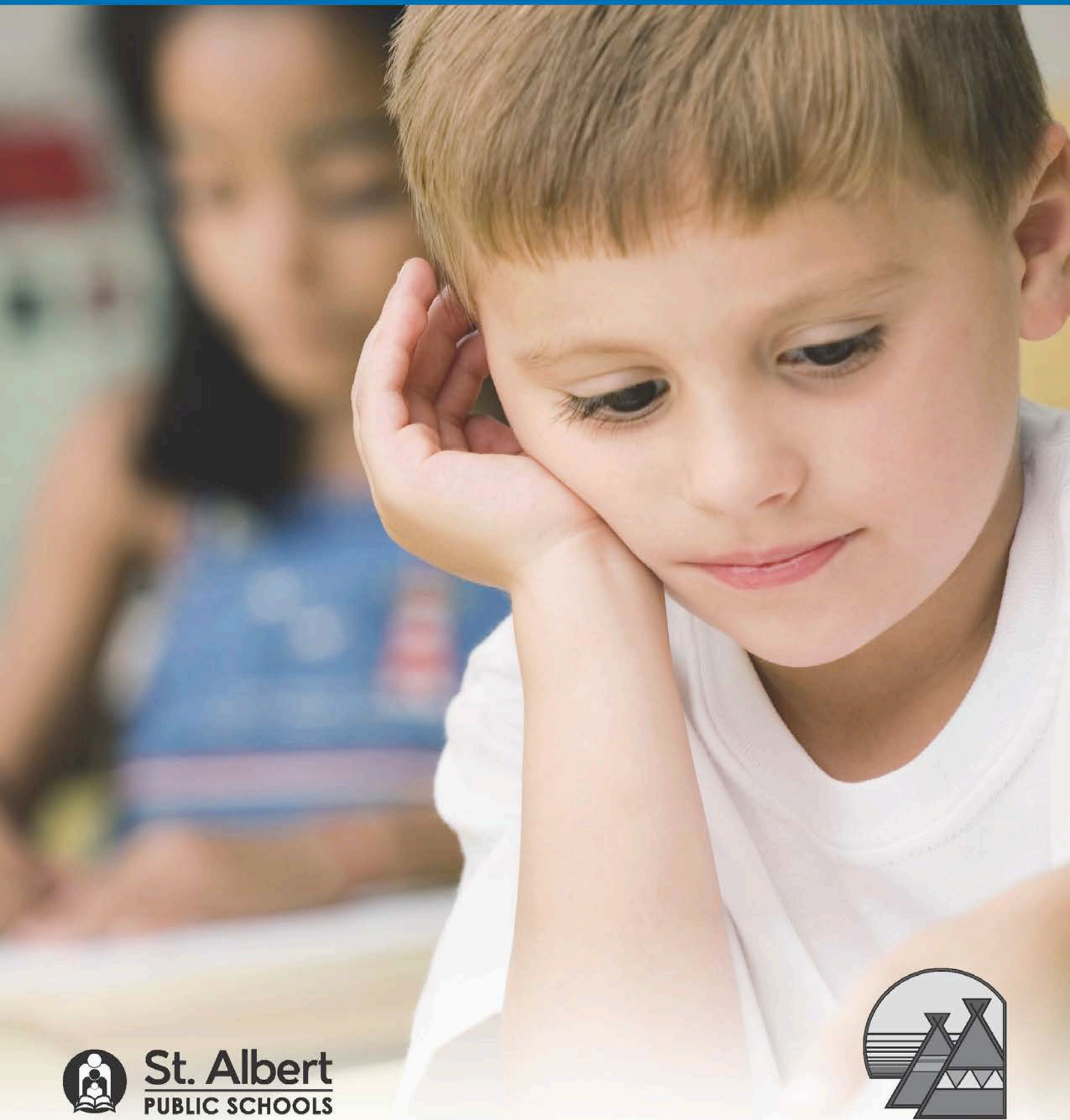
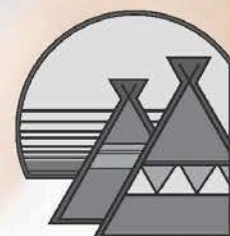


EDUCATION PLAN 2016
Keenooshayo Elementary School



St. Albert
PUBLIC SCHOOLS



KEENOOSHAYO ELEMENTARY SCHOOL EDUCATION PLAN 2016

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St. Albert Public Schools' Mission, Mandate, and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education... *we believe that* -

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

Keenooshayo Elementary School

“Where the Spirit Soars”

Since 1983, Keenooshayo School has been providing excellent learning opportunities to students in Kindergarten through Grade 6. The school offers a full elementary program of academics, French as a Second Language, Fine Arts, reading resource, and athletics to the children who are an integral part of our school family. We are also a designated location for students attending district Special Education classes for both Primary and Junior Learning Assistance (LAC) and Primary and Junior Opportunity (OP).

We are the neighbourhood school for Woodlands, Regency Heights, Kingswood, Oakmont, and Inglewood. Our school location provides excellent access to playground equipment, tennis courts, outdoor ice surfaces, as well as a ball diamond, and soccer and football fields. Located just south of the Sturgeon River, Keenooshayo is within easy walking distance of the Red Willow Trail, picnic areas, Woodlands Water Park, and cross-country ski trails. Fountain Park pool, the Arden Theatre, St. Albert Place, and Servus Centre are within cycling distance.

