



Enrolment		Staff FTE		Budget		
Normalized	450.000	Custodial	3.000000	Salaries	\$3,542,458	97.04%
Weighted	616.423	Exempt	0.000000	Supplies, Equip., Services	\$108,084	02.96%
Regular	450	Support	9.000000			
		Teacher	24.000000			
Year Opened	1980	Total		36.000000	Total \$3,650,542	100.00%

School Philosophy

At 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

kisêwâtisiwin School is located in Southwest Mill Woods. It serves a population of approximately 500 students and their families. 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

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. 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 2024, students at our school will demonstrate growth in literacy and numeracy as measured:

- All students who participate in the CAT4 and who are below the Canadian norm, will demonstrate growth toward average or above average scores (stanine 4 and above).
- 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.

Achievement of this goal will be supported by:

- 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.
- Using the Canadian Achievement Test 4 (CAT4) and teacher observations to identify specific areas for targeted supports/interventions in reading, math and computation & estimation for students
- Focus on Literacy in all subjects

Results Achieved:

- Students who wrote the CAT4 exams improved by 1.9% in Reading, 7.3% in Mathematics and 6.7% in Computation from the spring results to the fall results.
- Students achieving at the Acceptable Standard on both Part A and Part B of the Grade 9 LA PAT remained the same as last year at 70%. Students achieving the Standard of Excellence on both Part A and Part B of the Grade 9 LA PAT increased 2.3%.
- Students achieving at the Acceptable Standard on both Part A and Part B of the Grade 9 MA PAT declined by 3.7%. Students achieving the Standard of Excellence on both Part A and Part B of the Grade 9 MA PAT decreased by 2.3%.
- Students achieving below the acceptable standard on both Part A and Part B of the Grade 9 LA PAT remained the same as last year at 30%.
- Students achieving below the acceptable standard on both Part A and Part B of the Grade 9 MAPAT increased by 3.7% from last year.

By June 2024 students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism, reconciliation, connection to school and mental health.

Achievement of this goal will be supported by:

- Indigenous Liaison- sharing circle with students and working one on one with students and families, supporting all students with universal presentations, school wide activities
- Addictions counselor through AHS supporting students one on one, Mental Health Therapist student who supports students and families on a one to one basis, School counsellor 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.
- Heroes program running in Health classes.
- 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.
- Host Wahnkohtowin style Night
- Multicultural and minority group focus of Artists studied in our Art program
- Recognition of student achievement - academic, sports, fine arts and CTF
- Implementation of the Hero's program from Impact Society which focuses on resilience skills, self confidence and appreciation of the stories of others.
- Presentations from Saffron Centre and Sexual Assault Center Edmonton that further explain bullying and harassment in the digital form.

Results Achieved: According to the Alberta Education Assurance survey

- 72% of students feel they belong at school.
- 72% of students are proud of their school.

- 75% would recommend school to a friend.
 - 80% of parents agree that their learning environments are welcoming, caring, respectful and safe.
 - 100% of parents surveyed agreed their child's school is a welcoming place to be.
- According to Division Survey Results**
- 78% of students felt many diverse cultures are represented in the books at my school.
 - 83% of students felt that my school takes actions that support truth and reconciliation.
 - 81% of students felt they had opportunities to be involved in activities that support their sense of belonging
 - 93% of students felt they have learned about the contributions of Indigenous Peoples and 92% felt they have learned about Indigenous perspectives.
 - 91% of families feel that many diverse cultures are represented in the events, activities and environment of their child's school.
 - 87% of families feel their child's school keeps them informed of steps they take to support truth and reconciliation.
 - 92% of staff feel the division is taking actions that support truth and reconciliation.
 - 100% of staff feels that our school takes steps to support a sense of belonging and inclusion for everyone
 - 100% of staff is aware of the work EPSB is doing to support anti-racism and equity in schools.

- What were the biggest challenges encountered in 2023-2024?**
- lack of adequate funding in order to provide Educational Assistants in classrooms where they are needed the most.
 - Increased number of EAL students with inadequate resources, funding and supports
 - lack of student attendance inhibited growth in LIT/NUM
 - Large class sizes

- What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**
- 41% of students agree that at school, students follow the rules
 - 50% of students feel students care about each other
 - 68% of students feel their teachers care about them
 - Increase the percentage of students achieving the standard of excellence on the Gr. 9 Math PAT
 - Increase the number of students achieving the acceptable standard on the Gr. 9 Math PAT
 - Increase a focus on numeracy in all of our classes while continuing the focus on literacy in all subjects this year.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	82.4	80.4	83.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.4	66.1	73.2	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	52.5	53.5	53.5	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	10.7	12.2	12.2	15.4	15.5	15.5	Low	Maintained	Issue
	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	85.4	81.7	86.0	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.1	67.5	75.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.0	72.7	77.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	64.9	65.9	69.2	79.5	79.1	78.9	Very Low	Maintained	Concern

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, 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

What data will you use to track continuous improvement?

CAT4, Grade 9 Math and LA PAT, EAL Benchmarks, HLAT, teacher awarded marks, DFS and AEAM survey

Division Priority 3

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 counsellor 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.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to welcome, safe and caring environment. As well as maintaining or increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Alberta Education and an increase in student attendance.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,523,495		3,650,542
Internal Revenue		0		0
REVENUE TOTAL		3,523,495		3,650,542
Classroom	20.000000	2,161,460	20.000000	2,161,460
Leadership	4.000000	515,171	4.000000	515,950
Teacher Supply	.000000	75,000	.000000	75,000
TOTAL TEACHER	24.000000	2,751,631	24.000000	2,752,410
(% of Budget)		78.09%		75.4%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	439,257	9.000000	560,639
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	3.000000	225,409	3.000000	225,409
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	10.000000	668,666	12.000000	790,048
(% of Budget)		18.98%		21.64%
TOTAL STAFF	34.000000	3,420,297	36.000000	3,542,458
(% of Budget)		97.07%		97.04%
SUPPLIES, EQUIPMENT AND SERVICES		55,955		60,841
INTERNAL SERVICES		46,643		46,643
OTHER INTEREST AND CHARGES		600		600
TOTAL SES		103,198		108,084
(% of Budget)		2.93%		2.96%
TOTAL AMOUNT BUDGETED		3,523,495		3,650,542