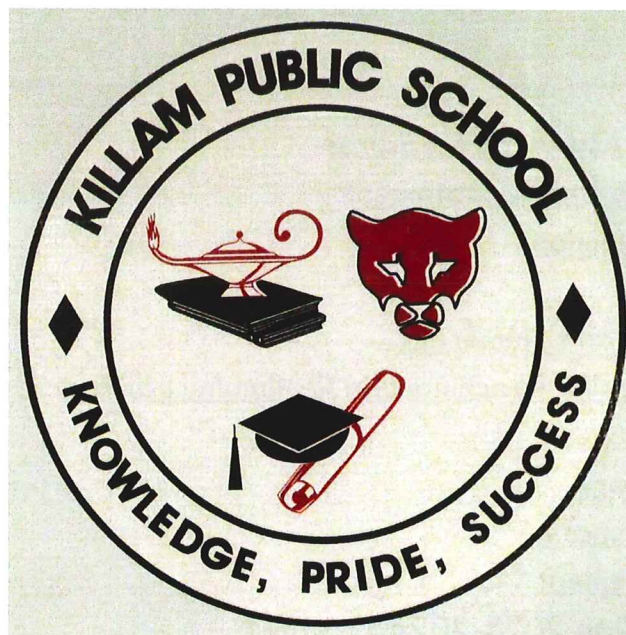


Every Student, Every Day, a Success.



Killam Public School
Annual Education Results Report
2022-23
Education Plan
2023-24



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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

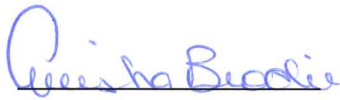

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The Killam Public School Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.

	<u>Nov. 28/23</u>		<u>Nov. 28/23</u>
Parent Council Chair	Date	Principal	Date

Killam Public School

Profile

Killam Public School is a Kindergarten to Grade 9 school that serves the community of Killam, Alberta and surrounding area. The school population is currently 155 students.

Our K-6 music program offers a wide range of opportunities for students to engage in musical experiences, in addition to preparing for and presenting the annual Winter Concert with junior high drama students. Killam students in grades 4-6 have the opportunity to be introduced to developing second language skills through French instruction. In addition, there is a strong focus on Literacy and Numeracy development across the curriculum and extra support is offered to those who need it.

Junior high students have access to a wide variety of course offerings. In addition to core subject instruction, the junior high timetable includes daily Physical Education, Health and options such as Drama, Foods, Athletic Pursuits, Study Skills, Photography, Agriculture and many more to support students in building skills in a variety of areas

Our Vision: Our Killam Public School community enables students to develop good citizenship through a well-rounded education within a trusting and challenging atmosphere.

Our Mission: Learning is a partnership among family, community and school. Together we will empower each person to achieve their full potential, fostering respect, caring and enthusiasm for life and learning.

Our Beliefs or Values: We believe that creating engaging opportunities for learning is a large part of our responsibility as educators. Our staff strives to work as an enthusiastic, energetic and dedicated team to make learning enduring, meaningful and fun.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

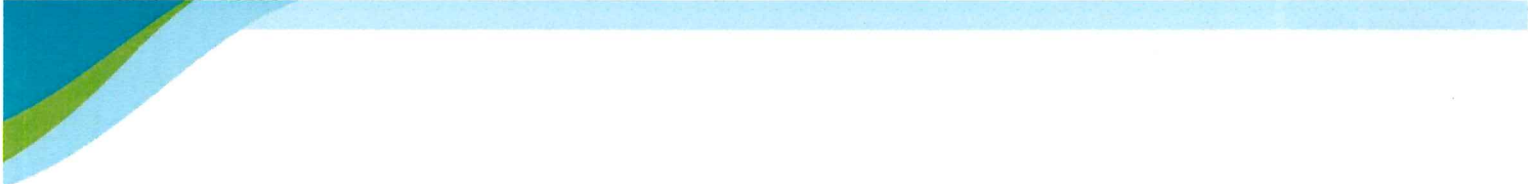
Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	KPS	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (LENS & CC3)	75.5%	84.1%
Writing Literacy	KPS	BRSD
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	89.5%	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	21.1%	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	100%	88.2%
Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	9.1%	15%
Numeracy	KPS	BRSD
Percentage of students in grades 1 to 3 who demonstrate early numeracy development skills	86%	66%
Percentage of students in grades 4 to 9 above the 60% benchmark on the MiPi Assessment	61%	60%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	63.2%	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	5.3%	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	90.9%	73.8%



Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	9.1%	8.2%
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Results Analysis: (achievements, improvements, areas of growth)
On Provincial Achievement Tests in ELA and Mathematics, our students consistently surpass the division-wide standard for percentage of students reaching the Acceptable Standard. We can continue to grow in the number of students achieving the standard of excellence.

Foundational literacy skills in our primary grades are developing. KPS continues to support students through oral language, phonemic awareness and phonics programming, utilizing district recommended programming. In September 2023-24 KPS began using the DIBELS assessment tool in conjunction with mClass. This will help us support students by targeting areas of growth. Scheduling was created to account for cross-grade targeted instruction groupings through shared literacy support blocks across grades 1-6.

While early numeracy scores demonstrate a strength, we will continue to grow our foundational numeracy skills with a goal of reaching 95%. MiPi results indicate that significant attention is needed to increase numeracy skills from grades 4 - 9. As such, we have created a timetable that provides students with additional math instruction that is above the provincial recommendations in an effort to address deficiencies in this area.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

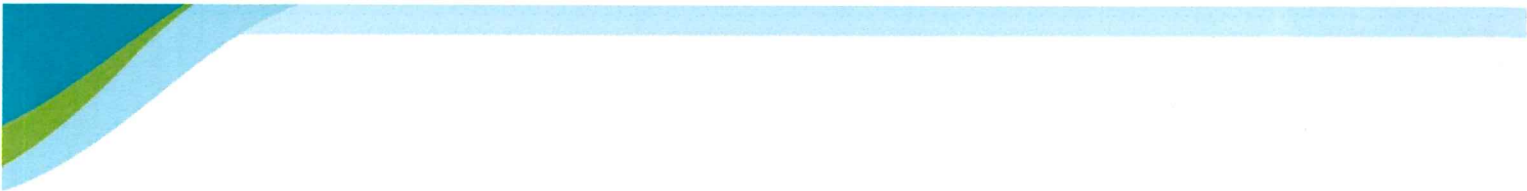
Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

	KPS	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (LENS & CC3)	75.5%	84.1%
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks. (2022)	72.4%	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks. (2022)	8.6%	11.3%
Overall satisfaction with the quality of basic education.	88.7%	87%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	84.3%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	65.9%	75.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.2%	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	83.8%	73.8%

Results Analysis: (achievements, improvements, areas of growth)

KPS results are generally on par with Division-wide results. Many of our students experience the acceptable standard on the cumulative composite scores of all course marks, but we will continue to focus on improving these scores. KPS works to provide ample opportunities for students to be active citizens in their community. We will strive to continue to support teacher growth, especially in areas of new curriculum through additional instructional tools and professional development.



Grades 1-6 will use the DIBELS assessment tool to plan targeted instruction focused on improving literacy skills for all students, including extending the skills of students who are at or above grade level.

Grades 4 - 6 will be piloting a new literacy resource in addition to using the data from the DIBELS to provide optimum learning environments targetting specific skills. Our grade 6 class is committed to piloting the new science curriculum with a team of BRSD teachers.

Our Junior High program utilizes options to provide additional engaging learning activities. Options also allow for flexible work time for students to receive additional support in core subject areas. This benefits both students and teachers, allowing increased opportunities for small group or individual instruction on difficult concepts, in addition to increase assignment completion.

We will continue to grow our understanding of assessment and reporting practices through in-school professional development and collaboration.

Communication of new programming with parents through information sessions, PowerSchool, classroom communication and school newsletters supports deeper understanding of teaching and learning at KPS.

Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	KPS	BRSD
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	65.6%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	83.5%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	68.7%	76.5%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	58.5%	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	77.7%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81%	76.8%

Results Analysis: (achievements, improvements, areas of growth)

KPS results indicate that this is an area of focus for staff, students and parents. While we support an environment that is welcoming, caring, respectful and safe in the opinions of many, there is development needed to ensure that stakeholders feel there are appropriate supports, services and programs at the school. With declining enrollments, schools in rural communities need more funding to continue to provide diverse opportunities for student learning and wellness.

In collaboration with BRSD, KPS is working with various consultants to support all staff and students to ensure programs are supporting behavioural and academic needs.

Working as a collaborative staff team to provide accurate programming information to parents will continue to develop and a deeper understanding of the benefits of programming to meet the needs of all students.

Junior High intervention time during options provides an opportunity for core subject teachers to support students through additional instruction/work time during options classes. Students are excused from options without penalty to focus on core-subject learning opportunities.

During the 2022-23 school year Grade 1-6 teachers had weekly time dedicated to pull-out and small group opportunities for classroom teachers to support literacy and numeracy skills. In 2023-24, with the implementation of DIBELS and mClass, there will be common literacy support time, supported by common timetabling, will allow students to be supported with the skills they need and continue to grow from their current literacy level. Additional opportunities will support students from grades 3-5 who's literacy skills are at or above grade level to extend their skills in a collaborative environments.

School Year Summary

At KPS, students have access to a wide variety of extra-curricular activities. Our cross-country running program was well represented at local races with students from grades 4 - 9 participating. Volleyball and basketball programs have both boys and girls teams starting with minis at grade 5, allowing our students valuable opportunities to compete against other schools. Our Junior High teams are competitive in their leagues and participate in tournaments both within and outside of BRSD. Badminton and track and field allow students to participate individually, or in small teams to achieve common goals. In 22-23, our entire junior high was encouraged to participate in our local track and field meet. KPS athletics are inclusive, giving all students an opportunity to play and experience growth and success in all sports.

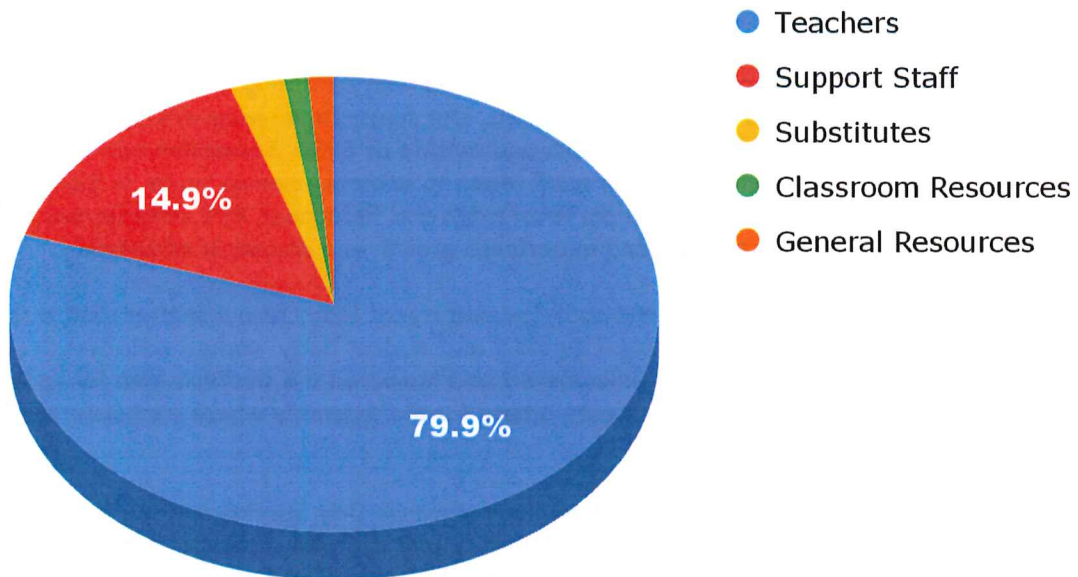
In the summer of 2022, a former KPS student sadly passed away. Many of our students felt a sense of connection and loss with this untimely passing. Our staff and student body worked collaboratively to create an event known as "Jake Day" where we remembered and honoured this student's love for sports and teamwork. We were honoured to have the family attend for the assembly where we honoured the contributions Jake made as a KPS student.

