

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	446.000	Custodial	3.000000	Salaries	\$3,572,277	96.88%
Weighted	621.919	Exempt	0.000000	Supplies, Equip., Services	\$115,012	03.12%
Regular	446	Support	8.500000			
		Teacher	<u>24.000000</u>			
Year Opened	1980	Total	35.500000	Total	\$3,687,289	100.00%

School Philosophy

At École kisêwâtisiwin School we set high expectations for student achievement through a collaborative approach to teaching, partnerships with the community, and specialized programming focused on the unique needs of each student. We provide many engaging activities to help each student feel part of a productive and caring school. We set high expectations for our students who are encouraged to be positive members of the community. Our commitment to students is that every student who comes through our doors will be successful, both inside and outside the classroom.

Community Profile

École kisêwâtisiwin School is located in Southwest Mill Woods. It serves a population of approximately 500 students and their families. École kisêwâtisiwin School engages students through authentic learning experiences in a caring and supportive school environment. We provide high-quality, rigorous instruction and programming to all students, and kisêwâtisiwin staff, parents and the surrounding community work together to maximise our students' academic, social and emotional growth.

Programs and Organization

École kisêwâtisiwin School students participate in core programming (Language Arts, Mathematics, Social Studies, Science) and a variety of complementary courses. Our Library is the hub of our school and central to our student programming. We offer a full array of opportunities for all students including regular programming, an Academic Enrichment Program an Interactions Program and a Learning Strategies Program. Complimentary courses include Extra Physical Education, Construction, Foods, Art, Drama, Outdoor Education, Rock Band Music, and Student Leadership. Our partnerships with the community provide an addictions counselor and a Big Brothers & Big Sisters Mentorship Coach. École kisêwâtisiwin offers a strong Student Leadership program, extensive athletic programs, and many clubs and activities which help to foster a strong school spirit and community involvement.

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 Health Services, Boys & Girls Big Brothers Big Sisters

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, students at kisêwâtisiwin School will demonstrate growth in literacy and numeracy. The following indicators will serve as targets to help monitor for progress:

All students who participate in the Canadian Achievement Test 4-CAT4 and who are below the Canadian norm, will improve by at least one stanine toward average or above average scores (stanine 4 and above).

Division Feedback Survey -DFS

- 5% increase in the percentage of students agreeing that they are improving in their math learning.

Alberta Education Assurance Measures survey—AEAM

- 5% increase in the percentage of students agreeing that the math they are learning is useful and interesting.

Achievement of this goal will be supported by:

- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students.
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on both Part A and Part B of the Grade 9 Math PAT and LA PAT.
- There will be a decrease in the percentage of students achieving below the acceptable standard on both Part A and Part B of the Grade 9 Math PAT and LA PAT.
- Departmental collaboration to create common assessments, rubrics and language.
- Allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas for growth. Including "Do Nows", checks for understanding, closure activities, regular review, access points and student reflection.
- Focus on Literacy and Numeracy in all subjects
- Targeted collaboration in the area of EAL academic language for all subject areas.
- Admin led dedicated student support time after school on Thursdays

Results Achieved:

Division Feedback Survey -DFS

- 5% increase in the percentage of students agreeing that they are improving in their math learning.
 - 68% of students stated they thought they were getting better at math this year. Down 1% from last year

Alberta Education Assurance Measures survey—AEAM

- 5% increase in the percentage of students agreeing that the mat.
 - 72% of students agree that the mathematics I am learning at school is interesting to me. Up 9% from last year.

• Spring CAT4 results

Reading - % of students at Stanine 4 or above Gr. 7 - 69%, Gr. 8 - 56%, Gr. 9 - 72%

Mathematics - % of students at Stanine 4 or above Gr. 7 - 80%, Gr. 8 - 70%, Gr. 9 - 64%

Computation & Estimation - % of students at Stanine 4 or above Gr. 7 - 73%, Gr. 8 - 67%, Gr. 9 - 67%

By June 2025, students at kisêwâtisiwin School will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 5% increase in students feeling like they belong

Youth Resilience Survey—YRS

- Improvement in engagement results for Grade 8 students in fall 2025.

- Qualitative survey results and/or observational data signaling improvement in student-school staff relationships, such as:
- Students engaging more in classrooms.

Alberta Education Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.
- 5% increase in overall attendance by the end of the year.
- Mentioning relationships/connectedness to staff in open-ended survey questions.

