



Enrolment		Staff FTE		Budget		
Normalized	663.000	Custodial	3.500000	Salaries	\$4,045,082	95.33%
Weighted	768.198	Exempt	0.000000	Supplies, Equip., Services	\$197,974	04.67%
Regular	663	Support	6.000000			
		Teacher	29.895000			
Year Opened	1992	Total		39.395000	Total \$4,243,056	100.00%

School Philosophy

Kate Chegwin School fosters a community of academic excellence and leadership in addition to igniting creativity and nurturing the human spirit in a world of infinite possibilities. This *Community of Success for All* sees staff, working in tandem with intentional community partners to deliver a safe and inspiring learning experience that guides individuals to share their potential through knowledge, discovery, citizenship and social responsibility.

Community Profile

Kate Chegwin School, which opened in August 1992, serves the educational needs of students 11 to 15 years of age in the Mill Woods community. The school's primary attendance area includes the neighbourhoods of Bisset, Minchau, Weinlos and Silverberry. The school offers programs to students outside of the boundary areas based on availability of space. Within our community there is a high degree of multi-cultural representation. The economic demographics of our catchment area varies from high to low income. The school facility is extensively used by the community during the evenings.

Programs and Organization

Early intervention strategies to identify students at-risk/promise - Inclusive and congregated models of program delivery in the areas of strategies and behavior learning assistance* District site for the Academic Enrichment program, - Complementary programming includes French, Punjabi, Art, Drama, Film, Guitar, Outdoor Education, Digital Photography and CTS modules * A strong emphasis on integration of one-to-one personal device technology into curriculum areas - * Partnerships include the Edmonton Public Library, Mill Woods Welcome Centre, Big Brothers and Sisters and the Boys and Girls Club. There are multiple opportunities for students to access extra-curricular athletics and special interest clubs.

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 City of Edmonton

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 SMART goals that were established for 2022-2023, 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).

Build on outstanding opportunities for all students

Through our practices we will ensure that students are reaching or exceeding grade level expectations pertaining to Essential Learning Outcomes. From the onset of the school year, data from school based common assessments, Provincial Achievement Tests, Canadian Achievement Tests and formative assessments will be used to identify and track the progress of students experiencing learning gaps. Intervention strategies such as Extended Learning Opportunities, lunch time tutorials, after school homework clubs, Study skills classes, formal university tutors, and paired classes, to name a few, will provide targeted support to students in need. These will be implemented alongside Universal Design Learning strategies to address the learning needs of all students. To increase student interest in reading, we will reintroduce Book Talks where staff members present enticing age-appropriate novels to students, we will have a book fair, and we will create a monthly display featuring books, poetry and short stories. To further enrich student understanding in Financial Literacy and engagement in numeracy, several classes will pilot financial literacy programs. Through these efforts, there will be an increase in the percentage of students demonstrating grade level equivalence on the aforementioned assessments at the end of the school year.

Results Achieved: Results from the 2023 Provincial Achievement indicate that higher percentages of our students achieved acceptable standard and standard of excellence than the Province with the exception of Language Arts. However there was a marginal decrease in the percentages of students at Kate Chegwin School who met acceptable standard and Standard of Excellence compared to the previous year's tests. Similar results were seen on the CAT 4. While students at Kate Chegwin performed well relative to Divisional and National Standards in both the Fall and Spring administration of the exam, there was a marginal decrease in the percentage of students reaching a stanine in the Spring compared to the Fall. Data from Provincial and Division surveys indicate that high percentages of students feel that there are high expectations for their learning and that they can get support when they need it. Ninety-two percent of survey respondents felt that the work at school is engaging. Only fifty percent of students indicated that they felt staff members knew how they learned best.

The school will advance actions towards anti-racism and reconciliation. From the onset of the year greater intentionality will be put forth towards ensuring the diverse cultural and gender identities are acknowledged and celebrated at the school. Actions to support this goal will include:

- Recognition of significant cultural days through the reading of our School's Multifaith Calendar in daily announcements
- The representation of notable figures from diverse cultures in our School's Daily Character Quotes read daily in announcements
- Acknowledgement of key cultural and gender identity related events including: Orange Shirt Day, Diwali, Black History Month, Christmas and Easter, Ramadan, Indigenous History Month and Pride Week.
- Participation in Wahnkowiwin Family Night Planning Meeting and the hosting of community evening celebrations for Indigenous families.

The school will maintain high percentages of students and families who indicate that they feel welcome and that they feel they are represented by practices at Kate Chegwin School as indicated in Provincial and Division Survey data at the end of the year.

Results Achieved: Diverse cultural groups were acknowledged and celebrated in morning announcements and special event days as outlined in the school plan. Kate Chegwin School participated in a joint catchment initiative whereby ten students from each grade level met for five summits with other catchment schools to promote the 'unlearning' of practices and paradigms that contribute towards racism, and to teach and promote knowledge, tolerance, acceptance and celebration of our diverse cultural demographic.

The school achieved an evaluation of excellence with respect to its students learning the importance of caring and respect and fair treatment for others on the Alberta System's Assurance Branch Survey. (89.9%) Eighty-nine percent of our students are aware of the work that Kate Chegwin School is doing to support anti-racism and belonging in school. Eighty-five percent of students feel that they have the opportunity to be involved in activities that support their sense of belonging. Qualitative data from students indicate a desire by many students to spend more class time engaging in activities and discussions related to anti-racism and fostering a sense of belonging. Efforts to enhance Truth and Reconciliation also included the employment of an Indigenous Liaison who routinely smudged with students, offered cultural insights to staff members and conducted weekly Indigenous Student Clubs at the school.