Once again our students were central in our school Remembrance Day Service and our local Christmas Concert. These events are essential in the Killam community and are well attended and celebrated. At the end of the year, our grade 9 students leave KPS to attend high school at Central High Sedgewick Public School. To honour their time with us, our Grade 9 Farewell celebrates each student's gifts. This is combined with our Junior High awards ceremony that recognizes the accomplishments of all junior high students.

Through high quality teaching and optimum learning environments, our students have performed well on the Provincial Achievement Tests. We are proud of these academic achievements and will continue to grow in the opportunities we provide students to achieve academic success.

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	\$1 106 745.65
Support Staff	\$208 594.90
Substitutes	\$37 460.00
Classroom Resources	\$15 122.20
General Resources	\$17 477.06
Professional Development	\$0





Stakeholder Engagement

Our School Council and Parent Advisory are active contributors to the KPS school community. In 22-23 our Parent Advisory was chosen as the recipient of the 100 Women Who Care donation. This donation was used to support the purchase of appliances for our Foods Lab renovation. Our Foods lab opened in February 2023 and allows for more students to take part in foods options as well as opportunities for parent council to support hot lunches. The KPS hot lunch program runs weekly with parent volunteers supporting the making and distributing hot lunches to students. Our school council and parent advisory support students in off-setting the cost of our winter ski trip, field trip fees, skating, and swimming lessons. Their contributions help provide opportunities for all students in our school and are greatly appreciated.

Monthly school council meetings are attended by administration and a number of parent volunteers. During the meetings school happenings are discussed and we look for ways that we can support each other in the education of our students.

KPS hosted parent teacher interviews in the fall and again in the spring. The fall interviews were held in October and provided teachers and parents the opportunity to get to know the families and learn further information about the student to help them be successful. In addition to the spring interviews, K-6 teachers hosted an information session on literacy development from grades K-6, helping parents understand what the continuum looks like. This session was well received and requests were made for future sessions.

Regular communication helps all our parents get involved in our school. To support this, KPS publishes a newsletter to families every two weeks. This information, along with other important information is communicated through school messenger, as well as posted to the school website.

School Education Plan 2023-2024

Literacy Goal: All students will improve in literacy.	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intentional Planning <input checked="" type="checkbox"/> Responsive Instruction <input checked="" type="checkbox"/> Purposeful Assessment <input checked="" type="checkbox"/> Positive Classroom Culture <input checked="" type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input checked="" type="checkbox"/> Relevant, rigorous & appropriate content <input checked="" type="checkbox"/> Learner agency <input checked="" type="checkbox"/> Meets diverse needs <input checked="" type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> ● Implementation of the Dibels 8th edition assessment for data collection and small group interventions in grades 1-6. ● Continued focus on foundational literacy skills K to 3 ● Continued focus on vocabulary skills K to 3 ● Common literacy block in grades 1-6 to facilitate cross graded groupings. ● Collaboration day with Kristy Dunn to improve instruction in foundational writing skills grades 1-9. ● Implementation of UFLI in grades 1-3 	
<p>Measures:</p> <ul style="list-style-type: none"> ● Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3, LeNS, DIBELS) (Target 90%) ● Percentage of students in grades 4 to 8 who are reading at grade level (DIBELS) (Target 80%) ● Percentage of students in grades 1 to 9 achieving grade level standard of writing (HLAT) (Target 75%) ● Percentage of students who achieve the acceptable standard in ELA 6 (PAT) (Target 100%) ● Percentage of students who achieve the standard of excellence in ELA 6 (PAT) (Target 20%) ● Percentage of students who achieve the acceptable standard in ELA 9 (PAT) (Target 100%) ● Percentage of students who achieve the standard of excellence in ELA 9 (PAT) (Target 20%) 	
<p>Implementation Plan:</p> <ul style="list-style-type: none"> ● Training in mClass for all teachers, grades 1-6. ● Having a Literacy Lead facilitate the setting up of small groups for intervention in our common literacy block. ● Professional Development opportunities through CARC, ERLC, BRSD and other opportunities. ● Professional Learning Days Family of Schools collaboration time. ● Staff Collaboration Days with Kristy Dunn at CHSPS. ● Analyze data from LeNS, CC3, DIBELS, HLAT and PAT's to find gaps in the data to guide our instruction. 	
<p>Allocation of Resources: \$600</p>	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● mClass training ● UFLI training ● Kristy Dunn's Morphology and Writing PD