2015-2016 School Community

- 376 students
- 475 hour kindergarten program offered in full day, morning and afternoon
- United Nations Education, Scientific and Cultural Organization (UNESCO) Associated Schools Project Candidate School
- Fine Arts Programming
- District Primary and Junior Learning Assistance Classes
- District Primary and Junior Opportunity Classes
- Reading Levelled Literacy intervention program
- District PUF Preschool
- St. Albert Day Care – Before and After School Program

Keenooshayo Elementary School Vision

Through effective communication between community and school, we will promote high standards of academic achievement and foster a desire for lifelong learning.

We value:

- Positive life attitudes;
- Support for each other;
- Balance in all that we do; and
- Working together toward success for all.

Outcomes:

- Academic growth;
- A collaborative approach;
- Recognition and appreciation of the uniqueness of individuals;
- Well-adjusted, healthy and happy individuals;
- Lifelong learning; and,
- Service work and citizenship.

Keenooshayo School Profile

2015-2016 as of September 30, 2015

Certificated Staff

Teaching	19.28	FTE
Administration	1.4	FTE
Counselling	0.4	FTE
Total	21.08	FTE

Support Staff

Clerical	1.4	FTE
Teacher Aides	13.3	FTE
Library Technicians	0.5	FTE
Technical Support	0.34	FTE
Total	15.54	FTE

Students

English	365
Special Needs	(75)
Total	365

2016-2017 as of September 30, 2016

20.86	FTE
1.3	FTE
0.42	FTE
22.58	FTE

1.5	FTE
17.0	FTE
0.5	FTE
0.17	FTE
17.67	FTE

English	376
Special Needs	(74)
Total	376

Classroom Configuration

2015-2016		
Grade	English	
Kindergarten	Kam-18 Kpm-14 Kfull-22	54 students
Grade 1	1RB-23 1YK-21 1M-18	62
Grade 2	2P-21 2W-22	43
Grade 3	3M-19 3SB-19	38
Grade 4	4B-20 4R-20	40
Grade 5	5H-16 6H-9	
Grade 6	6B-28	37
Primary LAC	2H-2 3H-7 4H-2	11
Junior LAC	4Ro-3 5Ro-4 6Ro-10	17
Opportunity	2M -1 3M -4 4M -2 4H -4 5H -5 6H -2	18
Total		365

2016-2017		
Grade	English	
Kindergarten	Kam-19 Kpm-17 Kfull-17	53 students
Grade 1	1R -26 1YK-24	50
Grade 2	2P-20 2W-20 2M-20	60
Grade 3	3M-24 3B-24	48
Grade 4	4R-27	27
Grade 4/5	4B-13 5B-11	24
Grade 5	5B-27	27
Grade 6	6H-21 6B-23	44
Primary LAC	2H-4 3H-5 4H-5	14
Junior LAC	5R-6 6R-3	9
Opportunity	1M-4 3M-3 4M-3 5H-5 6H-5	20
Total		376

Issues and Trends

UNESCO ASPnet

We wish to instill in our students a meaningful understanding of world and societal issues. Our students have had many opportunities to provide service to the community around them such as fundraising for a foster child, collecting food for the Food Bank, helping out in our school neighbourhood, and many others. Becoming a candidate school for the UNESCO Associated Schools Project Network (ASPnet) has provided a focus for us to educate our students about world issues and allow them opportunities to help others.

Student Enrolment

We continue to enjoy an increase in student enrolment. As this trend continues, we will continue to monitor enrolment to ensure that we provide adequate learning spaces for our students.

Special Education

We are committed to providing the best education for all of our students. Each year, we experience an increase in the number of students with special needs as well as a greater diversity and complexity of needs. We endeavour to assist staff to program adequately to meet the diverse learning needs of students in all classrooms. In addition, it is always a struggle to provide staff with sufficient time for collaboration, planning, preparation, Individual Program Plan (IPP) planning, etc.

In addition to the above, the following are additional trends:

- Excellence in academics
- Balance of experienced and novice staff members
- Increased number of students with special needs
- Exemplary student character and behaviour
- High parental expectations, involvement, and satisfaction
- Excellence in teaching and the provision of top quality learning opportunities
- High levels of staff collaboration and grade or subject alike meetings
- Well maintained building
- Focus on literacy through a balanced approach to literacy
- Focus on numeracy through the district Math academy
- Excellent support services for students experiencing difficulties
- Focused assistance for students who experience anxiety
- Use of technology as a meaningful support for student learning
- Continued provision for optimal class sizes in Division I
- Focus on the development of 21st century literacy and numeracy skills

District Priorities and Outcomes

District Priority Areas

St. Albert Public School District No. 5565 has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students Preschool PUF to Grade 12 through a district Enhancing Instructional Practice project.

District Outcomes 2016-2019

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- Outcome 2: Student demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.
- Outcome 5: Governance, policies and partnerships support the success of our students.

School Objectives and Priority Areas

Objective 1: Foster in students a greater social awareness and sense of responsibility to contribute to making the world a better place.

