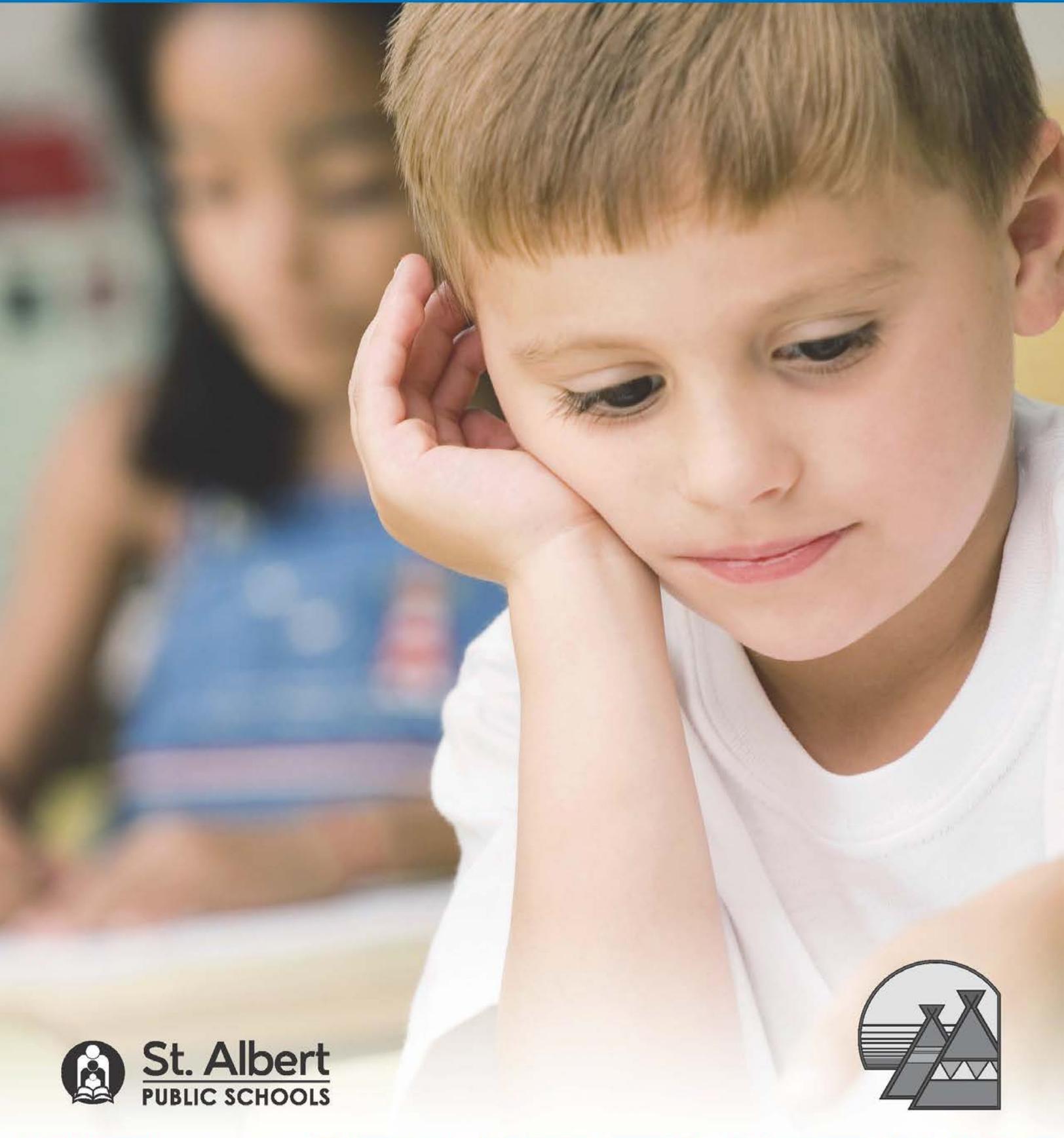
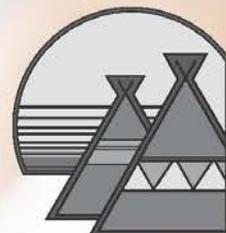


EDUCATION PLAN 2017
Keenooshayo Elementary School



St. Albert
PUBLIC SCHOOLS



KEENOOSHAYO ELEMENTARY SCHOOL EDUCATION PLAN 2017

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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.
- Schools must be safe and caring environments 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.
- Members of our school community have a shared responsibility and obligation to provide learners with an optimum 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 Opportunity (OPP).

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.

