



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	207.500	Custodial	1.938000	Salaries	\$1,572,954	91%
Weighted	237.502	Exempt	0.000000	Supplies, Equip., Services	\$163,984	09%
Regular	231	Support	2.900000			
		Teacher	<u>11.300000</u>			
Year Opened	1977	Total	16.138000	Total	\$1,736,938	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, focusing on Narrative and Expository writing and other Best Practices, eg. Six Traits. 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 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.

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 MIPI.
- By June 2021, 85% of students will be able to independently navigate Google Classroom and Gmail.

Results Achieved:

Many areas were challenged by the Covid affecting classes in school, at home and then back again.

Staff indicates that 80% of students did demonstrate an increase in writing skills relating to expressing voice, word choice and use, and elaboration with detail.

Staff indicates that 70% of students met the standards for writing in complete sentences or paragraphs, demonstrate an increase of skills relating to conventions and word choice.

80% of students did reach the acceptable standare for HLAT writing at their grade level of programming.

90% of students receiving LLI did demonstrate one year of growth, when they completed a full cycle of programming.

Due to Covid a June MIPI was not completed.

Over 85% of students were able to navigate Google Classroom and Gmail.

- 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.

Results Achieved: We had .9 FTE in Feb. March and April with Mrs. Hippe. .2 FTE all year with Mrs Cranford. From April on a .5 with Kayla Rados. .

The grade one students on LLI did not meet 90% target of one year growth as interruptions with programming shutdowns limited the length of the program received. Three of the five groups with LLI programming did meet the target of 90% achieving one year of growth. Groups in grade 2 and 5.

Staff did attend online PD that met our goals when it was available.

100% of staff was satisfied with the professional learning opportunities offered

Students and staff were aware of whom our safe contact person is, Ms. Bolt. Safe classroom is identified outside in the hall and students are aware of the choice.

Covid practices were followed completely and size of school and separate entrances and field areas allowed for minimal contact between any chohorts. Division protocols for Covid allowed for efficient and timely attention to health risks.

Pizza lunches, individual cohort treats and student recognition assisted in positive relationship building. Use of daily announcements to play positive videos and fun interactive songs also contributed to student attitudes in a positive way.

- 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.

Results Achieved: Markers were collected for a short time before Covid but stopped when the rules put us into Cohorts.

The grade five class continued to handle the flag team duties all year.

Announcement package changed from a student team producing from grades 4-5-6 to one administrator producing. Monthly character focus continued with announcements but the team and class recognition in assemblies stopped.

We did have boxes of food for the Food Bank again this year brought in by students. Two families received Xmas dinner and presents through the generous donation of one of our school sponsors.

Communication with families was supported by use of SchoolZone, phone calls, video conferencing and use of phone texting.

School messenger and student agendas were used heavily by many classrooms to bridge communication between school and parents.

What were the biggest challenges encountered in 2020/21? Covid was the dominant challenge to students, staff, and families. Numerous protocols that continually changed and covid cases that affected quarantining of classes as well as being in school then online and back again was a huge test for everyone. Developing the skills for online teaching was assisted by the PD staff went through learning the ins and outs of Google Classroom prior to the outbreak of Covid and the move to online teaching. This assisted in keeping down the stress levels of having to learn how to use the program as well as how to prepare materials and children for online Chromebook teaching.

Attendance continues to be a challenge for many of our at risk children.

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

Increased focus on Empowering Writers to develop our school writing skills. One staff meetings a month to focus on the evidence of writing skills being worked on in each class. Every teacher to develop monthly writing skills plan, naming the specifics of the skills from Epowering Writers teachers manuals to direct the plan. School bulletin boards and daily announcements will be used to highlight this focus...

School will bring back student spirit activities. Mystery Sound and Famous Amos Trivia Question to be reintroduced since pause with Covid. Staff will look at introducing some school spirit days. eg. wearing pajamas, hat day,

Principal will join students during recesses to focus on listening skills of students and to bring attention to daily announcements. As he visits the various cohorts in the fields he will ask students to relate key information from announcements that were made, and those that listened carefully and are successful giving the response will earn a small treat.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Kameyosek School (7239)



Assurance Domain	Measure	Kameyosek School (7239)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.9	88.4	88.4	High	Declined	Acceptable
	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	71.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.3	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	90.3	94.6	93.0	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.6	86.1	84.4	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.

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- By June 2022, 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, at their level of programming.
- By June 2022, 80% of students will reach the acceptable standard for HLAT writing at their grade level of programming.
- By June 2022, 90% of students receiving LLI will demonstrate one year of growth.
- By June 2022, 80% of students will show a year's growth in reading and numeracy on the spring CAT5.

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 2021-2022 year.
- Ensure a safe and caring environment for LGBTQ2S+ students and families through identifying safe contact staff members and a safe space classroom. As well, staff will include opportunities throughout the year for class discussions.
- Staff will participate in professional learning working on Indigenous Education and provide experiences for our students to engage in expanding their own understanding.
- Ensure a safe and caring environment for staff and students through prevention and rapid response to health risks and fostering positive relationships.

Priority 2

- 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 writing.
- Terry Fox Foundation, Christmas Food Bank, and Heart and Stroke 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.
- Students will be recognized monthly on announcements for their efforts in our character education focus.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,805,346		1,736,938
Internal Revenue		0		0
REVENUE TOTAL		1,805,346		1,736,938
Classroom	11.000000	1,131,152	10.300000	1,059,170
Leadership	1.000000	131,249	1.000000	131,610
Teacher Supply	.000000	50,000	.000000	50,000
TOTAL TEACHER	12.000000	1,312,401	11.300000	1,240,780
(% of Budget)		72.7%		71.43%
Exempt (Hourly/OT)	.000000	23,379	.000000	23,379
Support	3.000000	179,019	2.900000	173,811
Support (Supply/OT)	.000000	9,000	.000000	9,000
Custodial	1.938000	122,984	1.938000	122,984
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	4.938000	337,382	4.838000	332,174
(% of Budget)		18.69%		19.12%
TOTAL STAFF	16.938000	1,649,783	16.138000	1,572,954
(% of Budget)		91.38%		90.56%
SUPPLIES, EQUIPMENT AND SERVICES		101,863		112,784
INTERNAL SERVICES		53,700		51,200
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		155,563		163,984
(% of Budget)		8.62%		9.44%
TOTAL AMOUNT BUDGETED		1,805,346		1,736,938
Carry Forward Included		0		0
Carry Forward to Future		0		0