

EDUCATION PLAN 2023

Kinosayo Elementary School



St. Albert
PUBLIC SCHOOLS

Kinosayo Elementary School Education Plan 2022-2026

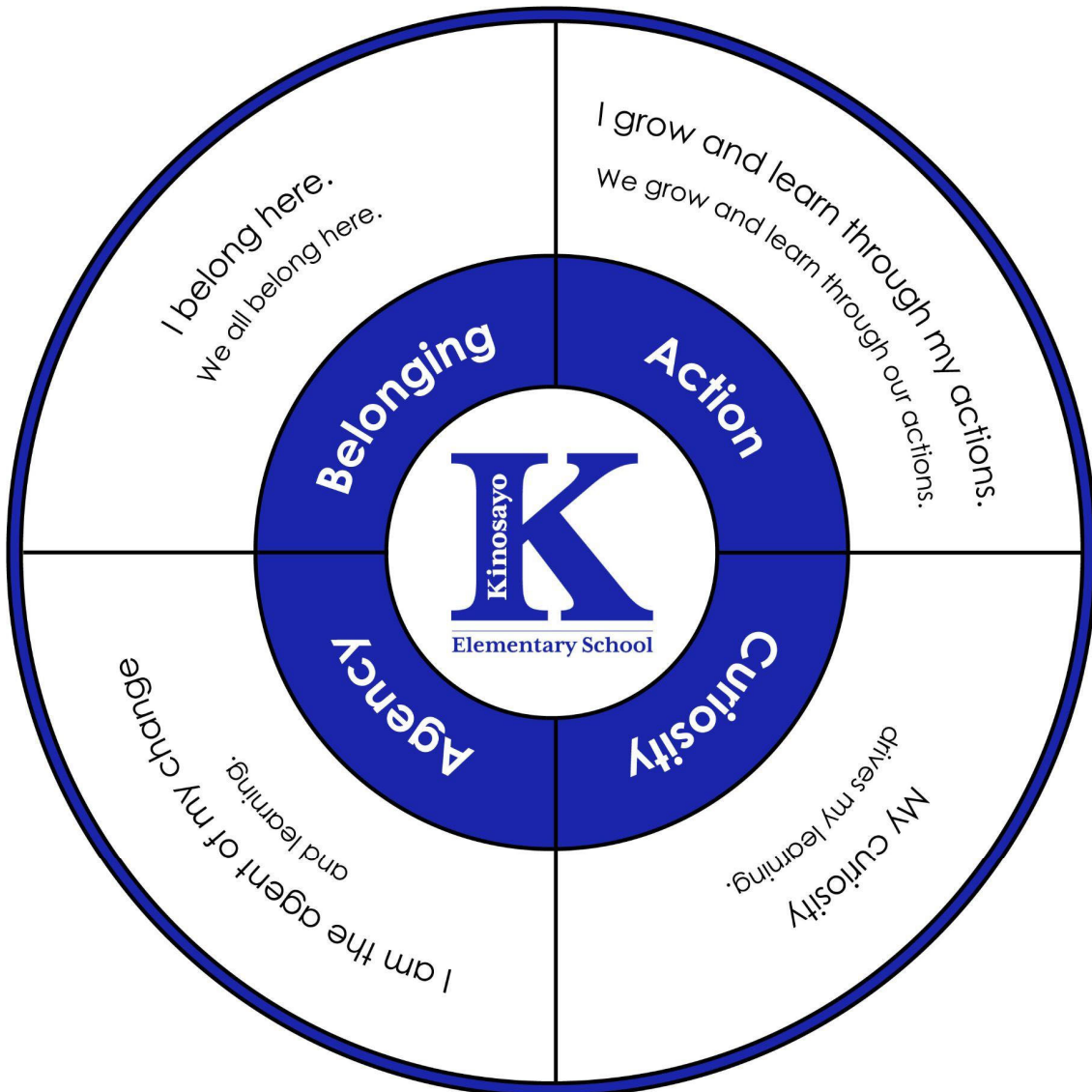
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Kinosayo Elementary School Mission and Values

Mission:

In partnership with family and community, we will empower our students to become well-rounded, confident, capable, and compassionate global citizens.