2016-2017 School Community

- 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

2016-2017
as of September 30, 2016

Certificated Staff

Teaching	20.86	FTE
Administration	1.3	FTE
Counselling	0.42	FTE
Total	22.58	FTE

Support Staff

Clerical	1.5	FTE
Teacher Aides	17.0	FTE
Library Technicians	0.5	FTE
Technical Support	0.17	FTE
Total	19.67	FTE

Students

English	376
Special Needs	(74)
Total	376

2017-2018
as of September 30, 2017

19.42	FTE
1.40	FTE
0.39	FTE
21.21	FTE

1.50	FTE
16.88	FTE
0.50	FTE
0.17	FTE
19.05	FTE

English	360
Special Needs	(71)
Total	360

Classroom Configuration

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
	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

2017-2018		
Grade	English	
Kindergarten	Kam-20 Kpm-5 Kfull-13	38
Grade 1	1R-17 1W-20 1Y-19	56
Grade 2	2M-22 2B-21	43
Grade 3	3M-22 3B-21 3T-15	58
Grade 4	4R-25 4B-24	49
Grade 5	5B-26	26
	5Bo-13 6Bo-12	25
Grade 6	6H-28	28
Primary LAC	2H-2 3H-8 4H-6	16
Junior LAC	5P-5 6P-6	11
Opportunity	2H-3 4H-1 5H-2 4H-4	10
Total		360

Issues and Trends

UNESCO ASPnet

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. As we await word on our application for member status in UNESCO ASPnet, we will continue to empower our students to be socially aware and to make a difference in their community and the world.

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. It is always a struggle to provide staff with sufficient time for collaboration, planning, preparation, Individual Program Plan (IPP) planning, etc. To better support students and teachers within our diverse programs, time was allocated to a staff member for counselling with a specific focus on special education.

Student Enrolment

We have experienced a decrease in enrolment this year. We will continue to monitor enrolment to ensure that we provide adequate learning spaces for our students.

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
- 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
- One to one wireless access for students from Grades 3 through 6
- 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 in Preschool to Grade 12 through a district Enhancing Instructional Practice Project.

District Outcomes 2017-2020

- Outcome 1: The diverse needs of our students are met in inclusive learning environments.
- 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 wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: District growth is supported and managed by governance, public engagement, and partnerships.

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:

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

Outcome 4: Staff wellness and resiliency are supported through culture, collaboration and professional learning.

Reporting our Progress (2016-2017)

Highlights

In June of 2016, Keenooshayo officially applied to become a *member school* of the UNESCO Associated Schools Project Network (ASPNET).

Projects undertaken this year include:

- Students and staff participated in the Dare to Care anti-bullying workshop. To provide support to parents with Dare to Care, an evening workshop was held.
- National Children's Day- Children at Keenooshayo sent postcards to the prime minister to recognize this day. They were created to showcase human rights, children's rights, peace, and inclusion. The students' hard work on this project was validated as they received a signed letter from Prime Minister Justin Trudeau applauding their efforts.
- Orange Shirt Day – In the spirit of reconciliation, students and staff wore orange shirts and listened to our guest speakers (Sharon Morin and Celina Moyer from the Musée Héritage Museum in St. Albert) discuss the legacy of residential schools including their own personal connections.
- WE Day - Twenty Grade 6 students attended Free the Children's WE Day program in Calgary. Students completed service projects in order to earn the right to attend this conference. Upon returning to school, the group completed a local and international service project and shared their experiences with others.
- We Are Silent Market - Grade 6 students held a 'We Are Silent Market' in May to raise money to supply school lunches to children in need. Students spent hours making crafts to sell at our silent market, created public service announcements that were broadcasted to the school, and made presentations in classes to share news about the cause.
- International Day of People With Disabilities - Grade 6 students spent a full morning visiting Grades 1 to 5 classrooms to lead a variety of activities to enable students to understand the various challenges that people face. This helped to develop empathy, compassion, tolerance, and inclusion amongst the students.
- Pen Pals with students in Uganda - Students from Keenooshayo wrote to students from Kuka Primary School in Uganda through an organization called Free African Children Through Education (FACE). Students learned more about their own cultural identity and that of others who live in a context significantly different from our own.
- Blanket Exercise - All staff participated in an afternoon workshop to better understand Canada's story of colonialism through the eyes of the First Nations peoples.
- UNESCO Moments - Bi-weekly announcements highlight a variety of UNESCO themes. Each video ends with a discussion question that is led by the classroom teacher.
- Kinette Hamper Collection at Christmas - This involved student collection of Christmas presents for those in need in St. Albert through the St. Albert Kinette Hampers. All gifts/gift

cards collected were donated to children within our own community.