Relationship with District Outcomes: 3,4

- Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

Reporting our Progress (2015-2016)

Highlights

As we continue to work toward member status in the UNESCO Associated Schools Project network, we are very pleased that our students are becoming more socially aware. Many projects were undertaken this year including the following:

- Day Without Shoes
 - Students spent the day without shoes to experience life not having access to shoes. Students and community members were encouraged to bring in new or gently used shoes to be donated to charity. In all 297 pairs of shoes were collected.
- WE day
 - 17 Grade 6 students and two teachers attended WE day in Calgary.
- We are Silent market
 - Following WE day, the Grade 6 students took a vow of silence for a day to better understand what it is like to have your voice go unheard. On this day, the Grade 6 students held a We Are Silent market during which time all students could purchase handmade items (made by the Grade 6 students) about the We are Silent campaign. In all, \$820 was collected and then donated to charity.
- Peacebuilders
 - Division two students had the opportunity to be peacebuilders during recess and lunch time. Peacebuilders wear identifiable vests and provide a resource to students to work through conflict in a peaceful manner, and the peacebuilders also assist students to find friends with whom they may play.
- Power saving hour (Earth day)
 - On Earth day, the school participated in Power Saving hour. During this time, all electrical appliances and lights were turned off to help to reduce our carbon footprint.
- Pink T-shirt day
 - In order to raise awareness and to encourage students to stand up to bullying, staff and students were encouraged to wear pink t-shirts on Pink T-Shirt Day.
- Grade 2 pen pals with children in Mexico City
 - Grade 2 students had the opportunity to correspond with a class in Mexico City to share information about each other's lives, customs, etc.
- Grade 5 and 6 students and staff attended Aboriginal Day at Sir George Simpson

In addition to the various service projects undertaken, we continue to expand the UNESCO book section in the library. This enables students to learn about various cultures, countries, customs and to develop their knowledge about the role of UNESCO and the United Nations.

Within classrooms, teachers have found ways to ensure that their lessons enable a global perspective. In doing so, students, staff and parents are developing a shared vocabulary and understanding of UNESCO and the United Nations. Furthermore, the students are demonstrating an increased awareness of local and global issues.

Challenges

As there are very few elementary schools participating in UNESCO ASPnet, we continue to have difficulty establishing meaningful partnerships with other world member schools. As a result, we will focus less on establishing partnerships with Canadian member schools to support each other and to have open dialogue and sharing.

Progress toward Meeting Objective 1:

Partially achieved and ongoing.

Key Strategies 2016-2017:

- Prepare to apply for membership status within the UNESCO Associated Schools Project network (UNESCO ASPnet)
- Establish a lead teacher for UNESCO and provide release time for this individual to attend the UNESCO meetings, assist teachers to infuse the UNESCO pillars into their teaching plans and to assist the school to prepare to apply for membership status in the UNESCO ASPnet.
- Fulfill requirements of member school status for UNESCO ASPnet including:
 - Provide evidence of sustained commitment to the values, work and principles of UNESCO from all school stakeholders in order to build a culture of peace
 - Continue to involve the parent community in the fulfillment of the goals of UNESCO ASPnet
 - Provide evidence that UNESCO Theme 1 “World Issues and the Role of the UN” provides a focus for curricular and extracurricular programming leading to an informed student body
 - Expose students to current events and world issues
 - Continue to expand the UNESCO section of the library to enable students to have access to a variety of resources related to UNESCO ASPnet.
 - Encourage staff and students to participate in Orange Shirt day, and welcome guest speakers to inform students of the importance of Orange Shirt day.
 - Engage staff in professional development in pursuit of the school’s UNESCO goals and/or projects
 - As a staff, continue to undergo professional development based on UNESCO themes and world issues, in addition to the teaching of social issues
 - Sustain projects with at least one other school in the Canadian network and at least one other school in the international network
 - Explore project opportunities with other schools
 - Initiate student collaborative opportunities with students around the globe (pen pals, Skype, etc.)
 - Provide evidence over a sustained period of time of collaboration with the community, organization or agencies to realize UNESCO ideals
 - Continue to send Grade 6 students to WE day in Calgary. Following WE day, the Grade 6 students will be responsible to be “leaders” in sharing their experiences

- and in helping students at Keenooshayo to be more socially aware and responsible
- Encourage parents and community members to attend monthly SPIRIT assemblies and special days
- Invite guest speakers to educate students about local, national, and global issues
- Continue to encourage students to initiate service projects in the school
- Provide evidence that the school has linked UNESCO pillars and themes with curricular and extracurricular programs and integrated them into school policies and practices. In order to do this, we will:
 - Acknowledge student responsibility and citizenship through the SPIRIT ballot program, SPIRIT activities, and monthly assemblies
 - Through the school SPIRIT program, educate students about their responsibilities and rights as a member of the Keenooshayo community
 - Involve students in service work such as collecting food for the food bank, clothing drives, etc.
 - Inspire students to take action in response to limiting their impact on the environment such as cleaning up after themselves, bringing environmentally friendly lunches to school, recycling, turning off the lights, etc.
 - Continue to involve students in raising funds for such causes as the Terry Fox run, Cancer Walk for Kids, etc.
- Involve students in hands-on service activities such as community clean-up, Earth Day, Rake and Run, etc. to help students gain compassion and empathy
- Continue the “Green Team” of students to promote environmental action and sustainability
- Involve students in school leadership activities such as paper recycling, office helpers, student council, etc.
- Provide evidence over a sustained period of time of successful action taken to incorporate within the school a culture that reflects UNESCO ideals
 - Visually celebrate and acknowledge the four pillars of UNESCO ASPnet throughout the school in order to develop a common language and understanding
- Highlight international days, weeks, years or decades as designated by the United Nations and UNESCO
 - Recognize and celebrate special United Nations days and international days over the Keenooshayo News Network
- Attend network meetings at the provincial level and where possible at the national level.
 - Continue to offer the D.A.R.E. program to Grade 6 students
- Engage students in classroom mindfulness learning opportunities to enable them to be more aware of their feelings and to understand their place within the larger school and societal context
- Offer the Dare to Care anti-bullying and bullying awareness program for all Grade 1 to 6 students at Keenooshayo