What were the biggest challenges encountered in 2022-2023?

Staff members, students and families were genuinely excited about the new Division Strategic Plan and have developed a framework to grow and build upon. Some of our qualitative data points to areas of growth with respect to fostering student identity and inclusion. This acknowledgment, shows that our students are better able to identify non-equitable or discriminatory practices and that they feel comfortable addressing them.

Although survey data indicate high levels of satisfaction with respect to engagement and support, the percentage of students meeting acceptable standard decreased on both the Provincial Achievement Test and Canadian Achievement Test. Absenteeism, reduced usage of our tutorial intervention times, and student preparedness for class has fallen.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?
We are excited about continuing to engage in school and catchment wide initiatives that address the promotion of anti-racism and Truth and Reconciliation. Students participating in the Catchment Anti-racism Committee will be focusing their efforts more on initiatives in our school that promote knowledge, understanding, and celebration of our cultural diversity.
We will continue to review our Essential Learning Outcomes, and common assessments to ensure that they are aligned with expectations outlined in the provincial program of studies. At the same time we will use data to develop collective intervention schemas that support students in need. Moreover we will increase awareness of the interventions available and incentivize student usage of these programs. It is imperative that our students and families know about the supports available and that they are using them.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7574 Kate Chegwin School

Assurance Domain	Measure	Kate Chegwin 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	92.6	90.6	90.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.4	87.7	87.0	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	65.5	72.3*	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	17.3	26.4*	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	90.8	91.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	90.8	90.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	94.6	88.2	88.2	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	91.7	84.9	87.3	79.1	78.8	80.3	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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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

Staff members at Kate Chegwin School will continue to collectively analyze data pertaining to common assessments, Provincial Achievement Tests (PATs) and Canadian Achievement Tests (CAT4) to identify students that are not meeting acceptable standards. Collective Universal Design Learning strategies, study skills options, formalized university tutoring arrangements, paired classroom teaching practices, assessments rewrites and communication with parents as partners will be used to support these students. Extended learning opportunities, lunch time tutorials, and after school homework club will be promoted on SchoolZone and incentivized through a student reward program.

What data will you use to track continuous improvement?

Data used to track continuous improvement will include student results on common assessments in all core classes, data from PATs and CAT4 assessments, and Division and Provincial Survey questions pertaining to student engagement, available supports, and student learning style.

Division Priority 1

Kate Chegwin School will continue to engage in school and catchment initiatives to address the promotion of anti-racism and Truth and Reconciliation. Students and staff members participating in the Catchment Anti-racism Committee will be focusing their efforts more on initiatives in our own school that promote knowledge, understanding and celebration of our cultural diversity. Specific actions to support this goal will include:

- Recognition of significant cultural days through the reading of our School's Multi-faith Calendar in daily announcements.
- The representation of notable figures from diverse cultures in our school's Daily Character Quotes read daily in our morning announcements
- Acknowledgement of key cultural and gender identity related events including: Orange Shirt Day, Diwali, Cultural Specific History Months, Christmas and Easter, Ramadan, Vaisakhi, and Pride Week.
- Participation in Wahkohtowin Family Night Planning Meetings and the hosting of community evening celebrations for Indigenous families.
- Time during classes will be allocated to homeroom discussions and activities related to significant cultural events.

Kate Chegwin School will continue to support Truth and Reconciliation through the employment of an Indigenous Liaison who will regularly offer smudging, contribute cultural insights and conduct weekly Indigenous Student Clubs at the school. The school will maintain high percentages of students and families who indicate that they feel welcome and that they feel they are represented by practices at Kate Chegwin school as indicated in Provincial and Division Survey data at the end of the school year.

What data will you use to track continuous improvement?

Division and Provincial Systems Assurance Survey data pertaining to Citizenship, Creating a Safe, Caring and Welcoming Learning Environment and fostering inclusion will be used to measure our students sense of belonging and wellness at school.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,279,966		4,243,056
Internal Revenue		0		0
REVENUE TOTAL		4,279,966		4,243,056
Classroom	27.070000	2,914,707	27.095000	2,917,401
Leadership	2.818000	383,219	2.800000	381,879
Teaching - Other	.000000	15,000	.000000	10,000
Teacher Supply	.000000	85,867	.000000	80,000
TOTAL TEACHER	29.888000	3,398,793	29.894999	3,389,280
(% of Budget)		79.41%		79.88%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	4,500	.000000	4,500
Support	6.000000	386,496	6.000000	386,496
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	3.500000	248,808	3.500000	248,808
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	9.500000	655,804	9.500000	655,804
(% of Budget)		15.32%		15.46%
TOTAL STAFF	39.388000	4,054,597	39.394999	4,045,084
(% of Budget)		94.73%		95.33%
SUPPLIES, EQUIPMENT AND SERVICES		148,999		134,774
INTERNAL SERVICES		73,870		62,200
OTHER INTEREST AND CHARGES		2,500		1,000
TOTAL SES		225,369		197,974
(% of Budget)		5.27%		4.67%
TOTAL AMOUNT BUDGETED		4,279,966		4,243,058
Carry Forward Included		0		0
Carry Forward to Future		0		0