- Pink Shirt Day *and* Dare To Care - Students and staff participated in Pink Shirt Day to bring awareness to bullying that occurs at school, in the home, workplace, and on the internet. Additionally, all staff and students have received formal training in Dare to Care's anti-bullying program (led by Lisa Dixon-Wells). Of note, many parents attended Lisa's workshops to support what is happening in the school.
- ASPnet Opening Hearts and Minds to Refugees Art Contest - This was a student led project in which students created artwork to showcase their increased awareness of refugees, global diversity, and actions that contribute to inclusion at the local, national, and global level. Final work was submitted to Paris for evaluation.
- First Nations, Métis and Inuit integration into curriculum lessons - Our District's First Nations, Métis, and Inuit literacy kit has been accessed and utilized to help teach about our Aboriginal history and cultural roots. Our library's UNESCO book collection is steadily 100+ titles and growing.
- Integrating First Nations, Métis and Inuit themes into art lessons - Grade 4 to 6 students completed art projects in the style of contemporary First Nation Artists Jason Carter, Alex Janvier, and Jessica Desmoulin.
- Food Bank Collection - Grade 3 students organized and encouraged the entire school population from K-6 to bring in items for the St. Albert Food Bank. This year we collected 1240 pounds of food.
- Peacebuilders - Grade 4-6 students volunteer to be Peacebuilders on the playground to identify and assist fellow students who experience difficulties during recess.
- Earth Day - This year we focused heavily on climate change and environmental awareness. This included having two guest speakers present to the school on climate change - Sarah Marsanich (environmental engineer from UMA AECOM) and Lindsay McLaren (from the Alberta Climate Change Office). Other Earth Day events included our garbage free lunch, power hour (no use of electricity), and Partners in the Park cleanup.
- Project of Heart - Staff and students, K-6, participated in this project to learn the truth about the history of Aboriginal people in Canada, to help to understand the history and legacy of residential schools, and to express our commitment to reconciliation. The endeavour culminated in an artistic expression of reconciliation comprised of small, individually created tiles presented in a mosaic to hang in our school.
- Mindfulness - A certified mindfulness instructor visits classes once a week to facilitate mindfulness with students. Students learn to be mindful of their senses, outer and inner worlds, thoughts, and emotions. Benefits for students are increased focus, emotional regulation, adaptability, compassion, and resilience. Peace within contributes to peace beyond oneself.
- Black History Month - Guest speaker Nii Tawiah Koney from *Passages To Canada* presented to Grade 4-6 students about Black History Month, Canada's 150th birthday, social justice, and human rights.
- Peace Poles - All classes at Keenooshayo created Peace Poles. These wooden monuments were planted in our school's garden, each of which displays the message "May Peace Prevail on Earth" in a different language.
- Socktober - all students participated in a poverty movement called Socktober. Students collected over 700 pairs of new socks to donate to local homeless shelters, as well as hundreds of toiletry items (toothpaste, toothbrushes, deodorant, etc.).

Challenges

- *Teacher vs. student led.* Many of our activities were teacher initiated and we would like to shift the emphasis to a more student driven approach. It is challenging since children require

background knowledge in these topics before having the capacity to initiate a project. Thus a balance between teacher and student led is required.

- *Seeking resources* to teach about UNESCO topics in age-appropriate ways, particularly for division I (i.e. sustainability, human rights, etc.).
- *Staff belief in UNESCO ASPnet*. While the buy-in from staff has moved forward significantly, extending UNESCO's reach so that everyone strives to embed pillars into instruction continues to be a priority.
- *Post-elementary school*. Students have begun to develop values and skillsets around UNESCO principles; while these values may be in place in other capacities at the junior high

Progress toward Meeting Objective 1: Partially achieved. Moving forward, our objective is to strengthen and further improve what is already in place.

Key Strategies 2017-2018:

- Continue to allocated release time for a UNESCO lead teacher. While many staff directly contribute to UNESCO, having a designated individual has helped streamline and focus efforts.
- The development of a student centered UNESCO club, supported by a small group of teachers.
- Look for ways to further embed the UNESCO pillars of learning in the classroom.
 - Time has been allocated for teachers to analyze their grade/subject specific curriculum to locate areas in which UNESCO can naturally be embedded into pre-existing topics (teachers are expected to create annual plans indicating how they will integrate UNESCO into lessons, assemblies, current events, etc.).
- Exploring how UNESCO can be embedded into non-core subjects (i.e. Physical Education and the upcoming winter Olympics; music and song choice for assemblies).
- UNESCO ASPnet has indicated that in 2017-2018, all schools are to prioritize *Sustainable Development and Environmental Awareness* at the highest level, thus education will center heavily around this pillar.
 - This includes exploring grants (such as the *BP A+ For Energy* grant) which could be used for large initiatives such as a living wall, solar panels, earth boxes, tower gardens, etc.
 - This also includes enhancing our current recycling practices (i.e. including batteries, electronics, markers, composting, etc.)
- Continue to send representatives to attend provincial UNESCO meetings.
- Deepen our relationship with fellow UNESCO schools including Bellerose School in St. Albert and Ashburton Borough School in New Zealand.
 - This may include having students collaborate with one another so that young students can get a sense of what UNESCO looks like at different ages and in different geographical locations.
 - Additionally, this may include collaborating with Bellerose School regarding their candidacy process.
- Seek feedback from families regarding our school's involvement in UNESCO ASPnet, to determine how it meets their expectations.
- Continue to recognize UN days including the *International Day of Happiness, International Day of Peace, National Water Day, World Children's Day, etc.*

Objective 2: Enhance literacy and numeracy skills of students at all grade levels.