Objective 2: Continue to build upon and improve the collaborative culture of the Keenooshayo community.

Relationship with District Outcomes: 1 and 4

Outcome 1: The diverse needs of our students are met in inclusive learning environments.

Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

Reporting our Progress (2015-2016)

Highlights

Nurturing collaborative relationships with all Keenooshayo stakeholders has benefited the Keenooshayo community in a number of ways. Staff work cohesively together and there is a sense of trust and openness among staff.

Our active parent community continues to support us through actively volunteering in classes and for school-wide events. Through the strong work of the Keenooshayo School Council and Keenooshayo Parents Association (KPA), many more parents are seeing the value of being involved in the school community. These meetings have provided opportunities for the parents and school administration to have meaningful discussions regarding student learning and their experiences in elementary school. As such, the number of parents who actively attend school council and KPA meetings has risen dramatically.

As we feel that there has been much improvement in the amount of time that staff collaborate, we also see that staff collaborate on a much deeper level by discussing best teaching practices, co-teaching and modeling for each other. Moving forward, we will discontinue this as a strategy within the Three Year Education plan but will continue to nurture and encourage collaboration among all members of the Keenooshayo community.

Challenges

We continue to find appropriate ways to keep all members of the Keenooshayo community informed and involved in the decision-making process at the school. Adequate time for staff to collaborate continues to be a challenge. With this being said, we are very pleased with the level at which staff collaborate and work together in a multitude of ways—collaborative planning and assessment, cross-age activities, special events.

Progress toward Meeting Objective 2:

Achieved. Moving forward, this objective will be discontinued.

Objective 3: Enhance literacy skills of students at all grade levels.

Relationship with District Outcomes: 2, 3, 4

Outcome 2: Students demonstrate growth in literacy and numeracy skills.

Outcome 3: Students are resilient and have the skills to succeed when faced with opportunities and challenges.

Outcome 4: Staff are supported through high quality professional learning and collaborative opportunities.

Reporting our Progress (2015-2016)

Highlights

All grade level teachers continue to incorporate aspects of the Daily Five and Café programs into their classrooms. Collaboration occurs regularly between grade level teachers sharing best practices and techniques.

Time is allocated at every staff meeting to encourage professional dialogue centered on literacy skill acquisition, sharing ideas and troubleshooting challenges.

With the continued work of our school-based Levelled Literacy Intervention teacher, students who experience difficulty in reading receive focused support and encouragement.

In all, we are very pleased with the progress the staff continues to make in enhancing our students' literacy skills at all levels.

Challenges

With the tremendous progress that the staff continues to make in improving our students' literacy skills, we continue to seek appropriate and innovative ways to meet the needs of all students and to engage them. Furthermore, finding engaging and interesting age-level and reading level books continues to be challenging.

Progress toward Meeting Objective 3:

Partially achieved and ongoing. Moving forward, this objective will read, "Enhance literacy and numeracy skills of students at all grade levels."

Objective 3: (Revised) Enhance literacy and numeracy skills of students at all grade levels.

Key Strategies for 2016-2017:

- Provide ongoing support to Kindergarten to Grade 6 teachers in implementing a balanced approach to literacy in their classrooms.
- Continue to provide time for the Levelled Literacy Intervention teacher to work primarily with Grades 1 and 2 students who experience difficulty with reading
- Encourage new teachers to the teaching profession to attend district literacy and numeracy professional development workshops
- Ensure that teachers have adequate and appropriate literacy and numeracy resources within their classrooms
- Foster staff collaborative opportunities with grade level partners focusing on approaches to literacy and numeracy
- Encourage school numeracy lead teachers to share strategies and encourage professional dialogue centered on numeracy
- Continue to expand the library collection to include books focused on numerical skill development
- Continue to expand the library collection to include books based on students' interests to further encourage students to read
- Seek opportunities for staff book studies and professional discussions regarding approaches to improving students literacy and numerical skills
- Encourage interested staff to attend a Math academy if this opportunity is made available to them
- Find opportunities to inform parents about approaches to teaching literacy and numeracy so that they have a better understanding and are able to support their children at home.

