



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.500000	Salaries	\$1,640,970	90%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$176,452	10%
Regular	0	Support	4.000000			
		Teacher	<u>11.800000</u>			
Year Opened	1977	Total	17.300000	Total	\$1,817,422	100%

School Philosophy

The mission of Kameyosek School is to ensure that all students achieve success in their studies and demonstrate ongoing growth in their character development and citizenship. We believe in ongoing cooperation, commitment, communication and partnership in education between parents, students, staff and community members. The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and collaborative decision making. At Kameyosek, we are a caring community working together to instill within children the desire to pursue excellence in all facets of their education. We believe that we provide quality education in a positive, safe and caring learning environment.

Community Profile

Kameyosek is an elementary school located in the heart of Mill Woods. The facility, located on the edge of a large green space shared with the Lakewood Community League, is part of a larger educational community including other schools, and the Mill Woods Recreation Centre. Kameyosek serves a moderately transient student population from various cultural backgrounds who reside in single family dwellings, multiple unit structures, and apartments situated in the immediate area. Many students speak languages other than English in their homes. The school benefits from parental and community involvement and from the support of the Kameyosek Parent Advisory Council.

Programs and Organization

Kameyosek offers Kindergarten to grade six programming. At all grades, language arts is taught utilizing strategies from the Levelled Literacy Intervention, Empowering Writers, Narrative and Expository and other Best Practices. Mathematics instruction includes number skills, problem-solving, and higher level thinking. Students with mild, moderate, and severe special needs are fully integrated into regular classroom settings with teacher and Educational Assistant support. Student behaviour and conduct, with an emphasis on student responsibility, is monitored closely and consistently. Technology supports learning and teaching. Leadership opportunities for students are encouraged and individual contributions by students are encouraged and recognized. Kameyosek is offering the Cogito Program. This program is capped at Grade Three due to our space limitations. After grade three, the Cogito students go to Malcolm Tweddle for grades four to six. The Cogito curriculum expands on the mandated Alberta Curriculum by covering a broader scope and sequence. Parental involvement is a key component of this program.

School Community Relationships

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

Boston Pizza, Canadian Tire, Kathy Park, Louisa Pothier

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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Literacy and Numeracy will continue to be our key areas of focus. We are in the third year of our implementation of the Empowering Writers program and we will continue to focus on increasing students understanding of the use of voice, word choice and use and elaborating with detail. Frequency of writing will be increased across the curriculum. Three classes will participate in the Inquiring School Programs, Citadel School, Ice School and Museum School, programs which provide positive platforms which encourages student writing. Problem solving will be our key focus in math continuing as well on developing computational skills of the students. Our Makerspace Program, having students work on problem solving tasks, will be focused on at monthly staff meetings to increase use in the classroom. Makerspace will continue to be part of the library program.

By June 2020, 85% of students will have demonstrated an increase of skills related to expressing voice, word choice and use, and elaboration with detail.

By June 2020, 90% of students will reach the acceptable standard for HLAT writing at grade level of programming.

By June 2020, 90% of students receiving LLI will demonstrate one year of growth.

By June 2020, 50% of Division two students and 60% of Division One students will meet or exceed the acceptable standard in numeracy on the June MIPI.

By June 2020, every grade teacher will have utilized and used Makerspace in the classroom at least once.

Results Achieved: All staff reported that 85% of students demonstrated increased skill in their writing (voice, word choice and elaborative detail) prior to school closures. At this time we are not satisfied that those skills have been retained. We will continue to focus on these areas to further develop these specific skills in our students. We have no Highest Level of Achievement Test (HLAT) data report and will carry forward this goal to next year. 85% of all of our students receiving Levelled Literacy Intervention achieved one year of growth in their reading. Numeracy achievement on the Math Intervention/Programming Instrument (MIPI) using September 2020 results showed 60% of Division 1 and 30% of Division 2 students met the acceptable standard of 60%. All classes have utilized the Makers Space to work on STEM challenges several times each.