Relationship with District Outcomes:

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

Reporting our Progress (2016-2017)

Highlights

- Diagnostic testing enabled teachers to identify students' areas of need and to then organize effective instruction to best meet students' individual developmental literacy skills.
- With the continued work of our school-based Levelled Literacy Intervention (LLI) teacher, students who found reading challenging in Grades 1 and 2 received focused support and encouragement.
- Time was allocated at every staff meeting to encourage professional dialogue centered on students' acquisition of literacy and numeracy skills, to share ideas and to troubleshoot challenges.
- Provided in-servicing and release time for staff to work with the benchmarking resources and to benchmark individual students.
- Opportunities were provided during staff meeting time for Literacy Lead teachers to share their learning with staff.
- Teachers limited homework being sent home to encourage students to read in their free time.
- Teachers used a variety of programs to reinforce all aspects of literacy across the grades: Balanced literacy, Daily Five, CAFÉ, Read and Write for Google, Google classroom, Renaissance Place.
- Two Division one teachers attended the second district Math academy. This means that Keenooshayo has two teachers from each division who possess more mathematical knowledge and expertise and who share their learnings with their colleagues.
- Opportunities were provided during staff meeting time for literacy and numeracy lead teachers to share their learning with staff.
- To foster students' motivation to read, support was provided in the library with a focus on 'I Pick' strategies to enable student choice and relevance.
- Professional development was provided at staff meetings to assist teachers to include the use of non-fiction texts in the classroom and to develop students' non-fiction literacy skills.
- Teaching staff were introduced to Math running records and guided Math in focused, collaborative p.d. opportunities.

Challenges

- Ensuring that all classrooms have adequate literacy and numeracy resources.
- Organization of literacy and numeracy resources.
- Ensuring adequate time within the busy school for staff to collaborate on best practices for literacy and numeracy instruction.
- Meeting the diverse needs and interests of teaching staff.
- Ensuring benchmark assessments are used to guide lessons and teaching practices.

Progress toward Meeting Objective 2:

Partially achieved and ongoing.

Key Strategies for 2017-2018:

- Provide ongoing support for Kindergarten to Grade 6 teachers in implementing a balanced approach to literacy in their classrooms.
- Assist students to build their stamina in reading and writing.
- Continue to provide time for the Levelled Literacy Intervention teacher to work primarily with Grade 1 and 2 students who experience difficulty with reading.
- Encourage new teachers to attend district literacy and numeracy professional development (p.d.) workshops.
- Enhance classroom libraries with a focus on non-fiction books.
- Model and demonstrate for students useful strategies that good readers use.
- 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' literary 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 resources, skills and tips to enable parents to work with their children on literacy and numeracy at home if they wish.
- Continue to invite guest authors to read to the students, 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.
- Build stamina for reading and writing.
- Motivate students in all literacy initiatives through interactive modelling.
- Promote exemplary teaching practices that are responsive to students' needs.

- Encourage teachers to use the district numeracy screening tool as a means to guide instruction at the beginning of the year.
- Incorporate a variety of resources into the Math program including: Jump Math, websites, Math games, manipulatives, technology, etc.
- Explore and encourage reading and writing as both a personal and a social experience.
- Encourage the development of literacy and numeracy as real-world activities by making the experiences relevant.
- Encourage staff to attend the intensive p.d. sessions from Dr. Nicki Newton on Math Running Records and Guided Math and then to share ideas and experiences with staff.
- Encourage teachers to participate in the Agile Schools Project with a focus on addressing students' literacy and numeracy challenges.

Objective 3: (New) Support the specific educational needs of students with exceptional needs within both inclusive and congregated settings

Relationship with District Outcomes: 1,2,3

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

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.

Progress toward Meeting Objective 3: As this is a new objective, we will be reporting on our progress in next year's Three Year Education Plan.

Key Strategies for 2016-2017:

- Use a Response to Intervention (RTI) model to organize and guide interventions for students.
- Where possible, use assistive technology to support students with exceptional needs.
- Ensure one to one Chromebook access in Grades 3 to 6 and encourage the use of Google Read and Write and other digital supports.
- Continue to pilot the Lexia program for English Language Learners (ELL) and targeted literacy-challenged students.
- Continue to provide targeted reading intervention (Leveled Literacy Intervention - LLI) for struggling students with a focus on providing early-literacy interventions within Grades 1 and 2.
- Provide release time for a teacher to assist with counselling and coordination of programming for students identified with having special educational needs.
- Continue to develop the mindfulness focus at Keenooshayo.
- Encourage teachers to explore innovative practices where student learning is the central focus.
- Provide adequate planning time for teachers and meeting times that allow staff an opportunity to collaborate and learn together.
- Continue to focus on differentiation of instructional practices and assistive technologies.
- Provide targeted professional development regarding IPP (Individual Program Plan) and ILP (Individual Learning Plan) creation and goal writing.
- Ensure that students within the school's congregated special education classrooms are integrated with age-level and developmentally appropriate classrooms in a meaningful and learning-focused manner.

- Within the Opportunity and Learning Assistance classes, continue to focus primarily on students' literacy and numeracy skills and expand this focus into the various curricular areas.
- Redevelop the sensory room and equip it with adequate materials and resources in order to support students who require a sensory break.
- As the District undergoes a restructuring of the Opportunity Program, ensure that students, parents and staff members are adequately supported and informed.
- Continue to support teachers to develop literacy and numeracy outcomes that are achievable for students within the Opportunity Program.
- Seek guidance and assistance from the District Inclusive Learning Team (ILT) to support teaching and support staff to transition to the District's restructured version of the Opportunity program.

Financial Performance 2016-2017

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: \$ 106 950

This balance is the result of the school and community being fiscally responsible, proactive and innovative. These monies have enabled us to deal with awkward class sizes created by a decrease in enrolment and to purchase more resources for the various subject levels and grades.

