

EDUCATION PLAN 2021

Elmer S. Gish School



St. Albert
PUBLIC SCHOOLS



Elmer S. Gish
ELEMENTARY/JUNIOR HIGH SCHOOL

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Elmer. S. Gish School Vision, Mission, Beliefs



At Elmer S. Gish School in an environment that:

- is safe and caring; and
- nurtures individual and group well-being,

Where

- teamwork,
- communication, and
- mutual respect,

Enhance the development of individuals who

- believe in themselves,
- are critical and compassionate thinkers,
- are developing to their potential in academic studies,
- are demonstrating positive personal qualities and moral values,
- are preparing to be informed participants in their community and the world; and will be lifelong learners.

Elmer S. Gish School Profile

2020-2021 as of September 30, 2020			2021-2022 as of September 30, 2021			
Certificated Staff						
Teaching	42.15	FTE	Teaching	40.75	FTE	
Administration	3.00	FTE	Administration	3.00	FTE	
Counselling	1.00	FTE	Counselling	1.00	FTE	
Total	46.15	FTE	Total	44.75	FTE	
Support Staff						
Clerical	3.50	FTE	Clerical	3.50	FTE	
Educational Assistants	10.04	FTE	Educational Assistants	7.12	FTE	
Library Technicians	.90	FTE	Library Technicians	1.00	FTE	
Technical Support	.40	FTE	Technical Support	.46	FTE	
Total	14.86	FTE	Total	12.08	FTE	
Students						
English (Global)	171		English (Global)	159		
Cogito	673		Cogito	683		
Logos	0		Logos	0		
Students with Special Needs	38		Students with Special Needs	33		
English Language Learners	416		English Language Learners	277		
Self-identified First Nations, Métis and Inuit Students	8		Self-identified First Nations, Métis and Inuit Students	46		
Total	844		Total	842		
Classroom Configuration	2020-2021			Classroom Configuration	2021-2022	
Grade	English	Cogito	Online	Grade	English	Cogito
Kindergarten	28	60	11	Kindergarten	30	66
Grade 1	15	64	16	Grade 1	28	71
Grade 2	25	55	13	Grade 2	12	64
Grade 3	18	76	16	Grade 3	26	67
Grade 4	22	75	19	Grade 4	21	72
Grade 5	21	79	16	Grade 5	19	71
Grade 6	28	79	15	Grade 6	23	77
Total	157	488	106	Total	159	488
Classroom Configuration	2020-2021			Classroom Configuration	2021-2022	
Grade	English	Cogito	Online	Grade	English	Cogito
Grade 7	0	72	15	Grade 7	0	77
Grade 8	0	53	10	Grade 8	0	66
Grade 9	14	60	12	Grade 9	0	52
Total	14	185	37	Total	0	195

Elmer S. Gish School Profile

Elmer S. Gish School is proud to host two Programs: English Regular Program (affectionately referred to as “Global”) and the Division Cogito Program. Since its beginning, we have been St. Albert Public School Division’s only Kindergarten to Grade 9 School. “A decade of learning and growing,” has been our descriptor and has garnered support from families who appreciate the cross-age atmosphere.

Cogito is a program of choice that welcomes students who, with strong parental support, work diligently to develop a strong knowledge foundation. This program currently spans Kindergarten through to Grade 9.

Our **Global Program**, which spans from Kindergarten through to Grade 6 is delivered with a world perspective. The focus is to offer quality educational experiences that are enhanced by inquiry-based learning activities. Global classes feature flexible seating with more configurations that are conducive to group work and guided inquiry-based teaching/learning. Monthly learner attributes transcend through the elementary grades to promote healthy, lifelong learners. Students are encouraged to participate in global events and become aware of environmental concerns to promote good citizenship.

Character Education

Elmer S. Gish was a prominent Alberta educator who believed in offering diverse programs to students. He was a strong advocate for public education and valued targeted “character education.” In honour of our namesake, we emphasize student leadership by focusing on using the 7 Habits of Happy Kids by *Stephen Covey* and incorporating these attributes into our iLead program. The goal of this character education program is to promote and recognize specific behaviours that demonstrate positive attitudes, values, and citizenship. Each month, many students who exemplify these qualities are nominated and recognized with certificates that are sent home. Additionally, students who are observed demonstrating these qualities are given tickets to be entered into a draw. We have further developed this Character Education Program to include our iLEAD philosophy: *At Gish...I behave as though this is the day I will be remembered for. iLearn iLead iDream We Succeed!*

Community Service

Community service initiatives are a long-standing tradition at Elmer S. Gish School. Initiatives that supplement our traditional citizenship programs are Christmas Hampers, Movember, bake sales for charities, Kindness Club, Rake ‘n’ Run, and the Terry Fox Run. Leadership and athletics based intra-murals broaden students’ learning opportunities. Cross-age activities foster empathy and cooperation. These are some examples of the Elmer S. Gish School commitment to well-balanced student experiences.