LLI will continue to be provided to assist students at risk at a level the school can afford.

By June 2019, 90% of students receiving LLI will show one year of growth.

Staff will continue to have the opportunity to attend professional development sessions that support our work.

90% of staff will be satisfied with the professional learning opportunities offered during the 2019-20 year.

Ensure a safe and caring environment for LGBTQ+ students and families through identifying 2 safe contact staff members and a safe space classroom.

Results Achieved: Levelled Literacy Intervention System (LLI) programming was carried out by two staff members at 1.0 and .2 for a total of 1.2 available instruction time. 85% of students receiving LLI achieved one year of growth in their reading level. All staff members were 95% satisfied with the Professional Learning opportunities offered through our Catchment, school and those that were self-directed. Staff found that the sessions that focused on Google Suite applications and children's mental health to be exceptionally meaningful with the pivot to online learning in March. Three teachers participated in Literacy Foundations, one teacher took the lead with First Nations, Metis and Inuit programming, two teachers (Div 1 and Div 2) took on the roles of Literacy Lead and two teachers (Div 1 and Div 2) took on the roles of Numeracy Lead. Two teachers were identified and introduced to students as "Safe Contact Staff Members" and one classroom was designated as a safe space. Kameyosek school is welcoming and inclusive this is evidenced through our consistently high results on the accountability pillar.

A Colour Cycle Program based on recycling Markers will be run by the Grade four class. Recess buddies will continue as a student leadership growth program. Diamond of Distinction assemblies will continue monthly to recognize the efforts by all students to meet their classroom goals each month. Three classes will participate in the Inquiring School Programs, Citadel School, Ice School and Museum School. Community citizenship support will be demonstrated by the Terry Fox Cancer Foundation Fundraiser and the Jump Rope for Heart Fundraiser. Our Christmas Food Bank support will be continued. All classes will continue to plan ongoing community projects to assist seniors and the community area. Communication with our families will be facilitated by use of School Zone, phone calls, newsletters, texting and phone apps. Brightsign, School Messenger and student agendas will continue to be the communication bridge between the school and parents. The program - PAWSS - Pets Assisting With Student Success, will be implemented to reduce anxiety with reluctant readers.

Results achieved: SchoolZone continues to be used as our main form of communications for our whole school to families as well as by all teachers to communicate with students and families. Communication with parents is through newsletters, phone calls, agendas and classroom texting app "Class Dojo". Brightsign is used at the school entrance to showcase in-school activities and to share important dates and reminders. Two classes participated in Inquiry Schools. Grade 4 attended Museum School and Grade 6 attended Ice School. Student leadership was recognized in each grade by appointing a "Recess Buddy" who assisted in problem solving with peers during recess breaks. Student demonstration of leadership and character goals was recognized during monthly Diamond of Distinction assemblies and one child from each class was chosen for a special Pizza Lunch with the Principal. With the pivot to online learning, Diamond of Distinction assemblies were held virtually through whole school Google Meets. We surpassed our goal of \$3000.00 for the Terry Fox foundation and the top fundraisers from each class celebrated by tossing a pie in their teacher's face. Staff, students and families donated non-perishable food items and money to be donated to the Edmonton Food Bank in December. Our choir visited the Shepherds Care facility to sing to and visit with the resident seniors. All classes contributed to spring garbage cleanup of our community. Grades 3 through 6 were paired with leadership students from J. Percy Page who worked with them in reading, math and coding.

What were the biggest challenges encountered in 2019/20? Kameyosek has a large population of English Language Learners (ELL) students and families. Involving parents in their child's school work is challenging with the language barriers. This is the case with both in person and online learning.