Achievement of this goal will be supported by:

- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- This work will include support for staff through informal and formal PL and seeking community relationships that support this work.
- First Nations, Metis and Inuit staff team supporting all students with universal presentations, school wide activities
- Addictions counselor through AHS supporting students one on one, SLS Mental Health Therapist and Social Worker who supports students and families on a one to one basis, School counselor who supports students on a short-term basis and helps with referrals
- Mentoring and Tutoring through Boys and Girls Club.
- Reaching Out Program through Argyll worked with students who were not attending due to mental health reasons.
- Leadership classes plan and execute various cultural and religious celebrations and activities throughout the year.
- Lunches for Learning program monthly and PCCC grant to provide daily healthy snacks, breakfasts and lunches for students who do not bring food to school.
- Continue with Anti-racism PD for staff
- Schools that Listen program to hear from students and to create a positive school culture.
- Multicultural and minority group focus of Artists studied in our Art program
- Recognition of student achievement - academic, sports, fine arts and CTF
- Presentations from Saffron Centre and Sexual Assault Center Edmonton that further explain bullying and harassment in the digital form.
- YMCA human sexuality sessions.
- Edmonton Immigration Settlement Association collaboration to support newcomers in our school community.
- Black Students Association to foster inclusion and diversity.

Results Achieved:

Division Feedback Survey—DFS

- 63% of students feel like they belong. Up 3% from last year
- 83% of students felt they had opportunities to be involved in activities that support their sense of belonging. Up 2% from last year
- 75% of students felt they had at least one adult in school they could go to for help if they needed it.
- 83% of students feel they have the opportunity at school to be successful in their learning. 5% down from last year.

Youth Resilience Survey—YRS

- Survey not given yet this fall

Alberta Education Assurance Measures

- 87% of students feel welcome at their school. Up 13% from last year
- 81% feel they are treated fairly by adults at their school. Up 7% from last year
- 84% of students feel safe at school. Up 12% from last year.
- 80% of students feel teachers care about them. Up 17% from last year
- 78% of students agree that their learning environments are welcoming, caring, respectful and safe. Up 10% from last year
- 84% feel other students treat them well. Up 14% from last year.

What were the biggest challenges encountered in 2024-2025?

- Large class sizes with very little EA support
- Numerous classroom complexities
- Student apathy towards learning
- Chronically absent students

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

Results and Implications

- Improvement in student reading levels
- Improvement in numeracy proficiency

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7563 kisêwâtisiwin School

Assurance Domain	Measure	kisêwâtisiwin 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	86.2	82.4	82.9	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.5	74.4	73.6	79.8	79.4	80.4	Very High	Improved	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	54.0	52.5	53.0	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	10.5	10.7	11.4	15.6	15.4	15.5	Low	Maintained	Issue
	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	86.7	85.4	85.8	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.7	75.1	75.0	84.4	84.0	84.9	Intermediate	Improved Significantly	Good
	Access to Supports and Services	76.6	77.0	77.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	73.7	64.9	67.8	80.0	79.5	79.1	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 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, students at École kisêwâtisiwin School will demonstrate growth in literacy and numeracy. The following indicators will serve as targets to help monitor for progress:

We will see an increase of 5% in the number of students achieving the 4th Stanine or above in the Spring 2026 CAT 4 assessment.

Division Feedback Survey -DFS

- 5% increase in the percentage of students agreeing that they are improving in their learning of math.
- 3% increase in the percentage of students agreeing that they are improving in writing.

Alberta Education Assurance Measures survey—AEAM

- 5% increase in the percentage of students agreeing that the Math they are learning is useful and interesting.
- 3% increase in the percentage of students agreeing that the Language Arts they are learning is interesting.

What data will you use to track continuous improvement?

Canadian Achievement Test 4 -CAT4 Division Feedback Survey -DFS Alberta Education Assurance Measures survey—AEAM

Division Priority 3

By June 2026, students at École kisêwâtisiwin School will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 5% increase in students feeling safe at school
- 5% Increase in students feeling that the adults in their school care about them

Alberta Education Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 5%.
- 5% reduction in overall absences by the end of the year.

What data will you use to track continuous improvement?

Division Feedback Survey—DFS Alberta Education Assurance Measures

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		3,575,437		3,687,289
Internal Revenue		0		0
REVENUE TOTAL		3,575,437		3,687,289
Classroom	20.000000	2,167,680	20.000000	2,167,680
Leadership	4.000000	516,570	4.000000	517,677
Teacher Supply	.000000	70,000	.000000	70,000
TOTAL TEACHER	24.000000	2,754,250	24.000000	2,755,357
(% of Budget)		77.03%		74.73%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	469,430	8.500000	571,413
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	3.000000	241,507	3.000000	241,507
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	10.000000	714,937	11.500000	816,920
(% of Budget)		20%		22.16%
TOTAL STAFF	34.000000	3,469,187	35.500000	3,572,277
(% of Budget)		97.03%		96.88%
SUPPLIES, EQUIPMENT AND SERVICES		62,575		68,991
INTERNAL SERVICES		41,675		44,021
OTHER INTEREST AND CHARGES		2,000		2,000
TOTAL SES		106,250		115,012
(% of Budget)		2.97%		3.12%
TOTAL AMOUNT BUDGETED		3,575,437		3,687,289