



| <u>Enrolment</u> |         | <u>Staff FTE</u> |                  | <u>Budget</u>              |                    |      |
|------------------|---------|------------------|------------------|----------------------------|--------------------|------|
| Normalized       | 542.500 | Custodial        | 2.813000         | Salaries                   | \$3,765,779        | 95%  |
| Weighted         | 597.069 | Exempt           | 0.600000         | Supplies, Equip., Services | \$202,975          | 05%  |
| Regular          | 585     | Support          | 8.500000         |                            |                    |      |
|                  |         | Teacher          | <u>27.753000</u> |                            |                    |      |
| Year Opened      | 1980    | <b>Total</b>     | <b>39.666000</b> | <b>Total</b>               | <b>\$3,968,754</b> | 100% |
|                  |         |                  |                  | Internal Revenue           | \$20,558           |      |

**School Philosophy**

At Meyokumin School, we promote and support academic success of all students. We foster respect, dignity and leadership in our students. Students are held responsible and accountable for their academic and social achievement. We believe in consistent behavioural expectations that promote safety, pride, respect and honesty.

**Community Profile**

Meyokumin School is located in south-central Mill Woods, near the Mill Woods Town Center shopping center, the Grey Nuns Hospital and the Mill Woods Recreation facility. There is a multi-cultural flavour in our neighborhood of single and multiple family accommodations. Community partnerships that are affiliated with our school are Big Brothers and Sisters, Study Buddies, Hope Church, Concordia Lutheran Church and AHS. Over 2/3 of our students live outside of the local community.

**Programs and Organization**

In the 2019-2020 school year we have eight regular (Mainstream) classes in grades one through six, and two kindergarten classes. The Cogito Alternative Program has 12 classes in grades one through six, in addition to two kindergarten classes.

Our Mainstream program provides French as a Second Language in grades four through six. The Cogito Alternative Program offers French instruction from grades one through six in addition to an expanded scope and sequence of the Alberta curriculum. We will continue to offer a Punjabi Language and Cultural course as an option to our Mainstream students in kindergarten through grade six and to our Cogito students in grades two through six.

Our Mainstream program is inclusive in nature, supporting the needs of children who are English Language Learners (ELL) and students with a variety of special educational needs with integrated placements.

**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, Concordia Lutheran Church, Edmonton Police Service, Hope City Church, Kiwanis Edmonton Oil Capital Club, Metro Continuing Education

### District 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 2018-2019, 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 District's Priorities that were in effect when the goal was set.

In support of District Priority #1, in addition to identifying students at risk and developing a plan to support their learning, Division I Mainstream teachers will use a consistent phonemic program with all students. Students who are having difficulty reading will be identified and programed for through the Fountas and Pinnell assessment program. Bench Mark Assessment System will be introduced in the Grade 2 and 3 Mainstream classes to further identify different aspects and levels of reading ability. A full-time Leveled Literacy Intervention teacher will support Division I students with a targeted intervention program. Additional teachers will attend Empowering Writers to learn strategies to engage students in writing. All Division II teachers are focusing on specific reading strategies and PAT vocabulary at each grade level. The school plan for supporting all students will be shared at a School Council meeting and in the school newsletters. By June, 2019, all students will improve in reading by 1 or more years of growth as measured by Fountas and Pinnell. Interim measures will be in place throughout the year to chart student progress. Measures to determine the impact on student growth in reading will include the provincial achievement test, Fountas and Pinnell benchmarks, grade level of reading, HLAT, running records and teacher awarded marks.

**Results Achieved: Teachers continued to measure reading levels with pre and post benchmarking using Fountas and Pinnell for students at risk. Grade level of reading, HLAT's, PAT's and running classroom records were assessed. Three teachers attended Empowering Writers sessions for narrative and expository writing. Division one teachers consistently used the same literacy tools within their programs. Ninety-eight percent of Grade 6 students achieved the Acceptable Standard on the PAT Language Arts and forty-five percent of Grade 6 students achieved the Standard of Excellence. Based on the work from teachers focusing on PAT vocabulary, students showed an increase in selecting the appropriate responses. Classroom clinics continued throughout the year to monitor student growth and specific interventions were targeted for those students at risk. Thirty-four students received LLI and all students demonstrated growth in reading comprehension. French Language teachers focused on teaching language strategies with cross curricular links to support literacy. We did not attain our goal as not all students have improved their reading by 1 or more years of growth. On the District Survey, 97% of students believe that when they needed it, teachers were available to help them.**

In support of District Priority #2 and #3, A 0.600 FTE Success Coach and a 0.3000 social work practicum student will provide individual, small group and classroom support to identified students in the areas of mindfulness, resiliency, anxiety, trauma, confidence and self-regulation. All staff will attend an in-service on understanding the complexities for students impacted by trauma. The Leader in Me program will continue to be used as a primary tool to promote positive student interactions. A school recognition program will be developed to recognize those classes with the highest punctuality rate each month. Building stronger relationships with parents of students at risk will be a priority for all staff. Parents will continue to be encouraged to participate in volunteer activities within the school. By June 2019, 100% of students will identify at least one adult in the school who they can go to for help. In addition, 90% of students will perceive others as kind to each other in and outside the classroom.

