



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	162.000	Custodial	1.625000	Salaries	\$1,677,227	96%
Weighted	258.366	Exempt	0.000000	Supplies, Equip., Services	\$77,217	04%
Regular	169	Support	6.000000			
		Teacher	<u>10.656000</u>			
Year Opened	1977	Total	18.281000	Total	\$1,754,444	100%

School Philosophy

At Ekota School, we believe that a shared commitment between students, parents, and staff creates a safe and caring learning community that supports the growth and success of every student.

Community Profile

Ekota school is located in southeast Mill Woods. In addition to the neighbourhood students, we serve as a Division site for the Learning Strategies program and Interactions program. When able, our school gym is utilized in the evenings with community sports programs such as indoor soccer. The Ekota neighbourhood has both single and multi-family dwellings. We have a parent community who is involved with the school and enthusiastically support school events.

Programs and Organization

Ekota provides Kindergarten and grade one to grade six programming. It is also a Division site for Learning Strategies and a Division Site for two Interactions Programs. French as a Second Language is implemented in Division Two. At Ekota, we focus on providing quality teaching to support all students in reaching success. We provide a literacy rich environment and we collaborate as a staff to employ best practices in reading, writing, numeracy, and comprehensive school health.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Dan Knott (Boys/Girls Club Big Brothers/Sisters), Edmonton Public Library (EPL), Family Futures Resource Network, J. Percy Page High School, Kiwanis, Sobeyes, The Elks and Edmonton Royal Purple Elks

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Ekota School Staff will continue to work collaboratively to improve student achievement in the areas of numeracy and literacy.

Priority 1 Goal 2 - Success for Every Student - Literacy: By June 2021, the percentage of students who are writing at or above grade level on our Highest Level of Achievement Test (HLAT) will continue to demonstrate the increasing trend of the previous 3 years.

- Cohort and school Professional Learning will focus on The Workshop Approach, building towards school-wide consistency, including adapting for an online environment.
- Literacy Leadership Team will support use of the Writing Continuum as an assessment tool and use practice HLAT writing assessments 3 times a year, including analysis of results to guide teaching.
- Data from our HLAT writing will be tracked and analyzed throughout the year and strategies and targeted interventions will be discussed and identified during collaborative professional learning days and Leadership Team meetings.
- Online teacher collaboration will focus on strategies and best practices to help support writing practice and growth in an online classroom environment.

Priority 1 Goal 2 - Success for Every Student - Numeracy: By June 2021, our students will show growth in the area of numeracy as measured by an increase in the number of students who achieve 60% or higher on the MIPI (fall 2021) and an increase in the total number of green results on our Numeracy Common Assessment Tool (NCAT).

- Staff will continue to administer and collaboratively analyze the NCAT (Cohort created assessment for learning tool) to guide instruction
- Numeracy Leadership Team will focus on supporting school-wide math areas of focus and related best practices and interventions using data collected from our numeracy assessment tools.
- Online teachers within our cohort will collaborate to share best practices to support math in an online classroom.

Results Achieved:

Ekota continues to work towards improved achievement in the area of literacy and numeracy. Our Numeracy and Literacy Leadership teams worked collaboratively to develop year plans that set goals and guided our staff work throughout the year.

Literacy

We continued our work this year with Writer's Workshop and our cohort of 4 schools attended a presentation by one of our division consultants that focused on unpacking broad English Language Arts outcomes into class mini-lessons that could be used online and in person. Our Literacy Team prepared HLAT practice exams including leading staff through the analysis of results in order to find school-wide areas of focus to guide teaching. Staff collaborated to find specific strategies and targeted universal interventions that could be used in class to support learning. Our online teachers formed a collaborative team that worked together to plan and implement writing lessons in an online environment. HLAT data was tracked throughout the year in order to monitor progress. The number of students writing at or above grade level showed a decreasing trend landing at 54.1% of our students. While 58% of our students made one years growth in writing. The provincial Achievement exam writing measures were cancelled due to the COVID-19 pandemic.

Numeracy:

One of the areas we identified as an area of growth across our school this year was Math vocabulary. Again, our cohort invited a Division Consultant in for a presentation on math vocabulary. This session was very useful, hands on and applicable to immediate classroom instruction. In grades 1-6, we administered the Numeracy Common Assessment Tool (NCAT) in November and then again in June. According to our NCAT data our students improved over the course of the year. At the end of the year, the number of students scoring green (achieved) on the Number Sense assessment increased by 21%. The number of students scoring green on the Number Operations assessment also increased by 35%. Our Numeracy Leadership team examined the November NCAT results and set a school-wide goal to focus on developing basic facts skills. They supported teachers in daily practice of these facts in both our online and in person classes. This Fall, our CAT-4 assessments showed that 68% of our students were competent or proficient in Number Sense and 49% were competent or proficient in Number Operations and Estimation.

Priority 2, Goal 3: Building Capacity Through a Culture of Collaboration

By June 2021, all staff will continue to enhance their instructional practice by engaging in job-embedded collaboration and targeted professional learning opportunities. Topics addressed may include supports for online learning, adapting the school-wide reading program to meet pandemic protocols, Writers Workshop, math instruction, literacy and numeracy interventions, comprehensive school health (including wellness, mental health and trauma), First Nations, Metis and Inuit Teachings and learnings and leadership development. This will be measured by staff participation and reflection on collaborative work and individual professional development opportunities as well as the

Accountability Pillar.