Values:



Kinosayo Elementary School Profile

2022-2023 as of September 30, 2022			2023-2024 as of September 30, 2023		
Certificated Staff					
Teaching	16.4357	FTE	Teaching	13.6939	FTE
Administration	1.49	FTE	Administration	1.3409	FTE
Counselling/Learning Supports Facilitator	0.4643	FTE	Learning Supports Facilitator	0.3401	FTE
Total	18.39	FTE	Total	15.37	FTE
Support Staff					
Educational Assistants/Rehabilitation Practitioners (number of staff)	20		Educational Assistants/Rehabilitation Practitioners (number of staff)	21	
Educational Assistants/Rehabilitation Practitioners	18.75	FTE	Educational Assistants/Rehabilitation Practitioners	20.667	FTE
Library Technicians	0.4286	FTE	Library Technicians	0.4286	FTE
Administrative Assistance	1.5754	FTE	Administrative Assistance	1.5754	FTE
Technical Support	0.0	FTE	Technical Support	0.0	FTE
Total	20.75	FTE	Total	22.68	FTE

	2022-2023 as of September 30, 2022		2023-2024 as of September 30, 2023
Students			Students
English	340		English
Inquiry program	179 (including kinder)		Inquiry program
Homeschool	5		Homeschool
Learning Assistance Class	15		Learning Supports Program
Opportunity	7		GOALS
English Language Learners	12		English Language Learners

Self-Identified First Nations, Métis and Inuit	46		Self-Identified First Nations, Métis and Inuit	40
Students identified with special needs	64		Students identified with special needs	49
Students identified with Severe Disabilities	35		Students identified with Severe Disabilities	31
Students identified with Mild/Moderate Disabilities	29		Students identified with Mild/Moderate Disabilities	18