**Results Achieved: With the support of our School-Based Wellness Coach, students have focused on mindfulness and have learned strategies and tools to cope with anxiety, trauma and self-regulation. We experienced a significant increase in students with mental health challenges. The Inclusive Learning Team, District Support Services, Alberta Health Services as well as support from additional educational assistants, teachers and our Wellness Coach was needed. As a result, there was a significant increase in students choosing appropriate coping strategies in the classroom and on the playground from September to June. All students of Meyokumin have been able to identify one adult in the school as their safe person. Based on the district survey results, 79% of students indicated that other students showed kindness outside of the classroom and 88% of students indicated that students showed kindness in school. Students also indicated that 99% of them believed people at Meyokumin School respect differences. Ninety-five per cent of the students surveyed indicated they have a sense of belonging at Meyokumin School. On the open-ended comment section of the District Survey, several students indicated that one of the things they liked about our school was our four new Buddy Benches. Through a school based incentive program - punctuality improved by thirty-one percent from September to April. On the district survey, 100% of staff indicated that Meyokumin School is a respectful and safe work environment.**

In support of District Priority # 2 and #3: Parent Information Evenings will be provided at all grade levels to assist parents in understanding the literacy strategies used in the classroom and those that can be supported at home. All parents will have an opportunity to provide input into the Student Rights and Responsibilities document and attend

an information evening on the new K-4 curriculum. Attempts will be made to re-establish a School Council and to promote an active PAC. Community partnerships with Big Brothers/Big Sisters, Study Buddies, Family Futures and Hope City Church (formerly the Mill Woods Pentecostal Church) will continue to provide in-school supports to both students and staff. By June, 2019, 80% of parents will indicate on the District survey that they are aware of the school plan and that they have had an opportunity to provide input.

Principals at our J. Percy Page cohort schools (Grace Martin, Malcolm Tweedle and Meyokumin) in conjunction with Consulting Services will provide eight collaborative professional learning experiences for 2018-19. Lead teachers from K - 6, as well as music and second languages from the three schools will help facilitate the meetings focusing on the competencies, as outlined by Alberta Education in their respected groups. Teachers will examine current curriculum and align competencies applying them to concrete learning. By June 2019, all teachers will explore and make competency connections to the new curriculum.

**Results Achieved: All homeroom teachers invited classroom parents and students to an information evening to provide strategies and tools to support student learning at home. Through grade group collaborations within our school and ongoing cohort collaborations, all teachers had the opportunity to explore and make connections with competencies with the proposed new curriculum. Teachers started to plan for thematic units in subjects such as Science and Social Studies and have made connections discovering possible field trip opportunities correlating with the new competencies. Support from the community continues through Big Brothers Big Sisters, Study Buddies, Hope City Church, Concordia Lutheran Church and Kiwanis. We surveyed parents for presentation topics and received over 80 responses. The top 4 sessions were offered - Students Rights and Responsibilities Document, School Budgeting, Technology and Internet Safety and SchoolZone Resources. We continued to work with our Parent Association and were able to re-establish an active School Council. On the Accountability Pillar, 100% of parents indicated that when their child needs it, teachers are available to help. In addition, 100% of parents believe their child clearly understands learning expectations and 86% of parents indicated they are satisfied with the opportunity to be involved in decisions about their child's education.**

**What were the biggest challenges encountered in 2018/19?**

With a high population of ELL families within our school, we continued to face challenges with vocabulary and comprehension when speaking, reading and writing. Teachers continued to place emphasis on vocabulary and expose students to a variety of literature. Teachers facilitated evening sessions for parents focusing on reading and writing activities to ensure parents could better support their children at home.

With a high number of new students entering our school at the Grade 6 level, we encountered many challenges in the area of mental health, anxiety and trauma. We had a Mental Health Therapist, the Inclusive Learning Team and our school-based Wellness Coach to provide extra supports to those children. All staff attended at least one professional development session targeted on mental health and anxiety. Our school-based Wellness Coach provided after school sessions to all staff which provided to support their students and themselves.

Our English Language Learner community had difficulty internalizing the vocabulary and concepts taught through the Leader in Me Program.