- Seek appropriate and engaging resources to better enable students to develop their numeracy skills
- Continue to allocate time at the staff meeting to discuss best teaching practices with a focus on literacy skill acquisition and expand this time to include discussions centered on numeracy.
- Through the use of the school website and newsletter, provide resource, skills and tips to enable parents to work with their children at home
- Continue to invite guest authors to read to the students and to speak about the writing process and to encourage students to read
- Explore school-wide literacy and numeracy activities such as “read-in” on Keenooshayo News Network (KNN) after lunch, buddy reading, math day, etc.
- Encourage staff to access support and coaching from the district Literacy Lead teacher in addition to our school-based Math lead teachers
- Expand the use of technology as a tool for literacy and numeracy skill acquisition
- Utilize assistive technologies to support students with challenges in literacy and numeracy

Financial Performance 2015-2016

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$49 767, representing a surplus of 2.0%. This money will be used to offset costs associated with awkward class sizes.

Financial Planning 2016-2017

RESOURCE AND DISTRIBUTION

KEENOOSHAYO SCHOOL

REVENUES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Basic Program Allocation	\$ 2,601,909	\$ 2,468,733	\$ 2,505,130
2. Other Revenues			
2.1 Fees	\$ 155,040	\$ 153,087	\$ 162,687
2.2 Cafeteria			
2.3 Donations	\$ 3,000		
2.4 Fundraising	\$ 3,000	\$ 5,000	\$ 5,000
2.5 Other Revenues	\$ 13,000	\$ 13,000	\$ 13,000
3. Surplus / Deficit Allocation (S/D)	\$ 49,767	\$ 80,000	\$ 171,817
TOTAL REVENUES	\$ 2,825,716	\$ 2,719,820	\$ 2,857,634

EXPENDITURES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
1. Certificated Staff	\$ 2,176,505	\$ 2,146,063	\$ 2,190,669
2. Support Staff	\$ 284,897	\$ 301,618	\$ 264,038
3. Services	\$ 145,246	\$ 125,018	\$ 139,018
4. Supplies	\$ 100,678	\$ 67,492	\$ 98,690
5. Furniture, Equipment & Capital	\$ 45,000	\$ 17,521	\$ 40,000
6. Technology	\$ 46,501	\$ 35,219	\$ 85,219
7. Future Emergent Initiatives	\$ 26,889	\$ 26,889	\$ 40,000
TOTAL EXPENDITURES	\$ 2,825,716	\$ 2,719,820	\$ 2,857,634

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
FTE Enrolment (ECS @ .5)	350.00	339.50	340.00

STAFFING PERCENTAGES	2016-2017 Fall Budget	2016-2017 Spring Budget	2015-2016 Fall Budget
Certificated Staff FTE	20.86	20.42	21.19
Support Staff FTE	5.75	6.07	5.32
Certificated Staff Percentage	82.1%	84.2%	81.8%
Support Staff Percentage	10.7%	11.8%	9.9%
TOTAL STAFFING PERCENTAGE (with S/D)	92.8%	96.0%	91.7%
TOTAL STAFFING PERCENTAGE (without S/D)	94.6%	99.1%	98.0%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.
 Fees include Board approved fees, and may include lunchroom, school assessed, and extra-curricular
 Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Achievement Test Results

The following provides the school's results on Provincial Achievement Tests, participation rates and an interpretation of the results.

Grade 6 English Language Arts

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	91.4	90.8	100.0	90.8	94.1	90.4	95.0	90.6	96.1	90.6
	Results Based on Number Enrolled									
Acceptable Standard	87.9	82.7	86.3	82.5	82.4	81.9	92.5	82.8	92.2	82.9
Standard of Excellence	20.7	17.8	17.6	16.3	19.6	17.6	32.5	19.5	15.7	20.4
	Results Based on Number Writing									
Acceptable Standard	96.2	91.0	86.3	90.9	87.5	90.6	97.4	91.3	95.9	91.5
Standard of Excellence	22.6	19.6	17.6	18.0	20.8	19.5	34.2	21.5	16.3	22.6

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - Comparing achievement results over five years, we have had positive growth in the number of students meeting the Acceptable Standard as well as the Standard of Excellence;
 - For the students writing, we performed 10.7% higher than the provincial average for Acceptable Standard;
 - Nearly one-fifth of the Grade 6 population writing was from our specialized programs; and,
 - Almost all of the students in Grade 6 across all programs wrote both parts of the exam.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - Results demonstrate the lowest percentage of Standard of Excellence over five-year trend; and,
 - We performed below the provincial average in questions with a focus on non-fiction literacy skills and mixed media texts.
- Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We will continue to work towards having all students write the Language Arts Provincial Achievement Tests in the future school years;
 - We will focus on teaching specific strategies for informational text with focused lessons on non-fiction reading skills;
 - We will continue to focus on Daily-5 and targeted, intervention-based reading
 - We will focus on developing our narrative writing skills through focused lessons on key target areas, such as content development, sentence variety, and enhancing vocabulary;
 - We will develop a writing focus to enhance writing during the revision and editing process; and,
 - We will continue to support students through a number of assistive technologies to support their writing skills, with a specific focus on those students in the specialized programs.