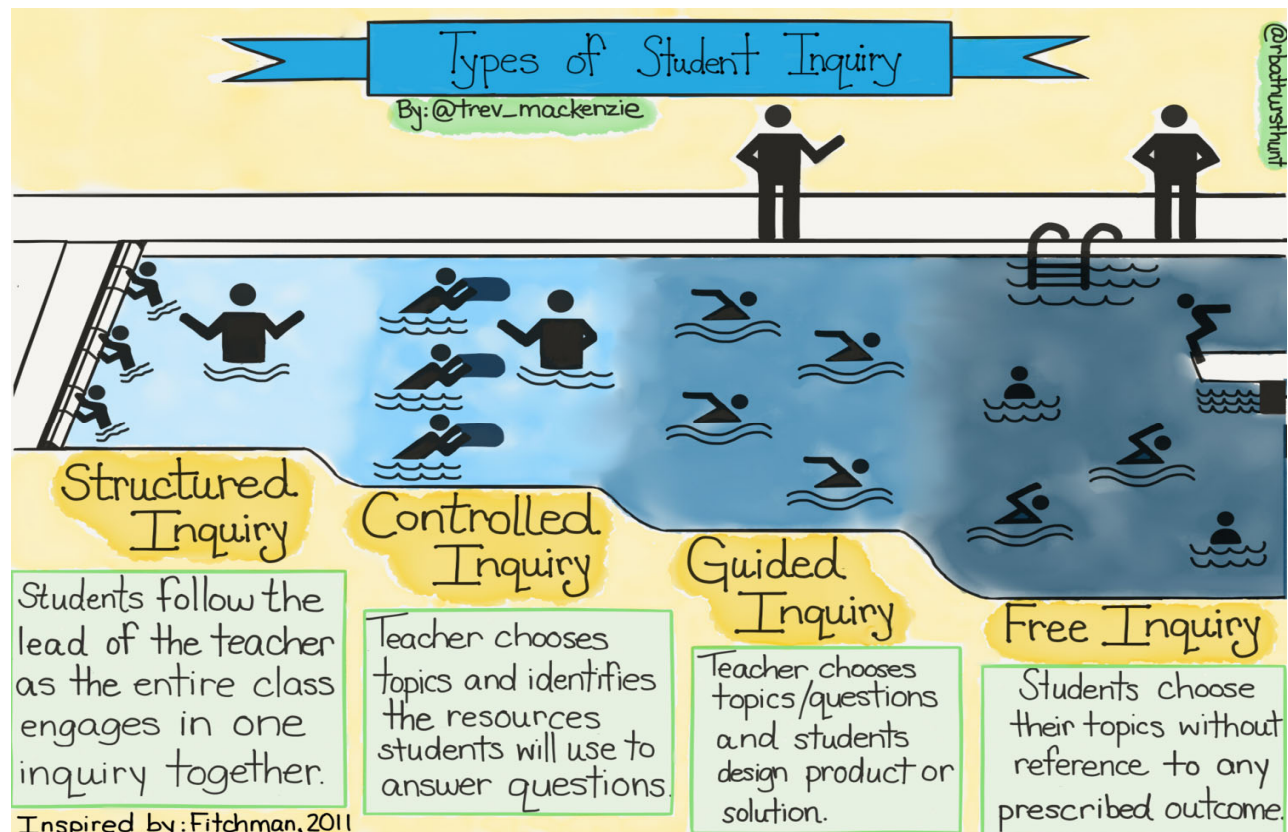
Classroom Configuration	2022-2023					2023-2024			
	English Traditional	Inquiry Play	Learning Assistance Class	Opportunity	Homeschool	English Traditional	Learning Supports Program	Gaining Opportunity and Life Skills (GOALS)	Total
Kindergarten		37				46			46
Grade 1	17	35				41			41
Grade 2	12	19			2	59			59
Grade 3	33	123	1	2		35		1	36
Grade 4	19	26	1	2	1	51	5	2	58
Grade 5	23	12	7	1	2	44	2	3	49
Grade 6	47	10	5	1		36	3		39
Total	134	179	15	7	5	312	10	6	328

Kinosayo Elementary School Profile

In 1983, Keenooshayo Elementary School opened its doors for the surrounding communities. Now serving Woodlands, Kingswood, Oakmont, and Inglewood. Our school has offered learning opportunities for families in Kindergarten through Grade 6. Our school location provides excellent access to playground equipment, tennis courts, outdoor ice surfaces, as well as a ball diamond, soccer and football fields. Located just south of the Sturgeon River, Kinosayo 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.

In 2020, we began to examine our school history and namesake, with the intention of ensuring we have respectful and appropriate representation of our namesake and indigenous perspectives as they relate to our school. This started us on our Namesake Reconciliation Project journey. Our first discovery was that the spelling of Keenooshayo was incorrect. Chief Kinosayo, while being a Chief in Driftpile First Nations in Treaty 8 Territory, has several connections to the St. Albert area.

In 2022, Kinosayo was the site of a new Inquiry program. As we worked through this process, we quickly realized that inquiry does not require a stand alone program, but rather a whole school philosophy and instructional focus of teaching and learning.