Collaboration

Teamwork and collaboration at Elmer S. Gish School further build staff members’ capacity to enrich student learning. Support from a range of parent groups provides extension and additional opportunities for our student body. School Council, and Gish Parents’ Association (GPA), all work to achieve this end.

GISH ENERGY!

Clearly, multifaceted and dynamic, Elmer S. Gish School is a growing and vibrant learning community. The Cogito Program and the stability of our Global Program present a diverse exciting learning environment. We LOVE to feel the Gish Energy!

Division Priorities and Outcomes**Division Priority Areas**

St. Albert Public Schools has six priority areas -

- 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;
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through the division's enhancing instructional practice approach; and,
- Initiate and champion division initiatives that support wellness and growth during the post-pandemic recovery.

Division Outcomes 2021-2024

- Outcome 1: Learning environments facilitate connection, curiosity and competencies.
- Outcome 2: Students demonstrate growth in literacy and numeracy skills.
- Outcome 3: Students' wellness and resiliency are fostered through culture, collaboration and programming.
- Outcome 4: Staff excellence, wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 5: Division excellence is supported and managed by governance, public engagement and partnerships.

Elmer S. Gish School Objectives 2021-2024

- Objective 1: Increase opportunities for student learning and engagement.
- Objective 2: Focusing on and promoting positive student and staff mental health and wellness.
- Objective 3: Highlight and provide opportunities for citizenship and community building amongst the student body of our school.

School objectives are based on the themes of connection, growth and wellness.

School Objectives 2021-2024

Objective 1: Increase opportunities for student learning and engagement.

Student Learning

- All teachers have iPads to enhance instruction and compliment their lessons for best teaching practices. Chromebooks will be provided to all support staff.

- Teachers present/instruct using iPads, document cameras, and various apps to meet the learning needs of our students.
- We have technology leads that continue to introduce apps, ideas and troubleshoot any technology issues that arise with staff and we have built in sharing time in our monthly staff meeting.
- Students have access to Chromebooks, iPads and MacBook Airs as tools to explore, discover and research information.
- 'U' shape tables are provided throughout our hallways to allow teachers, Educational Assistants and ILT to work one on one with students.
- Flexible seating is provided in our Global classrooms allowing students to choose their most comfortable working environment and encourages peer teaching.
- Gish School provides leadership opportunities for teachers having Cogito lead teachers in all three divisions and a Global lead teacher to guide that Program.
- We hold monthly Cogito and Global meetings to brainstorm and collaborate around ideas, resources, and activities.
- We continue to implement a universal diagnostic literacy testing using Fountas and Pinnell for ALL students in grades 1-9, including Word Lists and Running Records. In addition, we re-introduced a division numeracy benchmarking tool at the start of the school year to assess/ determine where our students were at.
- Grade level Cogito readiness assessments are used to inform teachers and families about how a student performs in literacy/numeracy and to affirm that the program is in fact a good fit for the student.
- We have assigned a 1.0 FTE teacher for English Language Learners (ELL) support and Early Literacy support.
- We have consistent math instruction, using the Jump Math resource in the Global Program and the Saxon Math resource in the Cogito Program. This ensures consistent pedagogical practice and common language between grades.
- We have provided our primary grades with a RAZ Kids subscription for students to access literature online. This provides access to "literacy-rich" learning resources any time, any place.
- We have renewed our subscription to Discovery Education, providing teachers with a variety of educational videos to support specific outcomes.
- We allocated finances for classroom resources and professional development opportunities to encourage lifelong learning and build on teachers' portfolios.
- Our librarian is utilizing a mobile library to ensure that students are introduced to a variety of different genres and to develop a love of literature. Students will transition to visiting the library when our module construction is complete.

Student Engagement:

- School wide monthly motivators that classes do within their cohorts during their day create a team building atmosphere where leadership, support, initiative and fun are front and centre. Examples include the Terry Fox Run, scavenger hunts, Halloween activities, door decorating, snowman competition, and more.
- Once each month, students and staff are encouraged to dress in a predetermined theme. Examples are Pajama Day, Jersey Day, Crazy Hair Day, Gish Wear Day, etc.
- Students enjoyed a Scholastic Book Fair that was offered both in person and online.