Financial Planning 2017-2018

RESOURCE AND DISTRIBUTION

KEENOOSHAYO SCHOOL

REVENUES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Basic Program Allocation	\$ 2,570,312	\$ 2,447,278	\$ 2,601,909
2. Other Revenues			
2.1 Fees	\$ 135,024	\$ 115,878	\$ 155,040
2.2 Cafeteria			
2.3 Donations	\$ 3,000	\$ 3,000	\$ 3,000
2.4 Fundraising	\$ 3,500	\$ 3,000	\$ 3,000
2.5 Other Revenues	\$ 13,060	\$ 13,000	\$ 13,000
3. Surplus / Deficit Allocation (S/D)	\$ 106,950	\$ 133,000	\$ 49,767
TOTAL REVENUES	\$ 2,831,846	\$ 2,715,156	\$ 2,825,716

EXPENDITURES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
1. Certificated Staff	\$ 2,224,581	\$ 2,117,448	\$ 2,176,505
2. Support Staff	\$ 272,938	\$ 286,795	\$ 284,897
3. Services	\$ 130,329	\$ 142,753	\$ 145,246
4. Supplies	\$ 88,473	\$ 91,880	\$ 100,678
5. Furniture, Equipment & Capital	\$ 50,000	\$ 20,000	\$ 45,000
6. Technology	\$ 60,000	\$ 44,501	\$ 46,501
7. Future Emergent Initiatives	\$ 5,525	\$ 11,779	\$ 26,889
TOTAL EXPENDITURES	\$ 2,831,846	\$ 2,715,156	\$ 2,825,716

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
FTE Enrolment (ECS @ .5)	341.00	331.00	350.00

STAFFING PERCENTAGES	2017-2018 Fall Budget	2017-2018 Spring Budget	2016-2017 Fall Budget
Certificated Staff FTE	21.21	20.01	20.86
Support Staff FTE	5.29	5.75	5.75
Certificated Staff Percentage	83.1%	82.1%	82.1%
Support Staff Percentage	10.2%	11.1%	10.7%
TOTAL STAFFING PERCENTAGE (with S/D)	93.3%	93.2%	92.8%
TOTAL STAFFING PERCENTAGE (without S/D)	97.2%	98.2%	94.6%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and C Revenues in the denomination of the calculation.

Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agenda musical supplies, and mandatory clothing.

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

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	100.0	90.8	94.1	90.4	95.0	90.6	96.1	90.6	98.1	90.2
	Results Based on Number Enrolled									
Acceptable Standard	86.3	82.5	82.4	81.9	92.5	82.8	92.2	82.9	86.8	82.5
Standard of Excellence	17.6	16.3	19.6	17.6	32.5	19.5	15.7	20.4	26.4	18.9
	Results Based on Number Writing									
Acceptable Standard	86.3	90.9	87.5	90.6	97.4	91.3	95.9	91.5	88.5	90.3
Standard of Excellence	17.6	18.0	20.8	19.5	34.2	21.5	16.3	22.6	26.9	20.9

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:
 - A significant portion of our Grade 6 population is from our specialized programs and nearly all of the students in Grade 6 across all programs wrote both parts of the exam.
 - Comparing achievement results over five years, Grade 6 students at Keenooshayo continue to be higher than the provincial average meeting the Acceptable Standard and Standard of Excellence.
 - We continue to be proud of our high participation rate across all programs.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - Based on the number writing, the number of Grade 6 students who achieved Acceptable Standard was below the provincial average.
 - Students performed below the provincial average in areas of inferencing and synthesis questions relating to a reading as well as literary devices.
 - Students were challenged by the functional writing portion of the exam.
- Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We have developed our congregated special education classes to have a predominant focus on literacy and numeracy.
 - A targeted group of teachers are using the sprint techniques from the Agile Schools Project to target key areas of growth in literacy. This will be used as a topic in our collaborative sharing sessions.
 - 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, revision and editing, and enhancing instruction.
 - We will continue to use assistive technologies to support students with their writing skills, with a specific focus on those students in the specialized programs.

- As functional writing was a trend we have been aware of, we made writing an area of targeted development within the special education classes. These classes, overall, performed better in the writing.
- We have made efforts to have classrooms develop knowledge through exploration and by constructing knowledge socially.

Grade 6 English Mathematics

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov								
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	86.3	90.3	86.3	90.1	92.5	90.2	94.1	90.4	96.2	89.9
Results Based on Number Enrolled										
Acceptable Standard	74.5	72.1	80.4	72.7	75.0	72.5	84.3	71.4	83.0	68.4
Standard of Excellence	33.3	16.3	19.6	15.3	17.5	13.8	17.6	13.8	20.8	12.3
Results Based on Number Writing										
Acceptable Standard	86.4	79.8	93.2	80.7	81.1	80.4	89.6	79.0	86.3	76.2
Standard of Excellence	38.6	18.0	22.7	17.0	18.9	15.3	18.8	15.2	21.6	13.7