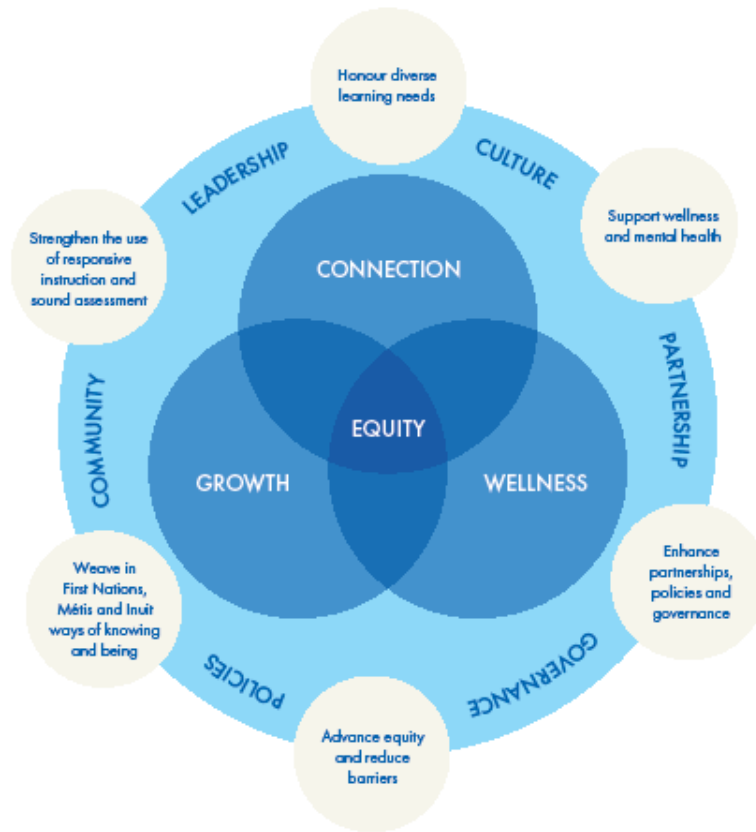
–Trevor Mackenzie

<https://www.trevormackenzie.com/sketchnotes>

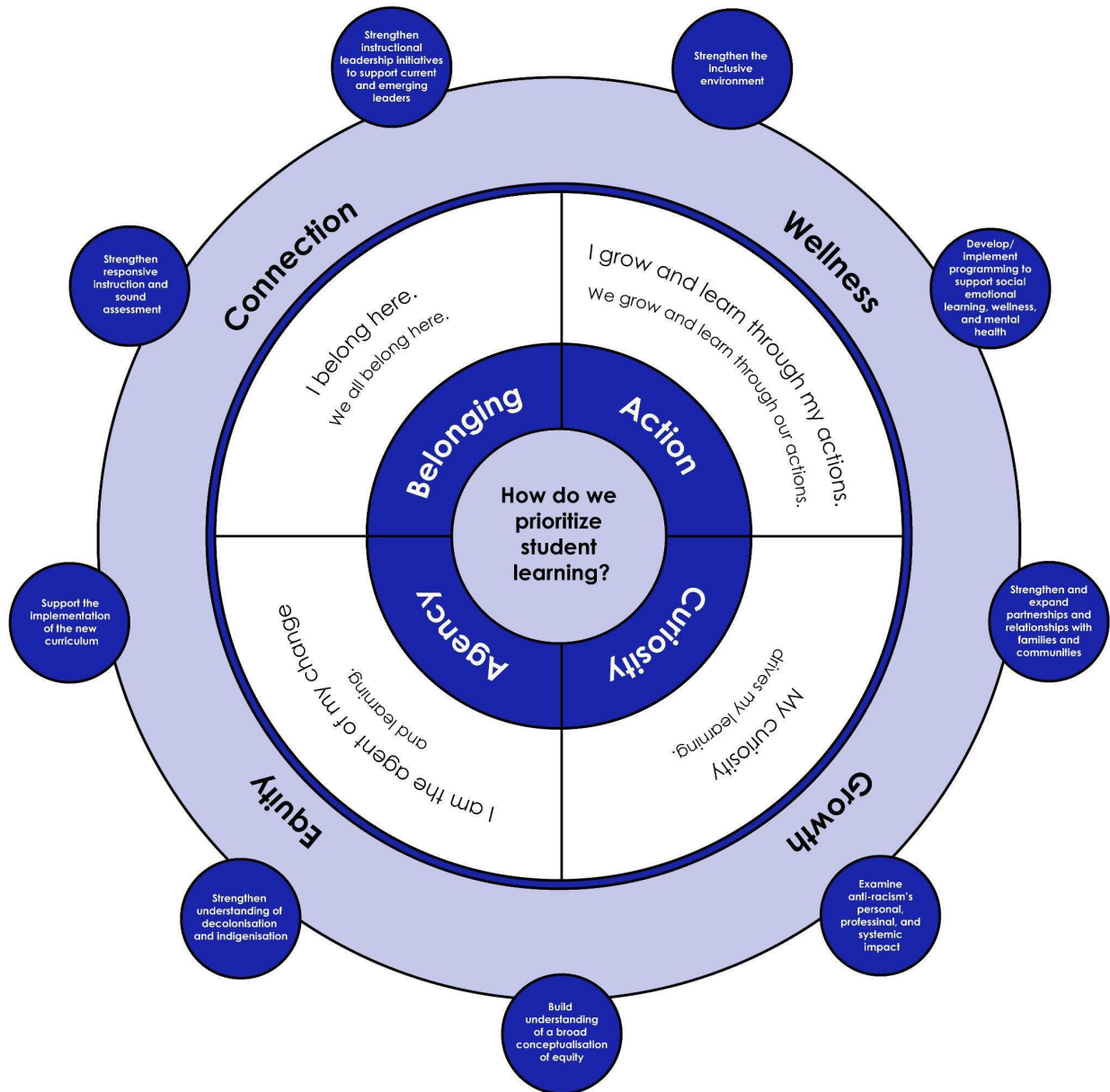
2023-2024 School Community

- Play-based Kindergarten program offered mornings and full days
- Inquiry focus for all students
- United Nations Education, Scientific and Cultural Organization (UNESCO) Associated Schools Project Member School
- Art, Music, Drama, FSL and Physical Education specialty teachers
- Division Learning Supports Program (LSP)
- Division Gaining Opportunities and Life Skills (GOALS) class
- Division Preschool (Program Unit Funding)
- SIGIS Child Care – Before and After School Program
- Dedicated literacy and numeracy intervention programming

Division Priorities and Outcomes 2022-2026



Kinosayo Education Plan



2023-24 School Growth Plan Guiding Question, Values, Outcomes and Strategies:

How do we prioritize student learning?	
<u>Belonging</u>	
Outcomes	2023 - 2024 Strategies
<ul style="list-style-type: none"> ★ Strengthening the inclusive environment ★ Strengthen and expand partnerships and relationships with families and communities 	<ul style="list-style-type: none"> ● Prioritizing collaborative response to interventions ● Building collective responsibility ● Supporting the School Council and Kinosayo Parents' Association (KPA) with their communication, objectives and initiatives. ● Build relationships and create opportunities for connection and involvement with Indigenous families ● Working with student services, curriculum services, and the Inclusive Learning Team to re-envision the Gaining Opportunities and Life Skills (GOALS) and Learning Support Program (LSP) division programs.
Division Outcome Area Alignment: 2, 4, 5	

<u>Curiosity</u>	
Outcomes	2023 - 2024 Strategies
<ul style="list-style-type: none"> ★ Strengthen responsive instruction and sound assessment ★ Support the implementation of the new curriculum 	<ul style="list-style-type: none"> ● Staff book study: <i>"Inquiry Mindset Assessment Edition"</i> by Trevor Mackenzie ● Working with curricular services to provide staff professional development on gathering evidence of student learning, reporting, specifically as it relates to the Inquiry model ● Prioritized targeted literacy and numeracy supports, programming, and intervention ● Attending division professional learning for new curriculum
Division Outcome Area Alignment: 1, 2, 4, 5, 6	