Numeracy Goal: All students will improve in numeracy.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Implement new curriculum 4-6
- Implement EICS Numeracy Screen grade 1-3
- Utilize MiPi grade 4-9
- Collaboration with Family Of Schools groupings
- Utilize resources provided through ARPDC and New Learn Alberta
- Utilize Collaborative Response meetings to delve deeper into strategies to support all learners
- Differentiate instruction to meet diverse needs
- Develop and present a numeracy presentation for parents of grade K-6 students
- Utilize MathUp resources

Measures:

- Percentage of students grades 1-3 not at risk on the EICS Numeracy Screen grades 1-3 (Target 90%)
- Percentage of students in grades 4-9 above the MiPi 60% benchmark (Target 75%)
- Percentage of students who achieve the acceptable standard on the Grade 6 mathematics PAT (Target 100%)
- Percentage of students who achieve the standard of excellence on the Grade 6 mathematics PAT (Target 20%)
- Percentage of students who achieve the acceptable standard on the Grade 9 mathematics PAT (Target 100%)
- Percentage of students who achieve the standard of excellence on the Grade 9 mathematics PAT (Target 10%)

Implementation Plan:

- Professional Learning Series Family Of Schools meetings
- During Parent Teacher Interviews share numeracy presentation with interested families
- Analyze data from MiPi and EICS to find trends and gaps
- Access resources and professional development to support new curriculum and development of new strategies

Allocation of Resources:

\$300 for mathematical resources

Professional Learning:

- Lead teacher for division Numeracy Committee
- New Curriculum sessions through Division Professional Learning

Equity Goal:

All students' unique backgrounds and abilities will be fostered and honoured through high-quality teaching and optimum learning.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Intentionally refining collaborative response structures and processes
- Refine/improve students transitional strategies to support students moving between grades and schools
- Refine attendance procedures and supports for students to increase attendance
- Create opportunities for whole school engagement
- Implement leadership opportunities for all students
- Support staff to develop deeper understanding of First Nations, Metis and Inuit
- Access Mental Health Capacity building programs at all levels to support students wellness and resilience
- Utilize Family School Liaison Workers to support individual students and families indeed
- Partner with community agencies who can provide support to families
- Create environments in which people can feel safe to learn and work
- Intentionally build school culture through focusing on both staff and student wellness and engagement
- Work to extend Mental Health Capacity Building work to continue to develop restorative practices
- Continue to develop and refine processes related to the development of Student Support Plans
- Provide collaboration time connected to Student Support Plans and Transition planning

Measures:

- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. (Target 90%)
- Overall percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (Target 75%)
- Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (Target 85%)
- Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely. (Target 75%)
- Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. (Target 70%)

- Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. (Target 80%)
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (Target 85%)

Implementation Plan:

- Work with school staff to effectively utilize Dossier software to create Student Support plans and track Collaborative Response meetings and action plans
- Deepen staff understanding of Indigenous Cultures
- Work collaboratively with School Council to support parent engagement

Allocation of Resources:
\$500

Professional Learning:

- September 25 Collaboration Day session with Brad Rabbit at Viking Ribstones