Grade 6 English Mathematics

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	79.3	90.4	86.3	90.3	86.3	90.1	92.5	90.2	94.1	90.4
Results Based on Number Enrolled										
Acceptable Standard	77.6	74.1	74.5	72.1	80.4	72.7	75.0	72.5	84.3	71.4
Standard of Excellence	32.8	16.4	33.3	16.3	19.6	15.3	17.5	13.8	17.6	13.8
Results Based on Number Writing										
Acceptable Standard	97.8	81.9	86.4	79.8	93.2	80.7	81.1	80.4	89.6	79.0
Standard of Excellence	41.3	18.1	38.6	18.0	22.7	17.0	18.9	15.3	18.8	15.2

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - 94.1% of our Grade 6 students participated in the exam – consistently high participation rate for all students across various programs
 - Results are above the provincial average for the Acceptable Standard as well as the Standard of Excellence; and,
 - Results demonstrate that students have a strong understanding of number strand of Mathematics.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - As our participation rate increased, we also had a decrease in the number of students at the Acceptable Standard as well as Standard of Excellence but consistent with the numbers from the previous year; and,
 - We were below the provincial average in a few focus areas: ordering integers, area of rectangles with referents, preservation of equality, coordinates and sorting shapes.
- Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We will continue to encourage all students to write the Mathematics Provincial Achievement Tests in the year to come;
 - Although not an area of need illustrated by the exam results, we will continue to focus on multi-step processes and problem solving questions;
 - We will continue to develop hands-on learning to support students' mathematical understanding in a number of the noted areas of concern
 - We will explore and utilize a number of digital learning tools to support student learning with a targeted focus on those students in the specialized programs; and,
 - We will continue to reinforce cross grade professional collaboration to address long-term strategies and foci for targeted mathematic strands.

Grade 6 English Science

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	75.9	90.3	72.5	90.3	82.4	89.5	85.0	89.7	74.5	90.0
	Results Based on Number Enrolled									
Acceptable Standard	75.9	77.4	70.6	77.1	78.4	75.4	82.5	76.0	70.6	77.6
Standard of Excellence	41.4	28.5	31.4	26.2	47.1	25.3	32.5	25.9	37.3	27.7
	Results Based on Number Writing									
Acceptable Standard	100	85.8	97.3	85.4	95.2	84.2	97.1	84.8	94.7	86.1
Standard of Excellence	54.5	31.5	43.2	29.0	57.1	28.2	38.2	28.8	50.0	30.8

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:
 - For students who wrote, we continue to perform significantly higher than the provincial average;
 - We performed 8.6% over the provincial average for the Acceptable Standard; and,
 - We performed 19.2% over the provincial average for the Standard of Excellence.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - As our specialized programs do not write the Science exam and our Grade 6 population within these programs were high, the participation rate and results based on number enrolled were low; and,
 - We had challenges in the area of comparing relevant and irrelevant information, graphs, and sequencing of events.
- Specific initiatives planned to address the above noted areas of strength and concern is:
 - We will look at integrating Science concepts into Math and Language Arts in order to address a number of the targeted areas of concern; and,
 - We will further develop hands on student learning in Science with a focus on the process of experimentation and experimental thinking, as well as reflection on the nature of Science.

Grade 6 English Social Studies

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	75.9	90.1	72.5	89.5	82.4	88.9	82.5	89.2	74.5	89.6
	Results Based on Number Enrolled									
Acceptable Standard	75.9	72.9	72.5	72.2	78.4	70.2	80.0	69.6	66.7	71.1
Standard of Excellence	27.6	20.1	29.4	19.3	41.2	17.1	35.0	18.7	29.4	22.6
	Results Based on Number Writing									
Acceptable Standard	100	81.0	100.0	80.7	95.2	78.9	97.0	78.0	89.5	79.4
Standard of Excellence	36.4	22.4	40.5	21.6	50.0	19.2	42.4	21.0	39.5	25.3

Interpretation of Results

- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance appears to be relatively strong are:

- For students who wrote, we continue to perform significantly higher than the provincial average;
 - We performed 10.1% over the provincial average for the Acceptable Standard; and,
 - We performed 14.2% over the provincial average for the Standard of Excellence.
2. Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
- As our specialized programs do not write the Science exam and our Grade 6 population within these programs were high, the participation rate and results based on number enrolled were low;
 - We will continue to work towards integration of students from the Learning Assistance Program into the global Social Studies program;
 - The role of gender in the politics of Ancient Athens and the Charter of Rights and Freedoms are identified areas of growth; and,
 - Influencing decision making and identifying common issues are an additional area of growth.
3. Specific initiatives planned to address the above noted areas of strengths and concerns are:
- We will continue to infuse our school wide focus on the principles of UNESCO program across the various curricula with a focus on the Social Studies curriculum;
 - We will expand our in-class focus to provided additional examinations of the Charter of Rights and Freedoms as well as political gender roles in Ancient Athens;
 - We will expand our coverage of the election process in class to align more with the targeted focus of the curriculum; and,
 - We will continue to offer a Social Studies program that is supported by effective resources, enrichment activities, and staff expertise, while recognizing the strengths of our students.

Summary Comments Regarding Provincial Achievement Test Results

Keenooshayo School provides a strong academic program that promotes high achievement in daily work as well as on Provincial Achievement Tests. Dedicated staff, committed parents, and eager students work collaboratively to ensure learning success.

Keenooshayo School represents a diverse population with respect to socio-economics, parental support, and the level of educational enrichment opportunities provided at home. These factors combine to result in some challenges but also produce an expectation of above average results.

Appendix II – Other Indicators of Student Performance

The staff's target for student performance on Provincial Achievement Tests is to exceed the provincial standards. This target was achieved in all reporting categories with exceptional achievement noted in Grade 6 English Mathematics, Science, and Social Studies.