<u>Agency</u>	
Outcomes	2023 - 2024 Strategies
<ul style="list-style-type: none"> ★ Building understanding of a broad conceptualization of equity ★ Examine anti-racisms’ personal, professional, and systemic impacts ★ Develop and implement programming to support social emotional learning, wellness, and mental health. 	<ul style="list-style-type: none"> ● Prioritizing staff time and leadership opportunities for division groups including: Walking together, Sexual Orientation and Gender Identity (SOGI), and the new Human Rights, Equity, Anti-Racism and Diversity (HEARD) committee ● Developing new learning and process applications from the new HEARD committee ● Continuing to implement and develop applications for Indigenous ways of knowing and SOGI ● Lead teacher and development time scheduled for creating, implementing and training a social emotional program at Kinosayo.
Division Outcome Area Alignment: 2, 3, 4, 5, 6	

<u>Action</u>	
Outcomes	2023 - 2024 Strategies
<ul style="list-style-type: none"> ★ Strengthen understanding of decolonization and indigenization ★ Strengthen instructional leadership initiatives to support current and emerging leaders 	<ul style="list-style-type: none"> ● Developing a school based action plan to weave in First Nations, Métis, and Inuit ways of knowing and being including but not limited to environmental, community, educational, structural practices. ● Illuminating and supporting leadership opportunities within the school, division and community.
Division Outcome Area Alignment: 4, 5, 6	

School Reflection 2022-2023

The key reflections from last year are summarized in three main areas: the transformation of the inquiry program to a focus on inquiry based learning for all students, the continued shift to a more collaborative culture, and the process of re-engaging our school community.

One of the most significant occurrences last year was the transformation of the dedicated Inquiry and Inquiry through play program to a focus on inquiry based instruction for all students. We began the program to support a community request and create focus on research that supports that students learn best through play and an inquiry. When we asked for staff volunteers to begin exploring and building this idea, half our staff signed up. Then we advertised the program in the community and had a great response from both existing and new families. One thing that we knew going into this program, and were very open about, is that inquiry and play occur in most every classroom already. When we offered the opportunity to other staff to explore inquiry based instruction as a primary teaching focus, we had our second cohort of staff (which included the remaining half of the staff). We now have all of our teachers involved in inquiry based learning as a focus for instruction. Not surprisingly, all staff recognise the value of inquiry in the classroom. We very quickly realized we had a false dichotomy of two separate programs, when all of our staff were exploring and implementing inquiry in their classrooms. This led us to prioritize inquiry based instruction in classrooms as our primary focus of professional development. Thus no longer a need for a separate program.

Through our previous work with conversations around inclusive practices, diversity, and inclusive leadership philosophy, the staff at Kinosayo have built a collaborative environment. This year, I have seen an impressive increase in staff collaboration. Increased comfort with professional conversations, vulnerability, and an openness that continues to grow and supports diversity, inclusion, and student growth. We have staff that have stepped into multiple and varied leadership capacities. This has created an environment where staff are increasingly comfortable asking for input and brainstorming with other teachers. This year we even have multiple classes at multiple grade levels combining in different groupings to better meet the needs of our students in the area of literacy and numeracy removing so many barriers, and providing students with opportunities beyond that of the traditional grade system.

Re-engaging our school community is likely a common theme among schools post pandemic. We found that our division one families did not have the mentorship as they entered into the school system around being involved with the school council and parent fundraising society. In the 2022-23 school year we saw an increase in family awareness of this, so those who saw the need began to work very hard to re-engage our school community. Our school council last year had from five to ten parents, mostly from division two families, who remembered the activities and involvement from pre-pandemic. These parents began recruiting and educating families to bring them back to the school community planning and events. Now we consistently have 15+ parents at the school council meetings and Kinosayo parent association meetings. The community has truly begun to come back together in meaningful and positive ways. We are so grateful for our families and Kino Community and their hard work to be involved and engaged!