Interpretation of Results

1. 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:
 - Highest participation rate over the trend - we have had consistently high participation rate for all students across all programs.
 - Results are consistently above the provincial average for both the Acceptable Standard and the Standard of Excellence.
 - As this was the first time for Math Part A, results indicate that students have a strong understanding of number strands in Mathematics.
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 participation rates increase, we also have a decrease in the number of students meeting the Acceptable Standard. For those students who were below the Acceptable Standard a majority were students with exceptional needs both within the congregated and mainstream classes.
 - We were below the provincial average in a few focus areas: ratios and the relationship between tables and graphs.
3. 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 years to come.
 - We will continue to develop hands-on learning to support students' mathematical understanding in areas where there are concerns or struggles.
 - We will continue to reinforce cross-grade professional collaboration to address long-term strategies and foci for targeted mathematic strands.
 - A few teachers are using the sprint approaches from the Agile Schools Project to target key areas of growth in numeracy. This will be used as a topic in our collaborative sharing sessions.
 - 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.

- Working to support our students in the congregated programs by developing Math knowledge through exploration and by construction knowledge socially.

Grade 6 English Science

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	72.5	90.3	82.4	89.5	85.0	89.7	74.5	90.0	84.9	89.1
	Results Based on Number Enrolled									
Acceptable Standard	70.6	77.1	78.4	75.4	82.5	76.0	70.6	77.6	81.1	76.6
Standard of Excellence	31.4	26.2	47.1	25.3	32.5	25.9	37.3	27.7	49.1	29.5
	Results Based on Number Writing									
Acceptable Standard	97.3	85.4	95.2	84.2	97.1	84.8	94.7	86.1	95.6	86.0
Standard of Excellence	43.2	29.0	57.1	28.2	38.2	28.8	50.0	30.8	57.8	33.2

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:
 - When looking at the results based on students who wrote the exam, we are consistently above provincial average for Acceptable Standard and significantly above the provincial rate for Standard of Excellence.
 - Highest percentage for students reaching the Standard of Excellence in the five-year trend.
- Compared to provincial results and school trends over time, the reporting categories and areas where our school's performance was of concern are:
 - Our school has lower participation rates than the province in Science as nearly all students in our congregated classrooms do not write this exam. This exemption is a result of the modified Science curriculum for these classrooms.
 - We were below the provincial average in a few focus areas: inferencing and synthesis questions relating to a reading or scenario, and how hot air balloons and parachutes function.
- Specific initiatives planned to address the above noted areas of strength and concern are:
 - We will continue to explore opportunities for individual students within our congregated classrooms to join the mainstream classroom for Science.
 - We will explore integrating Science concepts into Math and Language Arts in order to address some of the targeted areas of development.
 - We will further develop hands-on student learning in Science with a focus on the process of experimentation and experimental thinking, as well as reflecting on the nature of Science.

Grade 6 English Social Studies

	2012-13		2013-14		2014-15		2015-16		2016-17	
	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	72.5	89.5	82.4	88.9	82.5	89.2	74.5	89.6	83.0	89.3
Results Based on Number Enrolled										
Acceptable Standard	72.5	72.2	78.4	70.2	80.0	69.6	66.7	71.1	75.5	72.6
Standard of Excellence	29.4	19.3	41.2	17.1	35.0	18.7	29.4	22.6	35.8	22.4
Results Based on Number Writing										
Acceptable Standard	100.0	80.7	95.2	78.9	97.0	78.0	89.5	79.4	90.9	81.3
Standard of Excellence	40.5	21.6	50.0	19.2	42.4	21.0	39.5	25.3	43.2	25.1

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:
 - When looking at the results based on students who wrote the exam, we are consistently above provincial average for Acceptable Standard and significantly above the provincial rate for Standard of Excellence.
 - We continue to be above provincial average for Acceptable Standard and Standard of Excellence. Highest percentage of students meeting Acceptable Standard and second highest of students meeting Standard of Excellence over five-year trend.
 - Highest participation rate over the five-year trend.
- 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 Social Studies exam, the participation rate and results based on number enrolled were lower than provincial average. This exemption is a result of the modified Social Studies curriculum for these classrooms.
 - We were below the provincial average in a few focus areas: comparing current government system with ancient ones, gender roles in ancient governments, and the Charter of Rights and Freedoms.
- Specific initiatives planned to address the above noted areas of strengths and concerns are:
 - We will continue to explore opportunities for individual students within our congregated classrooms to join the mainstream classroom for Social Studies.
 - Have a focus on developing geographic thinking skills in Division one to develop long term Social Studies foundations.

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.

The Keenooshayo School community represents a diverse population with respect to socio-economics, parental support, and the level of educational enrichment opportunities provided at home. These factors combined 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 Keenooshayo News Network (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 Chromebooks;
- 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. The number of respondents is also included. Please be advised that survey processes were modified in the 2016-2017 school year. There were both changes to a number of survey questions and the method of administration. In particular, we shifted to an online survey administration for parents. Caution is warranted when comparing results from year to year.

