



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	617.000	Custodial	3.500000	Salaries	\$3,775,624	96%
Weighted	716.022	Exempt	0.000000	Supplies, Equip., Services	\$154,789	04%
Regular	617	Support	6.643000			
		Teacher	<u>28.922000</u>			
Year Opened	1992	Total	39.065000	Total	\$3,930,413	100%

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 Pre-Advanced Placement, - 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, Millwoods Welcome Centre, Kids Now, The Way In, Big Brothers and Sisters and the Boys and Girls Club. There are multiple opportunities for students to access extra-curricular athletics, special interest clubs and fine arts events.

School Community Relationships

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

Alberta Health Services, Edmonton Police Service, Family Futures Resource Network, MacEwan University, The Family Centre

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.

To foster growth and success for every student in this unprecedented year, team members, whether teaching online or in-person will:

- Collaborate in teams up to three times monthly for the purpose of reviewing Division selected essential learning outcomes and resources. Develop supplemental resources, pedagogical strategies and assessments to deliver the program with consistency in both modalities.
- Collectively review online applications, in addition to Google Classroom and Google Meets, and adopt two additional resources that can be used in teach and assess students online.
- Review, monthly, how Support Staff members are being deployed relative to student needs both online and in-person to ensure that all students are receiving the support that they require.

Results Achieved:

Collaborative level teams met two times per month and during professional learning days to develop a collective understanding of Essential Learning Outcomes (ELO's). Common exams were modified to reflect the Division ELO's. Exam results were analyzed collectively in teams to identify students requiring interventions and to engage in conversations regarding effective pedagogical approaches for teaching the outcomes. Results on common assessments and reported on progress reports were similar to results attained in previous years particularly for those that attended online and in-person classes regularly. A challenge that we anticipate is working addressing the academic gaps that may be faced by an increased number of students that did not attend regularly in comparison to previous years.

Teachers and students were required to switch from in-person to online classes several times throughout the year. These transitions became less seamless as our teams explored applications that enhanced delivery and pedagogical approach. Apps identified by teachers and students as being effective included: Pear Deck, Quizzez, Blooket, Jamboard and Flubaroo. Eighty-five percent of students indicated that they felt the school made it easy for them to move between in-person and online learning during the school year.

The use and deployment of Support staff members was reviewed regularly. Library support was reduced in favor of online classroom support. One and one-half full time equivalent support staff members were designated to support online learning. Comments from division staff members were that the support offered was instrumental towards contributing to the academic success and emotional support of their students. Hands-on learning activities like science labs were supported through the deployment of a part time lab tech who prepared and sanitized resources as per COVID-19 Safety Protocols.

To foster a welcoming and caring environment for students and staff members, Collaborative teams will engage in Inquiry Based Learning Projects that use the work of Dr. Jody Carrington as a basis for consistent practice and knowledge in addressing mental health. Modules from Dr. Carrington's, "Kids These Days" series will be viewed and discussed throughout the year and all staff members will complete the Jody Carrington course before the end of the school year. During school and catchment professional learning days, collaborative teams will each identify at least one mental health strategy that they will use between professional learning days. The efficacy of these strategies will be analyzed each professional learning day.

Strategies and best practices for controlling the spread of COVID-19 will be evaluated by the Instructional Leadership Team and incorporated into a School - Re-Entry Plan Document that will be communicated to teachers, students and parents. This will be reviewed regularly, particularly as updates are communicated from Alberta Health Services and the Division.

Results Achieved: Staff members all participated in a modular based study on mental health delivered by Carrington. This was accompanied by a book study of "Kids These Days." Each Professional Learning day staff members committed to reflecting on the module and as collaborative teams committed to adopting one research based strategy from the module and book study. They would also evaluate the effectiveness of the strategy from the previous year. Modules focussed on building relationships with students,

understanding factors that shape student mental health, and demonstrating empathy and compassion. On the Alberta Education Accountability Measures survey, Kate Chegwin School attained an overall percentage rating of 91.5 percent with respect to: "The percentage of teachers, parents and students that indicated that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school." This represents an increase of 1.5 percent over the previous three year weighted average. There was also an increase in the percentage of parents that felt staff members cared about their children compared to previous years in spite of the pandemic.

Communication of Alberta Health, School and Board Policies with parents is a high priority goal. This will be accomplished through:

- Developing a School Re-Entry plan and communicating it to parents through the use of SchoolZone, our school website and social media by September 01, 2020. This document will be regularly updated with new information and strategies from Alberta Health Services.
- Posting bi-monthly videos on SchoolZone and Google Classroom that relay information and updates including successes and areas of growth pertaining to the School Re-Entry Plan for parents and students.
- The development of a response plan for the communication of COVID-19 positive contacts with parents when they occur at school. These will include a fan-out system, online parent and student information meetings, and SchoolZone postings of Alberta Health Services information.

Teachers will all register for and use Google Classroom and Google Meets to relay lessons and assessments to students who are at home and provide support to parents and their children when students are in isolation.

Results Achieved:

Monthly presentations pertaining to safety protocols, student success, character and important dates were developed in consult with the Instructional Leadership Team and School Council. Information was also developed to show parents how to use SchoolZone effectively to gather and submit resources between the school and home. These were presented to students and uploaded to SchoolZone. Fifty-Five percent of parents strongly agreed and 45% agreed that they knew what Kate Chegwin School was doing to keep their children safe during the school year. Ninety-two percent of parents indicated that they were using SchoolZone as the main means for getting information. This represents a marked uptake in the use of SchoolZone by our parents.

The school developed an administrative response protocol for managing situations when classrooms needed to quarantine. This plan was used effectively seven times throughout the year. Response was timely and thorough serving the needs of students, parents, teachers and Alberta Health Services.