**What are the implications from 2018/19 that will impact your current year plan?**

Teachers will continue to analyze data using Fountas & Pinnell, PAT's, and HLAT's to program for students identified at risk and will receive targeted intervention. Our leveled literacy program will continue to be used as additional support for some students. Division 2 teachers will continue to focus on developing vocabulary and specific reading strategies. Some mainstream class sizes are smaller (Kindergarten, Grade 1 and Grade 6) to meet the learning needs of those students.

We will move to a school wide focus on Kindness. We chose Kindness as a theme as it is a simple, universally understood concept. Teachers will create lessons and activities on different ways to express kindness in order to support the diverse cultures in our school community..

Teachers have expressed interest in professional development during their one on one meetings. They will receive coaching to plan and meet their career aspirations. Four teachers will attend Empowering Writers workshops this year to learn additional tools to support students with writing strategies.

**Accountability Pillar Overall Summary**  
**Annual Education Results Reports - Oct 2019**  
**School: 7257 Meyokumin School**



| Measure Category                                              | Measure                                    | Meyokumin 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                            | 95.9             | 91.7             | 92.5                | 89.0           | 89.0             | 89.3                | Very High          | Improved    | Excellent |
| Student Learning Opportunities                                | Program of Studies                         | 92.7             | 90.1             | 90.7                | 82.2           | 81.8             | 81.9                | Very High          | Maintained  | Excellent |
|                                                               | Education Quality                          | 96.6             | 96.1             | 95.1                | 90.2           | 90.0             | 90.1                | Very High          | Maintained  | Excellent |
|                                                               | Drop Out Rate                              | n/a              | n/a              | n/a                 | 2.6            | 2.3              | 2.9                 | n/a                | n/a         | n/a       |
|                                                               | High School Completion Rate (3 yr)         | n/a              | n/a              | n/a                 | 79.1           | 78.0             | 77.5                | n/a                | n/a         | n/a       |
|                                                               |                                            |                  |                  |                     |                |                  |                     |                    |             |           |
| Student Learning Achievement (Grades K-9)                     | PAT: Acceptable                            | 94.3             | 95.0             | 96.0                | 73.8           | 73.6             | 73.6                | Very High          | Maintained  | Excellent |
|                                                               | PAT: Excellence                            | 59.8             | 47.8             | 55.7                | 20.6           | 19.9             | 19.6                | Very High          | Maintained  | Excellent |
| Student Learning Achievement (Grades 10-12)                   | 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                 | 56.3           | 55.7             | 55.1                | n/a                | n/a         | n/a       |
|                                                               | Rutherford Scholarship Eligibility Rate    | n/a              | n/a              | n/a                 | 64.8           | 63.4             | 62.2                | n/a                | n/a         | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr)                     | n/a              | n/a              | n/a                 | 59.0           | 58.7             | 58.7                | n/a                | n/a         | n/a       |
|                                                               | Work Preparation                           | 92.9             | 88.9             | 88.7                | 83.0           | 82.4             | 82.6                | Very High          | Maintained  | Excellent |
|                                                               | Citizenship                                | 90.3             | 90.2             | 90.5                | 82.9           | 83.0             | 83.5                | Very High          | Maintained  | Excellent |
| Parental Involvement                                          | Parental Involvement                       | 89.4             | 80.0             | 81.5                | 81.3           | 81.2             | 81.1                | Very High          | Maintained  | Excellent |
| Continuous Improvement                                        | School Improvement                         | 88.0             | 95.0             | 87.9                | 81.0           | 80.3             | 81.0                | 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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
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 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.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.

### District 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 2019/2020 school year. Select the District 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.

In support of District Priority #1, 1) Teachers will continue pre and post benchmarking using Fountas and Pinnell and analyze the data from PAT's, HLAT's as well as information gathered through classroom clinics when programming for students. In addition Grades 1, 2 and 3 teachers will use the Bench Mark Assessment System. 2) Division one teachers will use a consistent literacy program to ensure continuity of language arts strategies from the previous year. All Division two teachers will continue to focus on specific reading strategies and vocabulary at each grade level. 3) A 0.8 Leveled Literacy Intervention teacher will support Division one students and a 0.1 Middle Years Literacy Intervention teacher will support grade four students. Four additional teachers will attend The Empowering Writers workshops to learn additional strategies that engage students in writing. We are communicating through SchoolZone and a dedicated school bulletin board to inform families of specific opportunities for Indigenous Peoples. 4) J. Percy Page cohort schools Grace Martin, Meyokumin and Malcolm Tweddle will provide eight collaborative professional learning experiences for 2019-2020. Grade level cohorts for Kindergarten to Grade 6 as well as subject cohorts of music, second languages, and Educational Assistant will draft and implement a plan in their respective groups focusing on improving student achievement. The plan will state the goal, action plan, pre/post data and resources used. By June 2020, a summary of results for the groups will be shared.