We achieved this goal through:

- A collaborative team approach to student learning;
- Strong community support for our school programs;
- A safe and caring learning environment;
- Strong communication links between home and school;
- Co-curricular activities that enhance student learning;
- Providing cross-age opportunities for students;
- Using rubrics developed by staff for evaluation of written work;
- Current learning resources;
- Participating in professional development opportunities;
- Innovative and creative classroom instruction;
- Applying concepts in the curriculum to real life situations; and
- Use of technology – SMART Boards, document projectors, iPads, Chromebooks

Additional educational practices that have contributed to a strong school's performance include:

- Holding high expectations for student performance;
- Utilizing KNN to support various areas of the curriculum;
- Continued focus on updating curricular resources;
- Ensuring that co-curricular activities match curricular objectives;
- Maintaining a strong teaching staff and ensuring that instructional placements match teachers' strengths and expertise;
- Ensuring that there are few disruptions during key instructional times;
- Focusing on discovery, hands-on learning, and problem-solving;
- Promoting innovative teaching practices that will enhance student learning;
- Hosting cross-grade meetings to make connections between programs of studies;
- Encouraging and supportive school administration;
- Focusing on a balanced approach to literacy, in all grades;
- Using technology to support curriculum outcomes;
- Providing a wide range of extra-curricular activities;
- Continuing to offer a well-balanced program at all grade levels;
- Fostering a strong relationship between home, school and community;
- Placing students in appropriate special education programs;
- Using a team approach to meet student needs;
- Making more computers available to students and incorporating interactive technology such as SMARTBoards, document cameras, and Chrome books;
- Integrating special needs students into the regular program when possible;
- Focusing on creating small learning groups;
- Maintaining the Reading Resource Program; and
- Encouraging active listening and public speaking skills through the use of the KNN.

Appendix III – Satisfaction Survey Results

Below are the Satisfaction Survey results from students, parents and staff. Response rates are also included:

Student Survey Questions Grades 3-6	% Satisfied			
	2012-2013	2014-2015		
1. Overall, I am happy with my school.	95	96		
2. I can talk to a teacher, counsellor, or other school staff about problems I am having.	85	87		
3. I am encouraged to do my best.	96	96		
4. I can get extra help with my school work when I need it.	95	90		
5. I am satisfied with the variety of classroom learning activities (e.g. research projects, field trips, lectures, individual seat work, presentations, etc.).	91	91		
6. The school helps me become a good, caring citizen.	94	97		
7. I am satisfied with opportunities to help other people in my school or community.	93	96		
8. My teachers tell me how I am doing in school.	92	85		
9. My teachers care about me.	97	96		
10. I feel safe in my school building.	93	95		
11. I feel safe on the playground during school time.	91	87		
12. My school is a positive and welcoming place.	97	97		
13. Expectations for student behaviour are clear.	94	91		
14. There are consequences when the school rules are not followed.	94	95		
15. Have you been bullied by another student on a repeated basis this year?	Yes 22	Yes 22	Yes 32	No 68
16. My school promotes physical activity, health and wellness.	99	1	97	3

Participation Rates

Year	Respondents	Rate
2014-2015	190/197	96%
2012-2013	166/187	89%
2010-2011	203/221	92%

Parent Survey Questions (Grades 1, 3-6) How satisfied are you...	% Satisfied		% Satisfied	
	2012-2013		2014-2015	
1. with the quality of education that your child is receiving?	95		96	
2. with the choice of courses and programs available in your school?	97		99	
3. with the choice of courses and programs available in your school district?	95		99	
4. with access to support services offered by teachers, counselors, administrators and other staff in your school?	89		92	
5. that your child is encouraged by his or her teachers to achieve high standards?	96		94	
6. that your child's learning needs are being met?	88		93	
7. with the extra help available, if your child requires it?	86		93	
8. that teachers help your child to achieve learner outcomes?	92		95	
9. that your child is developing the skills and attitudes to become a lifelong learner?	91		94	
10. that the school helps your child become a good, caring citizen?	97		96	
11. that the school provides your child with activities that promote volunteerism and community contribution?	95		98	
12. that the school provides students opportunities to assume leadership roles?	90		96	
13. with the leadership provided by district office?	91		94	
14. with the leadership within your child's school?	65		90	
15. with the Board's resource allocation, policies, priorities and processes?	85		93	
16. with how the district manages financial resources?	83		95	
17. with how the school manages its financial resources?	77		90	
18. that your input is considered, respected, and valued by the St. Albert Public School Board?	86		91	
19. that your input is considered, respected, and valued by your school?	74		89	
20. that the School Council plays a meaningful role in your school?	87		94	
21. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	82		89	
22. with the school's partnerships with community agencies and organizations?	89		92	
23. with the communications you receive from the school?	87		92	
24. with how the school keeps you informed about your child's progress and achievement?	83		89	
25. that there is a caring environment at the school?	90		96	
26. that the school is safe?	94		96	
27. that your child's school is a positive and welcoming place?	90		96	
28. that expectations for student behaviour are clear?	90		94	
29. with the way discipline matters are dealt with by school staff?	80		90	
30. with the bus service?	79		81	
31. with the image of the school in the community?	92		97	
32. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	98		98	
33. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 12%	No 88%	Yes 14%	No 86%