Student Survey (Based on the Accountability Pillar Survey)

Question	% Good / Very Good 2014-2015	% Good / Very Good 2015-2016	% Good / Very Good 2016-2017
The teachers at my school are.	95	92	94
My school is.	99	95	95
	% Yes 2014-2015	% Yes 2015-2016	% Yes 2016-2017
At school, I am encouraged to try my best.	91	91	94
At school, most students follow the rules	71	67	67
At school, most students help each other.	76	79	73
At school, most students respect each other	75	84	71
I am proud of my school.	87	82	86
I am treated fairly by adults at my school.	85	75	81
Other students treat me well.	71	76	77
I feel safe at school.	87	82	88
I feel safe on the way to and from school.	85	83	81
My teachers care about me.	87	79	86
Our School Survey	--	--	% Yes 2016-2017
My school work is challenging.	--	--	70
My school work is interesting.	--	--	77

Year	Number of Respondents (Grades 4-6)
2016-2017	135
2015-2016	127
2014-2015	143

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Parent Survey Questions Paper Administration	% Satisfied	Parent Survey Questions Online survey (all families)	% Satisfied	% Don't Know
How satisfied are you...	2014- 2015	How satisfied are you...	2016- 2017	2016- 2017
1. with the quality of education that your child is receiving?	96	with the quality of education that your child is receiving?	94	0
2. with the choice of courses and programs available in your school?	99	with the choice of courses and programs available in your school?	96	2
3. (New Question for 2016-17)		With the support and resources available to meet the diverse needs of students.	83	0
4. that your child is encouraged by his or her teachers to achieve high standards?	94	That your child is encouraged by his or her teachers to achieve at their personal best.	88	0
5. that your child's learning needs are being met?	93	that your child's learning needs are being met?	92	0
6. with the extra help available, if your child requires it?	93	with the extra help available, if your child requires it?	79	10
7. that teachers help your child to achieve learner outcomes?	95	That teachers help your child to achieve learner outcomes.	92	0
8. that your child is developing the skills and attitudes to become a lifelong learner?	94	that your child is developing the skills and attitudes to become a lifelong learner?	90	2
9. that the school helps your child become a good, caring citizen?	96	that the school helps your child become a good, caring citizen?	96	2
10. that the school provides your child with activities that promote volunteerism and community contribution?	98	that the school provides your child with activities that promote volunteerism and community contribution	85	6
11. (New Question for 2016-17)		That my child enjoys going to school.	85	0
12. that the school provides students opportunities to assume leadership roles?	96	that the school provides students opportunities to assume leadership roles?	89	9
13. with how the school keeps you informed about your child's progress and achievement?	89	That your child's progress is reported in an ongoing and timely manner.	92	2
14. that the school is safe?	96	that the school is safe?	100	0
15. that your child's school is a positive and welcoming place?	96	That your child's school is a positive, caring, and welcoming place.	98	0
16. that expectations for student behavior are clear?	94	That expectations for student behavior are clear and well-communicated.	94	0
17. with the way discipline matters are dealt with by school staff?	90	That discipline matters are dealt with in a reasonable and timely manner by school staff.	83	10
18. with the image of the school in the community?	97	with the image of the school in the community?	98	2

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19. with the communications you receive from the school?	92	that the information I receive about my child's learning at school tells me if my child is being successful in school.	90	0
20. that the school is effective in deterring students from bringing illegal drugs and substances to the school?	98	that the school has effective prevention and intervention strategies to deal with illegal drugs and alcohol.	42	58
21. that your input is considered, respected, and valued by your school?	89	That your input is considered, respected, and valued by your school.	85	6
22. with the leadership within your child's school?	90	That the leadership at your school effectively supports and facilitates teaching and learning.	91	4
23. that the School Council plays a meaningful role in your school?	94	That the School Council plays a meaningful advisory role in your school.	73	27
24. that there are opportunities for you to have meaningful input into decisions that affect your child's education?	89	That there are opportunities for you to have meaningful input into decisions that affect your child's education.	85	6
25. with the leadership provided by district office?	94	That leadership at district level effectively supports and facilitates teaching and learning.	63	35
26. with how the district manages financial resources?	95	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	71	21
27. with the Board's resource allocation, policies, priorities and processes?	93	With the St. Albert Public School Board's policies and processes.	69	29
28. that your input is considered, respected, and valued by the St. Albert Public School Board?	89	that your input is considered, respected, and valued by the St. Albert Public School Board?	71	25

29. Is financial need a barrier to your child's participation in student learning opportunities?	Yes 14 %	No 68%	Are finances a barrier to your child's participation in classroom activities?	Yes 4%	No 96%
30. (New Question for 2016-17)			If yes to the above, do you feel supported by the school so your child can participate in classroom activities?	Yes 80%	No 20%