- We are planning to move forward with our Annual Music Concert where students get to showcase their skills through a thematic presentation. We are exploring a virtual experience; however, we are hopeful to return to the live performance allowing students to shine on the stage at the Arden theatre.
- Grade 5 students are thrilled to participate in our annual Heritage Fair. After selecting an inspirational Canadian figure, students research and present their information to a panel of judges. They are then expected to answer any questions the judges may have. Based on the restrictions in place during the time of the fair, we may utilize our junior high students to act as our audience for the presentations.
- The Arts Gala is an exciting opportunity for students to showcase their artistic talents. This can include musical performances and highlighting students' masterpieces. Parents come in and enjoy listening to the performances and take an art walk. They also have the opportunity to purchase (typically their own child's) artwork that has been presented on a canvas or frame.
- As a cumulative activity, one of our complementary courses, Musical Theatre, puts on a dinner theatre. Many students are involved in the process with our Foods students preparing and serving the meal as families enjoy the production. It is a great evening for all, allowing students to exhibit their skills and families to take in a lovely evening.
- Students always look forward to staff versus student events. These typically come at the end of a volleyball or basketball season to celebrate the growth of the team; however, they can include games during different clubs such as a GHL floor hockey game or dodgeball tournament.
- The encouragement of Mindful time is incorporated into our daily routines. Teachers invite students to settle back into the classroom after transition or break times, practicing breathing exercises, listening to soft music, reading or drawing. They are encouraged to be present in the moment and prepare for the activities ahead. We also practice Mindfulness during our assemblies (currently virtual). Finally, our lead teachers make up our "JOYKO" team and regularly share different resources and activities during our monthly staff meetings.
- We are excited that junior high teams and clubs have returned this year! Students are exposed to a variety of different activities based on their interests. Some of these include: Lego Club, Coding Club, Kindness Club, etc. For our elementary students, we are currently offering clubs exclusive to cohorts and then rotating the cohorts that can take part in the activities.
- Both elementary and junior high students enjoy a Winter Activity Day at the end of December (only 30-40% of our students celebrate Christmas). Students engage in crafts and challenges while enjoying some hot chocolate and cookies. Next year, we hope to report about roasting marshmallows and outdoor fire pits!
- Gish Day Out has been a privilege that junior high students enjoy as a reward for all their hard work over the semester. Teachers plan different activities and trips to waterparks, movie theaters, recreational centers and enjoy the day of fun with their students.

Objective 2: Focusing on and promoting positive student and staff mental health and wellness.

- We provide a Staff Workroom and Staff Room for teachers to engage in conversations and plan (physically distanced, of course!)
- Gish Staff participated in a "Scavenger Hunt activity" together to build teamwork. Staff took part in introducing a staff member during the August start up meeting to help create

conversations/connections. Staff were able to utilize their Family Needs Day, build staff relationships during a time of change, and come together at off-site activities (i.e. Christmas Party, Year End Party).

- Our teachers are continuously modelling, reinforcing, praising, rewarding, and empowering their students who demonstrate iLead characteristics, kind and caring acts, and recognizing those who go over and above for their school.
- Admin checks in with staff daily before the school day starts to build relationships, answer questions and offer support if needed. We also check in with staff who may be struggling with personal as well as their professional life.
- We continue to have a “JOYKO” mental health/wellness committee that promotes self care and support for staff who may be going through a difficult time.
- We continue to connect with our students through our Gish News Network (GNN), where we share student/class accomplishments, activities that cohorts are doing, fun facts about staff, trivia, current events, etc. We also host “challenges” for our class cohorts to critically think, collaborate and come up with creative solutions.
- We have built in collaboration time during our monthly staff meetings. Each month, staff are asked to work together to focus on sharing different strategies and resources they use to meet the diverse needs of our students.
- We provide both formal and informal mentorship opportunities with new and experienced staff.
- Our Compassion Committee works with the school to help some Gish families that are experiencing personal hardships. During this school year, we have had a family lose a family member to COVID-19 and another family experienced great stress when an immediate family member’s home fell victim to arson. When the school becomes aware of these difficult circumstances, we reach out to our school liaison and the committee begins to prepare a basket including donated gift cards, gifts, and caring sentiments.
- We continue to work hard in our pursuit in support of reconciliation. We have created informative bulletin boards displaying information on different Indigenous groups throughout the year, we provide opportunities for the monthly sharing of resources and strategies, and are currently exploring book study that promotes an awareness of Indigenous ways of knowing.
- We highlight student leadership by utilizing our “iLead Board” located at the front of the school. Every month, leaders from a particular grade are featured on the board with a brief overview of their outstanding behaviour written by the teacher that nominated the student. At the end of the month, leaders and teachers are then highlighted on GNN.
- We currently have both Aimee Wolfram (Student Learning Coordinator) and Kirsten Stanton (Masters in Counselling Practicum Student) working with students and staff to help provide support and strategies for students that may be having difficulty academically or emotionally.
- We provide access to a sensory space for students and groups of students to utilize (with educational assistants and teachers) to help with emotional regulation.