- Math Intervention/Programming Instrument (MIPI) results were unsatisfactory.
- Writing skills not yet at the standard we are striving for.
- Problem solving and basic computational skills are still not at acceptable level

What was most important for your school community as you prepared for the 2020-2021 school year? Creating an "extra safe" and caring environment for students was our number one priority. We reached out to our families and community through videos of the changes and routines what would be new for returning students. We communicated with families through SchoolZone, email and telephone calls and presented as much information in August as possible to prepare staff and students for the new routines and restrictions. Supporting the need for students to have access to technology and the skills to use online learning platforms was also a priority in the case that our students would need to pivot to online learning on short notice. A new class set of Chromebooks was purchased for our Cogito K/1 combined class and teachers began teaching their students the needed skills at the beginning of September.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7239 Kameyosek School



Measure Category	Measure	Kameyosek 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
Safe and Caring Schools	Safe and Caring	92.3	85.5	90.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.9	92.9	93.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	94.6	86.1	93.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	73.8	68.8	73.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	17.5	3.1	7.2	20.6	19.9	19.6	Intermediate	Improved	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	88.3	100.0	95.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	88.4	83.8	89.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.1	74.1	86.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.2	88.8	89.0	81.5	81.0	80.9	Very High	Maintained	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - 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).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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 2020/2021 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.

At Kameyosek School we are committed to fostering growth and success in each of our students with a strong focus on Literacy and Numeracy.

- By June 2021, 80% of Div 2 students will have demonstrated an increase of skills related to expressing voice, word choice and use, and elaboration with detail.
- By June 2021, 70% of Div 1 students will write in complete sentences or paragraphs for different purposes, and demonstrate an increase of skills relating to conventions and word choice.
- By June 2021, 80% of students will reach the acceptable standard for HLAT writing at grade level of programming.
- By June 2021, 90% of students receiving LLI will demonstrate one year of growth. By June 2021, 50% of Division two students and 60% of Division one students will meet or exceed the acceptable standard in numeracy on the June MIP1.
- By June 2021, 85% of students will be able to independently navigate Google Classroom and Gmail.

Priority 1

- LLI will continue to be provided to assist students at risk at a level the school can afford.
- By June 20, 90% of students receiving LLI will show one year of growth.
- Staff will continue to have the opportunity to attend professional development sessions that support our work.
- 90% of staff will be satisfied with the professional learning opportunities offered during the 2020-2021 year.
- Ensure a safe and caring environment for LGBTQ+ students and families through identifying safe contact staff members and a safe space classroom.
- Ensure a safe and caring environment for staff and students through prevention and rapid response to health risks and fostering positive relationships.

Priority 2

- A Colour Cycle Program based on recycling Markers will be run by the Grade three/four class.
- The Flag Team will continue to raise and lower the flags on a daily basis (weather permitting).
- Daily announcements will be used to recognize student achievement in demonstrating monthly character focus.
- Our Christmas Food Bank support will be continued.
- Communication with our families will be facilitated by use of SchoolZone, phone calls, newsletters, texting and phone apps.
- School Messenger and student agendas will continue to be the communication bridge between the school and parents.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		1,817,422		1,817,422
Internal Revenue		0		0
REVENUE TOTAL		1,817,422		1,817,422
Classroom	10.800000	1,110,143	10.800000	1,110,143
Leadership	1.000000	131,208	1.000000	131,208
Teacher Supply	.000000	50,000	.000000	50,000
TOTAL TEACHER	11.800000	1,291,351	11.800000	1,291,351
(% of Budget)		71.05%		71.05%
Exempt (Hourly/OT)	.000000	24,000	.000000	24,000
Support	4.000000	220,320	4.000000	220,320
Support (Supply/OT)	.000000	9,000	.000000	9,000
Custodial	1.500000	93,299	1.500000	93,299
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	5.500000	349,619	5.500000	349,619
(% of Budget)		19.24%		19.24%
TOTAL STAFF	17.300000	1,640,970	17.300000	1,640,970
(% of Budget)		90.29%		90.29%
SUPPLIES, EQUIPMENT AND SERVICES		137,052		137,052
INTERNAL SERVICES		39,400		39,400
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		176,452		176,452
(% of Budget)		9.71%		9.71%
TOTAL AMOUNT BUDGETED		1,817,422		1,817,422
Carry Forward Included		0		0
Carry Forward to Future		0		0