Participation Rates

Year	Respondents	Rate
2014-2015	187/197	95%
2012-2013	145/223	65%
2010-2011	138/261	53%

Parent of students with special needs Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
How satisfied are you...		
1. with the quality of education your child is receiving at this school?	100	96
2. that the special education programs and services provided by the school are meeting your child's needs?	84	95
3. with your opportunity for involvement in the development of your child's Individual Program Plan (IPP)?	74	100
4. with the communication you receive about your child's educational progress?	84	96
5. with your child's educational achievement?	100	96
6. with the access to special educational services for your child in your school? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	72	100
7. with the way services from other agencies are coordinated for your child? (Examples of these services are speech and language, occupational therapy, physical therapy, etc.)	76	95
8. with the school district funding for special education services?	79	90

Participation Rates

Year	Respondents
2014-2015	23 telephone interviews
2012-2013	19 telephone interviews
2010-2011	20 telephone interviews

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School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
1. I am satisfied with the quality of education that students are receiving in this school.	97	100
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	100
3. I am satisfied with how the school assigns support to special education programs.	50	85
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	71	97
5. The professional development opportunities are useful in helping me meet the needs of my job.	82	91
6. There is sufficient computer-related training available.	83	84
7. (Non-teaching staff only) My annual growth plan helps me improve my skills.	65	75
8. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	85	83
9. Students are developing the skills and attitudes to become lifelong learners.	100	100
10. The school helps students become good, caring citizens.	97	100
11. The school provides students with activities that promote volunteerism and community contribution.	100	100
12. The school provides opportunities for students to develop leadership roles.	100	100
13. I am satisfied with leadership provided by district office.	74	97
14. I am satisfied with the leadership within my school.	47	88
15. I am satisfied with the opportunities to assume leadership roles.	80	94
16. I am satisfied with the Board's resource allocation, policies, priorities and processes.	85	91
17. I am satisfied with how the district manages financial resources.	76	93
18. I am satisfied with how the school manages its financial resources.	54	83
19. (Teaching staff only) I am able to meet individual student needs.	75	83
20. The district provides adequate support / resources to meet diverse student needs.	70	91
21. My input is considered, respected, and valued by Alberta Education.	68	78
22. I have the opportunity to be involved in decision-making at the district level.	60	70
23. My input is considered, respected, and valued by the St. Albert Public School Board.	69	77
24. I have the opportunity to be involved in decision making at my school.	51	82
25. My input is considered, respected, and valued by my school.	61	94
26. Overall, staff morale is positive.	39	94
27. The school staff have an opportunity to work in a collaborative and collegial fashion.	70	97
28. I am satisfied with the coordination and delivery of interagency services such as Student Health Initiative, DARE, Family-School Liaison, Family-Community Support Services, and RAP.	97	97
29. I have the support necessary to be effective and successful in my job.	68	88
30. (Non-teaching staff only) The expectations of my assignment are clearly defined.	72	100
31. My work or teaching assignment matches my knowledge and skills.	97	100
32. There is a caring environment at the school.	74	97
33. I feel safe in the school.	87	100
34. The school is a positive and welcoming place.	71	97
35. The facilities are satisfactory.	92	100
36. Expectations for student behaviour are clear.	82	94
37. I am satisfied with how discipline is dealt with within the school.	63	85

School Staff Survey Questions	% Satisfied 2012-2013	% Satisfied 2014-2015
38. My school is free from verbal harassment and other forms of workplace bullying.	57	100
39. The image of the school in the community is positive.	89	100
40. The school is effective in deterring students from bringing illegal drugs and substances to the school.	100	100

Participation Rates

Year	Respondents	Rate
2014-2015	34/44	79%
2012-2013	38/38	100%
2010-2011	35/41	85%

School Evaluation of Satisfaction Surveys

Results

According to the results, our school's strengths are:

Overall, there is an improvement in almost all categories of the satisfaction survey. There seems to be a very high level of satisfaction among all stakeholders with the quality of education our students receive, and with the leadership provided by the school and district. In addition, staff morale and staff collegiality have both experienced a significant improvement.

According to the results, areas in need of development are:

We need to ensure that professional growth plans enable staff to improve in their educational practice. In addition, we wish to find ways for staff to have input into decision making at the district and provincial levels. Furthermore, we are seeing an increase in the number of students who reported to have been bullied.

General Comments:

We are tremendously pleased with the high rate of satisfaction from all stakeholders and particularly pleased with a significant improvement in the areas of concern previously identified in the survey conducted two years ago.

Next Steps for Continuing Progress:

With the improvement in our satisfaction survey results, we will continue to work on the areas in which we have experienced positive growth in order to maintain a high level of stakeholder satisfaction. With the increase in the number of students who reported to have been bullied, we will seek resources such as the Dare to Care program to enable students to better identify and deal with bullying behavior.

Participation Rates

According to the results, our school's strengths with regard to participation rates are:

- We are very pleased with the high participation rates of our students and parents.

According to the results, areas in need of attention with regards to participation rates are:

- We wish to increase the number of staff who completed the survey in order to ensure that all staff voices are heard.

General Comments:

In general, we are very pleased with our satisfaction survey participation rates.