

EDUCATION PLAN 2020

Keenooshayo Elementary School



St. Albert
PUBLIC SCHOOLS



Keenooshayo
ELEMENTARY SCHOOL



Table of Contents

Keenooshayo Elementary School Vision, Mission, Beliefs	3
Keenooshayo Elementary School Profile	5
Safety for Staff and Students	6
Connection and Relationships	7
Learning and School Engagement in the Time of COVID-19	8
Staff Wellness	10
Financial Performance 2019-2020	11
Financial Planning 2020-2021	12

Keenooshayo Elementary School Vision, Mission, Beliefs

“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 resources, and athletics to the children who are an integral part of our school family. We are also a designated location for students attending division 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, 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.

2020-2021 School Community

- Kindergarten program offered in full day, morning and afternoon
- United Nations Education, Scientific and Cultural Organization (UNESCO) Associated Schools Project Member School
- Fine arts programming
- Division Primary and Junior Learning Assistance classes
- Division Opportunity class
- Division Preschool (Program Unit Funding)
- St. Albert Day Care – Before and After School Program

Keenooshayo Elementary School Vision



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 Elementary School Profile

2019-2020 as of September 30, 2019			2020-2021 as of September 30, 2020		
Certificated Staff					
Teaching	17.99	FTE	Teaching	15.3157	FTE
Administration	1.65	FTE	Administration	1.37	FTE
Counselling	0.21	FTE	Counselling	0.2	FTE
Total	19.85	FTE	Total	16.8857	FTE
Support Staff					
Clerical	1.5	FTE	Clerical	1.3866	FTE
Teacher Aides	13.09	FTE	Teacher Aides	15.5	FTE
Library Technicians	0.5	FTE	Library Technicians	0.5	FTE
Technical Support	0.2	FTE	Technical Support	0.2333	FTE
Total	15.29	FTE	Total	17.6199	FTE
Students					
English	343		English	308	
English Language Learners	9		English Language Learners	10	
Self-Identified First Nations, Metis and Inuit	18		Self-Identified First Nations, Metis and Inuit	20	
Coded students	(50)		Coded students	(64)	
Severe	(28)		Severe (code 40's)	(22)	
Mild/Moderate	(22)		Mild/Moderate (code 50's)	(33)	
Total	343		Total	308	
Classroom Configuration	2019-2020		Classroom Configuration	2020-2021	
Grade	English		Grade	English	
Kindergarten	46		Kindergarten	24(19/5)	
Grade 1	47		Grade 1	44 (39/5)	
Grade 2	31		Grade 2	41 (36/5)	
Grade 3	57		Grade 3	25 (22/3)	
Grade 4	45		Grade 4	48(35/13)	
Grade 5	63		Grade 5	37 (33/4)	
Grade 6	54		Grade 6	54 (42/12)	
Primary LAC	(7)		Primary LAC	13 (13/0)	
Junior LAC	(11)		Junior LAC	14 (13/1)	
Opportunity	(5)		Opportunity	8 (8/0)	
Total	343		Total	308 (260/48)	
			** note class numbers are listed for Quarter 1 as: total (in person/online)		

Safety for Staff and Students

Key Strategies for 2020-21

- Homeroom cohorts
 - We gave special attention to ensuring students were assigned with out-of-school cohorts, within their homerooms as much as possible.
- Facilities and custodial staff are amazing!
 - Regular cleaning throughout the day
 - Prompt response to refilling of cleaning supplies
 - Availability for training of staff
 - Disinfecting classrooms after a child goes home sick
 - Signage: arrows, disinfecting instructions, hand sanitizer use, hand-washing, etc.
- In addition to the division provided electrostatic disinfectant gun, the school also purchased one to be used as backup, for special circumstances, supporting phys-ed and any area of need.
- Digital staff meetings
- Staggered recess schedule
 - Coordinated with neighbouring school Neil M. Ross to ensure space
 - Rotation schedule for play areas
 - Students supervised in homeroom cohort

Connection and Relationships

Key Strategies for 2020-21

- Weekly updates emailed to families
- Parent teacher interviews via Google Meet in October
- School Council and parent fundraising societies via Google Meet. Invitation to all families both online and in-person as they are all part of the Keeno family!
- Homeroom teachers connecting and communicating regularly with families
- School wide contests/activities
 - Terry Fox Run and Turkey Trot Run COVID-19 modified
 - Only half the school outside at a time
 - Groups ran in homeroom cohort
 - Homerooms cohorts were in designated cheering/waiting areas
 - Sanitizer station decorating contest for homerooms
 - KNN morning announcements
 - Other plans are in the works
- Identifying social emotional well being as a priority