- Leadership teams will meet to provide support in the area of literacy, numeracy and comprehensive school health.
- Collaborative teams meet and plan on a monthly basis, setting goals for each quarter.
- Lead teachers will share learning and strategies during early Thursday meetings and professional development days.

Results Achieved:

Throughout the year, staff participated in personal, school and Catchment professional learning opportunities including sessions on wellness, mental health, online learning, literacy and numeracy, and First Nations, Metis and Inuit education. Ekota was part of a Catchment Cohort of four schools who shared a common focus and participated in professional learning around math vocabulary and Writer's Workshop. Our school's leadership teams then followed up on this work, supporting staff in implementing the learning in the classroom. On the Alberta Education Assurance Measure 97.4% of teachers felt that professional development and in-servicing was focused and contributed to their ongoing professional growth. Overall, 92.5 of respondents (parents, students and teachers) were satisfied with the overall quality of basic education. Collaborative teams were established and early Thursday time was set aside for this work. Teams created a bank of shared resources for staff to access as well as common lessons, assessments and goals

Priority 3, Goal 2: Supports for the Whole Child

By June 2021, Ekota school will expand the partnerships used to support students to the online learning environment and will continue to increase the awareness of these partnerships and resources, within the school and parent community. This will be measured by an increase in the number of partnerships supporting online learning, feedback from parents, an improvement from previous years on the District Feedback Survey in Partnerships, as well as the Accountability Pillar Overall Summary will remain at Excellent for Parent Involvement.

As a school we will inform parents and families of the partnerships and resources at our school through monthly newsletters, SchoolZone, School Council meetings, our school sign, as well as other online or in-person school events. The focus of our partnerships is to benefit students including an adapted Breakfast Club, mentoring, targeted interventions and tutoring partnerships.

Results Achieved:

Although many partnerships were paused due to COVID protocols and restrictions, we did expand our partnerships with post-secondary institutions to support online learning. We had 2 Educational Assistant students who worked solely with our online classes throughout the first term. We also hosted 3 Social Work Practicum students from Grant MacEwan, including one who worked only with our online students, supporting both academic achievement and mental wellbeing. Within the school, our social work students ran mindful activities, social skills lessons, art clubs, and were able to work one-on-one to support a number of students in the area of anxiety and stress. Information about our partnerships was shared at our School Council Meetings, in the monthly principal newsletters and on SchoolZone. The Division Feedback Survey shifted to meet the demands of the pandemic and the questions on partnerships were paused but in areas where parents were questioned about receiving information from the school there was high satisfaction (91%). The Alberta Education Assurance Measure (formally the Accountability Pillar) demonstrated a decrease from previous years in Parent Involvement to 84.8%

What were the biggest challenges encountered in 2020/21?

One of the biggest challenges encountered was the movement between in-person and online learning including shifting the entire school when mandated, individual classes when exposed to COVID and individual students when ill or a close contact. Although the Scope and Sequence and quarterly schedule supported a continuity of learning, with 100% of teachers on the Division Feedback Survey agreeing it allowed the ability to shift between different learning environments, this shift did impact our students both academically and emotionally. Our reading and writing results both decreased from the upward trend of the previous three years. Although our students showed growth on the NCAT math assessment, there are still a large number of students who score red or requiring an intervention. On the Division Feedback Survey 31% of our students found learning harder than previous years.

Implementing COVID protocols and supporting staff in new learning environments, shifted our professional learning and pushed back our work in leadership teams. We did implement a school-side focus on writing but much of the work in analyzing student writing and looking for common areas of focus began later in the year. The leadership teams shifted focus to planning and preparing for the new quarterly system and Scope and Sequence as well as online learning.

Opportunities for parent involvement decreased and shifted in nature. Our School Council meetings moved to online and the number of participants decreased throughout the year. Parents were no longer able to enter the building without a scheduled meeting and most forms of communication shifted to online. We did see an increase in the number of families accessing SchoolZone but still have a low relative number of people who access it on a regular basis. The number of people attending Virtual Meet the Teacher nights and conferences showed a decrease from previous in person years. The average number of parents who attended Meet the Teacher per class as 5 parents.

Maintaining staff wellness was also a challenge, with over 50% of staff selecting "so-so" or "not well" on our Division Feedback Survey.

What are the implications from 2020/21 that will impact your current year plan?

A need to continue to focus on writing is supported by our decreasing trend in our writing results. Staff need to build on the momentum of our work in 2019-2020 and continue this focus this year. Led by our leadership team, we are moving towards consistency in writing instruction school-wide and collaborative work in analyzing formative assessments and building learning plans and intervention strategies.

Although our NCAT math assessment showed improvement throughout the year, there are still a large number of students who require intervention in the Number Sense strand, especially in Number Operations. CAT-4 data also displayed that 51% of our students scored Low in number operations and estimation. We began working on Math vocabulary in 2019-2020 and will continue with the next steps of this work this year. Our Numeracy Leadership team will be able to explore data provided by the CAT-4, a Division wide math assessment, to help us better understand our students needs and gaps in learning.