What were the biggest challenges encountered in 2020/21

The Divisions plan to roll out essential learning outcomes and a scope and sequence to support our students and teachers has been invaluable towards ensuring that the program of studies has been taught. However there is still a high degree of uncertainty with respect to the academic, social and emotional disposition of our students. This stems from the unique experience that each child has had over the past two years, whether they've learned online or in-person or in some cases, whether they have attended regularly. A challenge has been developing a comprehensive understanding of what our students needs are so that we can develop concrete plans to address any gaps that there may be.

A significant part of Kate Chegwin School's Mission for the past nine years has involved the fostering of strong relationships with students, parents, community members and between staff members. COVID-19 Protocols had a significant impact on the way we relate with one another. Proximity, face to face interactions, club involvement, spirit activities, athletics and academic support opportunities were all compromised to some degree to ensure the safety and wellness of our students and team. A high proportion of our staff members disagreed that they were able to maintain relationships with:

Students- 17%, Parents 24% and colleagues 29%. These results are reflected by parents and students on Division survey questions pertaining to engagement.

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

Assessing and responding to academic, social and emotional needs of our students will be important as we endeavor to ensure that students are prepared for future success. This will require that we learn to derive meaning from the CAT4 assessment and the resilience survey among other pieces of information and develop a collective approach towards addressing shortfalls that our students have. Intentional meetings will need to occur both at the department level and at a homeroom level on a monthly basis where intervention strategies can be researched, implemented, and reviewed for efficacy.

As restrictions due to COVID-19 are lifted it will be important to look for opportunities for students and parents to become reconnected as part of our school culture.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Kate Chegwin School (7574)



Assurance Domain	Measure	Kate Chegwin School (7574)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.9	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.9	86.2	86.3	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	80.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	28.0	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	89.0	92.4	91.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.7	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.9	89.8	83.9	High	Maintained	Good

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.

To foster growth and success for every student team members will collaborate twice per month at the department and homeroom level and during school professional learning days to discuss universal strategies to address academic gaps demonstrated by student. The process will involve:

- Using common assessment data and classroom observations to identify students of concern
- Analyzing CAT 4 assessment data to glean further insights about academic gaps faced by students of concern
- Developing universal strategies that can be used among homeroom level teachers in departments and at the school level to address learning gaps.
- Evaluating the efficacy of intervention strategies based on common assessment data, classroom observation and the performance of students on follow-up CAT4 assessment administration in the spring.

By June 2022, there will be an increase in students meeting proficient standards on grade level common assessments and on their CAT 4 assessments

Priority 1

To foster a welcoming and caring environment for students and staff members, the school will conduct a Resilience Survey in September. The results of the survey will be used to identify commonalities with respect to social, emotional and mental health issues faced by our students. Monthly collaborative homeroom meetings and department meetings and professional learning days will be used to identify universal strategies to address any deficits in our students. These strategies will be evaluated for their efficacy monthly at team meetings. Lead staff members will attend sessions hosted by Dr. Michael Ungar to inform decisions on intervention strategies to build resilience. Students requiring specialized and individual mental health supports will be referred to a mental health therapist employed at the school one day per week. A Social Return On Investment form will be used to track the progress of students that are referred.

A school Indigenous Liaison person will be employed to meet with students regularly and to communicate with parents and provide advocacy for our Indigenous students.

Survey data from 2020-2021 indicates that our students feel that online learning and disruptions to in-person learning led to a disconnect between students, teachers and parents. The school will continue to look for opportunities to engage students and parents in activities such as athletics, clubs and special events and to reimagine opportunities if they continue to occur in an online environment.

In June 2022, there will be an increase in the number of parents and students that they feel safe and that the importance of caring for others is emphasized at the school.

Priority 2

The School will continue with its goal of ensuring that strong communication, particularly with respect to COVID-19 protocols, is a priority. This will be accomplished through:

- Developing a School Safety plan and communicating it to parents through the use of SchoolZone, our school website and social media by September 01, 2021. This document will be regularly updated with new information and strategies from Alberta Health Services.
- Posting information regularly on SchoolZone and Google Classroom emphasizing safety protocols.
- The continuation of a response plan for the communication of COVID-19 positive contacts with parents when they occur at school. These will include, where necessary, online parent and student information meetings, and SchoolZone postings of Alberta Health Services information.

Teachers will all register for and use Google Classroom and Google Meets to relay lessons and assessments to students who are at home and provide support to parents and their children when students are in isolation.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,998,984		3,930,413
Internal Revenue		0		0
REVENUE TOTAL		3,998,984		3,930,413
Classroom	24.484000	2,517,738	25.104000	2,581,494
Leadership	4.000000	497,935	3.818000	475,888
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	94,928	.000000	65,000
TOTAL TEACHER	28.483999	3,110,601	28.922001	3,122,382
(% of Budget)		77.78%		79.44%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	4,500	.000000	4,500
Support	6.643000	402,503	6.643000	402,503
Support (Supply/OT)	.000000	10,500	.000000	4,000
Custodial	4.000000	263,261	3.500000	238,378
Custodial (Supply/OT)	.000000	14,000	.000000	3,861
TOTAL NON-TEACHER	10.643000	694,764	10.143000	653,242
(% of Budget)		17.37%		16.62%
TOTAL STAFF	39.126999	3,805,365	39.065001	3,775,624
(% of Budget)		95.16%		96.06%
SUPPLIES, EQUIPMENT AND SERVICES		116,369		80,689
INTERNAL SERVICES		77,250		72,600
OTHER INTEREST AND CHARGES		0		1,500
TOTAL SES		193,619		154,789
(% of Budget)		4.84%		3.94%
TOTAL AMOUNT BUDGETED		3,998,984		3,930,413
Carry Forward Included		0		0
Carry Forward to Future		0		0