Learning and School Engagement in the Time of COVID-19

Key Strategies for 2020-21

- Literacy
 - Karen Lucas is working with staff to provide targeted literacy supports
 - Push in model, where staff identify a need, then Karen supports by weekly visits until staff are comfortable with the outcome.
 - We are working as a staff to identify the key elements of literacy.
 - We are looking at how we report on literacy. To help us focus on how we assess, and how we focus our instruction.
 - We aim to identify and focus on the fundamental skills necessary for reading. Our initial focus is on Comprehension, Accuracy, Fluency and Expanding vocabulary.
 - As we examine these skills, we can focus on instruction that meets these four components efficiently and effectively.
 - Reflecting on past practice and examining new practice to identify how these skills are built.
 - This also feeds into our communication with parents and students when addressing areas of need and strength in these key areas.
 - Which leads us into reflection and investigation of assessment practices that best allow us to identify strengths and areas of need in these key areas.
 - Which then leads us to identifying and providing (as needed) strategies, and specific practice for students, to build a love of reading!
 - We are also looking at literacy supports such as audio books and digital books to support readers.
 - We continue to explore the Lucy Calkins writers workshop for writing.
 - Within this model we will also work to identify key elements of writing to allow for focused instruction, intervention and support.
 - We continue to explore assistive technology for writing and its applications.
- Numeracy
 - We are looking at math language, utilizing Professional Development (PD) and resources from Kim Sutton and Creative Mathematics.
 - Looking at supports and strategies to aid students in math learning.
 - Identifying math games and modifying them for COVID-19 regulations.
 - Reflecting on and Exploring the idea of the language of mathematics, compared to the process of mathematics.
- Sensory needs
 - We are working to build upon our existing sensory spaces within the building.
 - Due to COVID-19 use of spaces and maintaining cohorting has presented many challenges. To address this we are looking at making changes to our existing space and adding additional space.
 - We are looking at creating separate spaces for separate sensory needs.
 - Gross Motor Room (swing, human pasta roller, trampoline, mats, etc.)

- Sensory Room (high input: light table, sensory bins/sensory play, bubble tube, fibre optics)
- low sensory room (dark walls, low sensory manipulation, nature-based)

Staff Wellness

Key Strategies for 2020-21

- Monthly staff activities
 - QR code outdoor physical distanced scavenger hunt walk.
 - Christmas in November
 - Digital Scavenger hunt (TBD)
 - COVID-19 Friendly, no contact, staff TAG
 - Hallway races...
 - Random Acts of Kindness
 - Random Treat days
- Reorganizing staff meetings
 - Efficiency of information items to allow time:
 - Staff PD: building inclusive communities through collaboration
 - collaboration/planning time
- Staff treat deliveries
- Looking at ensuring staff have partners who check in on them daily
- Admin/Staff check-ins in-person and virtually
- Parents' associations are looking for ways to support and appreciate staff as well.

Financial Performance 2019-2020

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: \$ 50, 000

Key elements contributing to this surplus include:

- fewer teacher substitute days than predicted
- savings in support staff costs
- deferral of capital purchases to address 2019-2020 budget uncertainty

Financial Planning 2020-2021

RESOURCE AND DISTRIBUTION KEENOOSHAYO SCHOOL

	2020-2021	2020-2021	2019-2020
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,302,365	\$ 2,302,365	\$ 2,431,999
2. Other Revenues			
2.1 Fees	\$ 134,969	\$ 138,169	\$ 146,527
2.2 Cafeteria			
2.3 Donations			
2.4 Fundraising	\$ 1,700	\$ 1,700	\$ 1,700
2.5 Other Revenues	\$ 23,330	\$ 18,700	\$ 18,700
3. Surplus / Deficit Allocation (S/D)	\$ 50,000	\$ 50,000	\$ 140,355
TOTAL REVENUES	\$ 2,512,364	\$ 2,510,934	\$ 2,739,281
EXPENDITURES	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 1,867,462	\$ 1,838,701	\$ 2,121,696
2. Support Staff	\$ 347,815	\$ 327,751	\$ 381,470
3. Services	\$ 138,791	\$ 138,791	\$ 138,823
4. Supplies	\$ 48,742	\$ 54,427	\$ 60,827
5. Furniture, Equipment & Capital	\$ 5,000	\$ 10,000	\$ 10,000
6. Technology	\$ 12,907	\$ 26,465	\$ 26,465
7. Future Emergent Initiatives	\$ 91,647	\$ 114,799	
TOTAL EXPENDITURES	\$ 2,512,364	\$ 2,510,934	\$ 2,739,281
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	296.00	312.50	320.00
FTE Enrolment less online students	252.00		
STAFFING PERCENTAGES	2020-2021	2020-2021	2019-2020
	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	16.89	16.61	19.85
Support Staff FTE	6.70	6.20	7.38
Certificated Staff Percentage	79.4%	78.2%	82.5%
Support Staff Percentage	14.8%	13.9%	14.8%
TOTAL STAFFING PERCENTAGE (with S/D)	94.2%	92.1%	97.3%
TOTAL STAFFING PERCENTAGE (without S/D)	96.2%	94.1%	102.9%
Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			