By June 2020, all students will improve in reading by one or more years of growth. Measures to determine growth in reading, writing and math will include the PAT's, Fountas and Pinnell benchmarks, grade level of reading, HLAT's and teacher awarded marks.

**Priority 1**

In support of District Priority #2, we have a school wide focus on kindness where teachers explicitly create lessons and activities based on the different ways to understand and express kindness. Our school-based Wellness Coach will provide students with the tools and coping strategies needed when dealing with anxiety and trauma. By June 2020, 100% of students will identify at least one adult in the school who they can go to for help. In addition, by June 2020, 90% of students will perceive others as being kind to each other. Teachers will receive coaching and mentoring to meet their career aspirations. Teaching and support staff at our J. Percy Page cohort schools (Grace Martin, Malcolm Tweddle and Meyokumin) will have collaborative professional learning experiences for 2019-20. Lead teachers from K - 6, as well as music and second languages from the three schools will help facilitate the meetings, which focus on the needs identified in their respective groups. By June 2020, 100% of staff will continue to believe that Meyokumin is a respectful and safe working environment.

**Priority 2**

In support of District Priority #3, Parent Information Evenings will continue to be offered to strengthen the learning partnership between home and school. Many of these sessions will involve students as well. Parents will be encouraged to be actively involved in the Parent Advisory Council, School Council as well as volunteer activities and events within the school. By June 2020, 90% of parents will be satisfied with the opportunity to be involved in decisions about their child's education. Community partnerships with Big Brothers/Big Sisters, Study Buddies, Hope City Church, Concordia Lutheran Church, and Kiwanis will continue. A new partnership with the City of Edmonton Police Services through a police liaison officer will be established.

**Priority 3**

|                                  | 2019-20 Spring Proposed |                  | 2019-20 Fall Revised |                  |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources                        |                         | 3,975,167        |                      | 3,948,196        |
| Internal Revenue                 |                         | 20,558           |                      | 20,558           |
| <b>REVENUE TOTAL</b>             |                         | <b>3,995,725</b> |                      | <b>3,968,754</b> |
| Classroom                        | 24.596000               | 2,528,247        | 25.491000            | 2,620,246        |
| Leadership                       | 3.000000                | 368,447          | 2.262000             | 292,705          |
| Teacher Supply                   | .000000                 | 80,000           | .000000              | 80,000           |
| <b>TOTAL TEACHER</b>             | <b>27.596001</b>        | <b>2,976,694</b> | <b>27.752998</b>     | <b>2,992,951</b> |
| <b>(% of Budget)</b>             |                         | <b>74.5%</b>     |                      | <b>75.41%</b>    |
| Exempt                           | .600000                 | 45,833           | .600000              | 45,833           |
| Exempt (Hourly/OT)               | .000000                 | 104,153          | .000000              | 84,630           |
| Support                          | 7.500000                | 403,923          | 8.500000             | 452,767          |
| Support (Supply/OT)              | .000000                 | 42,000           | .000000              | 11,500           |
| Custodial                        | 2.813000                | 170,098          | 2.813000             | 170,098          |
| Custodial (Supply/OT)            | .000000                 | 8,000            | .000000              | 8,000            |
| <b>TOTAL NON-TEACHER</b>         | <b>10.913000</b>        | <b>774,007</b>   | <b>11.913000</b>     | <b>772,828</b>   |
| <b>(% of Budget)</b>             |                         | <b>19.37%</b>    |                      | <b>19.47%</b>    |
| <b>TOTAL STAFF</b>               | <b>38.509001</b>        | <b>3,750,701</b> | <b>39.665998</b>     | <b>3,765,779</b> |
| <b>(% of Budget)</b>             |                         | <b>93.87%</b>    |                      | <b>94.89%</b>    |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 155,965          |                      | 119,165          |
| INTERNAL SERVICES                |                         | 89,060           |                      | 83,810           |
| <b>TOTAL SES</b>                 |                         | <b>245,025</b>   |                      | <b>202,975</b>   |
| <b>(% of Budget)</b>             |                         | <b>6.13%</b>     |                      | <b>5.11%</b>     |
| <b>TOTAL AMOUNT BUDGETED</b>     |                         | <b>3,995,726</b> |                      | <b>3,968,754</b> |
| Carry Forward Included           |                         | 0                |                      | 5,899            |
| Carry Forward to Future          |                         | 0                |                      | 0                |