schools and Loose Parts Play planning
- Dedicated wellness activities for staff monthly
- Practice and understanding of sharing circles
- Coffee Friday conversations with staff

What data will you use to track continuous improvement?

Division Feedback Survey, Provincial Assurance Measure; Anecdotal data from Coffee with the Principal conversations (parents), Small group student conversations; Attendance rates of students

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 4,043,324 | | 4,146,509 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 4,043,324 | | 4,146,509 |
| Classroom | 23.278000 | 2,515,725 | 23.537000 | 2,543,714 |
| Leadership | 2.000000 | 273,072 | 2.000000 | 273,573 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 74,111 | .000000 | 115,600 |
| TOTAL TEACHER | 25.278000 | 2,862,908 | 25.537001 | 2,932,887 |
| (% of Budget) | | 70.81% | | 70.73% |
| Exempt (Hourly/OT) | .000000 | 69,889 | .000000 | 69,889 |
| Support | 12.642000 | 777,594 | 12.146000 | 750,038 |
| Support (Supply/OT) | .000000 | 4,500 | .000000 | 40,000 |
| Custodial | 2.875000 | 199,107 | 2.875000 | 199,107 |
| Custodial (Supply/OT) | .000000 | 5,500 | .000000 | 9,000 |
| TOTAL NON-TEACHER | 15.517000 | 1,056,590 | 15.021000 | 1,068,034 |
| (% of Budget) | | 26.13% | | 25.76% |
| TOTAL STAFF | 40.795000 | 3,919,498 | 40.558001 | 4,000,921 |
| (% of Budget) | | 96.94% | | 96.49% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 72,126 | | 89,738 |
| INTERNAL SERVICES | | 51,700 | | 55,850 |
| OTHER INTEREST AND CHARGES | | 0 | | 0 |
| TOTAL SES | | 123,826 | | 145,588 |
| (% of Budget) | | 3.06% | | 3.51% |
| TOTAL AMOUNT BUDGETED | | 4,043,324 | | 4,146,509 |