Participation Rates

Year	Respondents
2016-2017	48
2014-2015	187
2012-2013	145

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School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
1. I am satisfied with the quality of education that students are receiving in this school.	100	I am satisfied with the quality of education that students are receiving in this school.	97
2. I am satisfied with the choice of courses and programs available for students in the school district.	100	With the choice of courses and programs available for students in the school district.	94
3. The district provides adequate support / resources to meet diverse student needs.	91	That I am provided the support and resources needed to meet the diverse needs of students.	72
4. I am satisfied with the access to the support services offered by teachers, counselors, administration and other staff in my school.	97	With the services offered to students by teachers, counselors, administration, and other staff in my school.	87
5. The professional development opportunities are useful in helping me meet the needs of my job.	91	With professional learning opportunities that are supported by the district.	75
6. There is sufficient computer-related training available.	84	With the technology support and training that is supported by the district.	78
7. The school staff have an opportunity to work in a collaborative and collegial fashion.	97	With the opportunities to collaborate with colleagues.	74
8. (Non-teaching staff only) My annual growth plan helps me improve my skills. (Teaching staff only) My annual professional growth plan helps me improve my teaching skills.	75 83	That the professional growth plan process helps me improve my skills.	63
9. Students are developing the skills and attitudes to become lifelong learners.	100	That students are developing the skills and attitudes to become lifelong learners.	97
10. The school helps students become good, caring citizens.	100	That the school helps students become good, caring citizens.	100
11. I am satisfied with how discipline is dealt with within the school.	85	That discipline is dealt with in a reasonable and timely manner within the school.	88
12. The school provides opportunities for students to develop leadership roles.	100	That the school provides opportunities for students to develop leadership roles.	97
13. I am satisfied with the opportunities to assume leadership roles.	94	I am satisfied with the opportunities to assume leadership roles.	84
14. My input is considered, respected, and valued by my school.	77	My input is considered, respected, and valued by my school.	81
15. I have the support necessary to be effective and successful in my job.	88	That I have the support necessary to be effective and successful in my job.	84
16. (Non-teaching staff only) The expectations of my assignment are clearly defined.	100	The expectations of my assignment are clearly defined.	94
17. My work or teaching assignment matches my knowledge and skills.	100	My work or teaching assignment matches my knowledge and skills.	87
18. I feel safe in the school.	100	I feel safe in the school.	100
19. The school is a positive and welcoming place.	97	That the school is a positive, caring, and welcoming place.	94

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School Staff Survey Questions	% Satisfied 2014-2015	Revised School Staff Survey Questions	% Satisfied 2016-2017
20. The facilities are satisfactory.	100	That the facilities are well-maintained.	100
21. That the image of the school in the community is positive.	100	That the image of the school in the community is positive.	91
22. I am satisfied with the leadership within my school.	88	That the leadership at school effectively supports and facilitates teaching and learning.	78
23. I am satisfied with leadership provided by district office.	97	That the leadership at the district level effectively supports and facilitates teaching and learning.	87
24. I am satisfied with how the district manages financial resources.	93	That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	69
25. I am satisfied with the Board's resource allocation, policies, priorities and processes.	91	With the St. Albert Public School Board's policies, priorities, and processes.	88
26. My input is considered, respected, and valued by the St. Albert Public School Board.	77	That my input is considered, respected, and valued by the St. Albert Public School Board.	81

Participation Rates

Year	Respondents
2016-2017	32
2014-2015	34
2012-2013	38

School Evaluation of Satisfaction Surveys

Results

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

Students

- High level of satisfaction with students feeling encouraged to do their best, that their teachers care about them and that they are treated fairly by the adults in the school.
- Students feel safe to and from school as well as at school.

Parents

- High level of satisfaction with the quality of education that their children are getting, that their child's learning needs are being met, and with the choice of courses available.
- Parents feel that expectations for student behaviour are clear and that the school is helping students to become good caring citizens.
- Parents indicated that the school is a positive, caring and welcoming place and that the image of the school in the community is positive.
- High level of satisfaction that parents have opportunities to have meaningful input into their child's education.

Staff

- High staff satisfaction with the quality of education that the students are receiving in school and with the choice of programs available for students.
- Staff feel that students are developing the skills and attitudes to become lifelong learners and that the school helps students to become good, caring citizens.

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

Students

- Lower level of satisfaction with students following the school rules and respecting each other.
- Lower level of satisfaction with school work being challenging.
- Lower number of students feel that students help each other.

Parents

- Lower level of satisfaction with extra help available.
- Decrease in number of parents who feel that the school council plays a meaningful role in the school and a high number of parents who do not know.
- Decrease in satisfaction that leadership at the district level effectively supports and facilitates teaching and learning, that the district uses financial resources to best meet the learning needs of students and with the Board's policies and practices.

Staff

- Decrease in number of staff members who feel that they are provided the support and resources needed to meet the diverse needs of students.
- Decrease in the number of staff members who feel that the professional growth plan process helps them to improve their skills.

General Comments:

- Overall, we are pleased with the satisfaction survey results from all stakeholders.
- A team effort with all school stakeholders has built a strong rapport within our school community.

Next Steps for Continuing Progress:

- Better communication to parents about the meaningful role of the school council in the school as well as the support provided by District Office.
- Work with staff to revise the professional growth process to ensure that it is meaningful, supportive and growth-based.
- Continue to use technology to support student learning.
- Seek avenues to ensure that parents and staff members are well-informed .
- Continue to work with staff on differentiating instruction to ensure that students are feeling supported and challenged.

Participation Rates

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

- There were high participation rates from both students and staff.

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

- A lower number of parents were involved in the survey process. In order to encourage more participation, we will communicate better to parents the importance of the survey process and how it helps to shape school planning.

General Comments:

- In order to continue to increase participation, we will find ways to better communicate the importance of the survey and to remind stakeholders to participate.