As we refocus from a priority of maintaining COVID protocols to student learning and success, there is a need for targeted staff professional learning. Results from the Division Feedback Survey show staff know where to access supports for mental health and wellbeing for themselves and students. We need to supply opportunities to access this professional learning and build student resiliency, supporting all students, including those most at risk.

Parental satisfaction with decision making involvement decreased from 87% to 73%, a drop of 14%. Our focus this year needs to look at how to increase opportunities for parental involvement even when required to follow COVID protocols. We need to find more effective ways to communicate information with our school community.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Ekota School (7233)



Assurance Domain	Measure	Ekota School (7233)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.3	91.6	88.2	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	66.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.5	95.7	94.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.8	92.7	88.7	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Ekota School Staff will continue to work collaboratively to improve student achievement in the areas of numeracy and literacy.

Priority 1 Goal 2 - Success for Every Student - Literacy: By June 2022, the percentage of students who are writing at or above grade level on our Highest Level of Achievement Test (HLAT) will begin to demonstrate an increasing trend.

- Cohort and school Professional Learning will focus on The Workshop Approach, building towards school-wide consistency, including adapting for an online environment.
- Literacy Leadership Team will support staff through HLAT writing assessments 4 times a year, including analysis of results to guide teaching and setting division-wide areas of focus.

- Data from our HLAT writing will be tracked and analyzed throughout the year and strategies and targeted interventions will be discussed and identified during collaborative professional learning days and Leadership Team meetings.

- staff will support student learning by selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit including the use of the First Nations, Metis and Inuit Literacy Seed Kit.

Priority 1 Goal 2 - Success for Every Student - Numeracy: By June 2022, our students will show improved achievement in the area of numeracy, specifically number sense and number operations. The outcome of this goal will be measured by the Canadian Achievement Test (CAT-4) and the Numeracy Common Assessment (NCAT).

- Staff will continue to administer and collaboratively analyze the NCAT (Cohort created assessment for learning tool).

- Using data collected from our numeracy assessment tools, the Numeracy Leadership Team will support staff with identified areas of growth and the related best practices and interventions.

- Ensure staff are familiar with and implementing OECD Policies and Practices to support success for Indigenous students.

Priority 1

Priority 2, Goal 3: Building Capacity Through a Culture of Collaboration

By June 2022, all staff will continue to enhance their instructional practice by engaging in job-embedded collaboration and targeted professional learning opportunities. Topics addressed may include resiliency, literacy (reading, writing, and emergent literacy), math instruction and emergent numeracy, complex behaviour interventions, comprehensive school health (including wellness, mental health and trauma), First Nations, Metis and Inuit teachings and leadership development. This will be measured by staff participation and reflection on collaborative work and professional development opportunities, as well as the Alberta Education Assurance Measure.

- Leadership teams will meet to collaborate and provide support in the area of literacy, numeracy and comprehensive school health.

- Staff will engage in processes to develop and implement strategies that will help students increase personal resilience.

- Lead teachers will share learning and strategies during early Thursday meetings and professional development days.

Priority 2

Priority 3, Goal 1 Families as Partners

By June 2022, Ekota will achieve increased parent/community involvement. The outcome of this goal will be measured by parent attendance at virtual conferences, the re-establishment of relationships with community partners, increased representation at school council and improved results evidenced on the Alberta Assurance Measures for Parent Involvement.

Ekota will:

- Engage in consistent, clear communication around student learning and community initiatives through school-zone, google classroom, class news, monthly principal newsletters, progress reports, virtual conferences and the school sign.
- Celebrate and advocate the importance of parent involvement in student learning both online and in person.
- Advertise and encourage participation in monthly School Council meetings.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,484,862		1,754,444
Internal Revenue		0		0
REVENUE TOTAL		1,484,862		1,754,444
Classroom	7.999000	822,553	8.856000	910,680
Leadership	1.100000	155,741	1.800000	228,265
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	48,000	.000000	48,000
TOTAL TEACHER	9.099000	1,026,294	10.656000	1,186,945
(% of Budget)		69.12%		67.65%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,586	.000000	15,498
Support	4.400000	263,679	6.000000	356,877
Support (Supply/OT)	.000000	5,000	.000000	6,000
Custodial	1.625000	107,407	1.625000	107,407
Custodial (Supply/OT)	.000000	4,500	.000000	4,500
TOTAL NON-TEACHER	6.025000	396,172	7.625000	490,282
(% of Budget)		26.68%		27.95%
TOTAL STAFF	15.124000	1,422,466	18.281000	1,677,227
(% of Budget)		95.8%		95.6%
SUPPLIES, EQUIPMENT AND SERVICES		27,797		38,117
INTERNAL SERVICES		34,600		39,100
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		62,397		77,217
(% of Budget)		4.2%		4.4%
TOTAL AMOUNT BUDGETED		1,484,863		1,754,444
Carry Forward Included		0		0
Carry Forward to Future		0		0