Really, the priority continues to be students. It takes a village, it requires students to have agency in their environment, to build a place where everyone feels they belong, are active participants, and use curiosity as the driving force. No small task. Such an important task. I am

proud of the students, staff, and families of Kinosayo for the work they have achieved and the continued growth to which they are all dedicated.

Financial Performance 2022-2023

School principals are responsible for developing their education plans and their site-based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$69,542

2022-2023 Carry Forward Amount: \$44,944

Key elements contributing to this surplus include:

- Approximately \$22,000 was the school surplus – the remainder was topped up by the division surplus to put the school at 1.75%
- The \$22,000 is primarily from small amounts in different areas and then staffing differential of 10 month employees.

Financial Planning 2023-2024

RESOURCE AND DISTRIBUTION			
KINOSAYO SCHOOL			
	2023-2024	2023-2024	2022-2023
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,339,711	\$ 2,289,794	\$ 2,356,206
2. Other Revenues			
2.1 Fees	\$ 153,369	\$ 129,973	\$ 129,973
2.2 Donations			
2.3 Fundraising	\$ 1,700	\$ 1,700	\$ 1,700
2.4 Other Revenues	\$ 34,135	\$ 21,135	\$ 21,635
3. Surplus / Deficit Allocation (S/D)	\$ 44,944	\$ -	\$ 100,000
TOTAL REVENUES	\$ 2,573,859	\$ 2,442,602	\$ 2,609,514
	2023-2024	2023-2024	2022-2023
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 1,815,009	\$ 1,833,460	\$ 2,046,246
2. Support Staff	\$ 512,922	\$ 422,875	\$ 451,369
3. Services	\$ 98,870	\$ 90,930	\$ 95,590
4. Supplies	\$ 74,420	\$ 70,339	\$ 52,878
5. Furniture, Equipment & Capital	\$ 9,498	\$ 9,498	\$ -
6. Technology	\$ 48,500	\$ 15,500	\$ 4,525
7. Future Emergent Initiatives	\$ 14,640	\$ -	\$ (15,000)
TOTAL EXPENDITURES	\$ 2,573,859	\$ 2,442,602	\$ 2,635,608
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ (26,094)
	2023-2024	2023-2024	2022-2023
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	305.00	300.50	316.50
	2023-2024	2023-2024	2022-2023
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	15.64	15.81	18.39
Support Staff FTE	9.39	7.68	8.82
Certificated Staff Percentage	76.1%	80.1%	83.3%
Support Staff Percentage	21.5%	18.5%	18.4%
TOTAL STAFFING PERCENTAGE (with S/D)	97.6%	98.5%	101.7%
TOTAL STAFFING PERCENTAGE (without S/D)	99.5%	98.5%	106.0%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

Appendix I – Performance Indicators**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The teachers at my school are.	93	99	97	94	100
The school is	93	96	95	90	100
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	86	86	86	83	89
That their teachers care about them.	84	95	95	95	90
That their school is a place where they feel like they belong.	77	85	78	83	82
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	96	96	90	98	95
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	NA	95

Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that their child is receiving.	91	93	89	95	91
With the choice of courses and programs available in their school.	91	95	89	97	94
With the support and resources available to meet the diverse needs of students.	83	78	80	90	77
That the school helps their child become a good, caring citizen.	99	93	89	96	95
That the school is safe.	93	92	93	94	91
That their child's school is a positive, caring, and welcoming place.	94	98	91	99	97
That their input is considered, respected, and valued by their school.	83	87	82	90	88

Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
With the quality of education that students are receiving in their school.	100	97	100	100	100
With the provision of the support and resources needed to meet the diverse needs of students.	85	80	95	88	59
That the school helps students become good, caring citizens.	100	100	100	100	100
That their input is considered, respected, and valued by my school.	77	100	95	93	76
That they feel safe in the school.	100	100	100	100	97
That the school is a positive, caring, and welcoming place.	100	100	100	100	97