Objective 3: Highlight and provide opportunities for citizenship and community building amongst the student body of our school.

- Students are actively promoting caring for our community and our world by taking part in our monthly school yard clean up. Each class selects one day each month to invest energy in caring for our playground and neighboring fields.

- To connect with our neighbours, we do a community “Rake and Run,” as well as reach out before the Christmas break with Gish Gratitude in the form of a card and candy cane. We also do school yard clean ups and snow shovelling for our next-door neighbours.
- The Kindness Club is composed of Division 2 students that are committed to brightening others' days. They meet regularly to brainstorm ways to spread kindness throughout the school reaching staff and students alike. Some of the activities have included placing positive notes on lockers, helping teachers to take down and put up bulletin boards, completing a dime drive for the food bank and painting washroom stalls with positive messages.
- Our Everactive team plans and prepares school wide activities that include exercise, teamwork and fun. It also provides an opportunity for student leadership in our Gish School.
- Each year, our iLead Anchor team (committee of teachers dedicated to promoting leadership) selects a community focus to raise awareness and funds. This year, we are focusing on Multiple Sclerosis (MS).
- In supporting the MS Society, students will engage in a Read-a-thon, a friendship fundraiser, a 50/50 fundraiser at the music concert, an art fundraiser, collect personal pledges for our triathlon, and have an opportunity to purchase a Freezie during “warm weather” Freezie sales. Through these activities, the school community raises awareness and funds for a great cause. In addition, we also promote community events that support MS such as the MS Walk and A & W Burgers to Beat MS.
- Gish School Council and our Gish Parents' Association (GPA) meet virtually once each month to brainstorm new ideas, address issues, and come up with new strategies to help improve Gish School, and to communicate with parents. Mid-November meetings provided opportunities to discuss and offer a transition toward in-person meetings.
- The SOGI committee has weekly meetings at lunch and creates a safe place for both allies and community members. They collaborate and work hard to educate our school population on the LGBTQ community.
- Our school community comes together to put on a Gish Cultural Day where their culture is highlighted with traditional foods, dress, music and dance.
- Our Grade 6 and 7 students attended a day at Camp Yowochas to build and develop relationships with peers, through outdoor activities and learning about teamwork.
- Servus Place has been a partner of our school in housing our grade 5-9 physical education classes as well as allowing our complementary classes to use their facility.
- Elmer S. Gish School has developed strong relationships with local businesses and facilities that have accommodated our students and classes. “St. Albert Bowling, Sandpiper Golf Course, Evolve Fitness, Soul Fitness, St. Albert Soccer Association, Canadian Athletic Club, Castle Downs YMCA”.
- During the month of December, Elmer S. Gish School supported the St. Albert Kinette's Christmas Hampers asking for non-perishable items hoping to donate to those less fortunate.
- We provide families in need with a Christmas hamper that includes gifts and gift cards to help with the stress of the holidays.

School Results Report 2020-2021**Reflections on the 2020-2021 School Year****Safety for Staff and Students:**

Many strategies have been developed directly as a result of COVID-19. Staggered entry and dismissal was implemented, where students were physically distanced with markings on the ground while waiting to enter. All nine entrances/exits of Elmer S. Gish School (Gish School) were utilized to minimize the amount of students entering at each entrance. Two supervisors were scheduled at each door from 8:30-8:45 a.m. All students and staff were expected to wear masks in order to enter Gish School. The schoolyard was divided into 13 sections; each one hosted a cohort with supervision. Morning and lunch recess times were also staggered. Staff supervision was increased to assist with COVID-19 safety protocols throughout the year. Classrooms had fewer teachers to minimize the amount of adult contacts per student group. Of course, students and staff were asked to use hand sanitizer before entering the building at all entrances, as well as at every classroom.

Teachers continued to use the Google Classroom to minimize the amount of hard copy assignments. This reduced the amount of contact points inside and outside of the building. Complementary courses were reduced from 10 to 7, and the junior high cohorts experienced all seven over the four Quarters while remaining in their cohort. Each homeroom teacher taught their own complementary course. We tailored a COVID-19 information sheet (including tables and a flow chart) to help parents with the process of what to do if their child(ren) developed symptoms or was feeling ill. Timetables for all teachers were reworked to allow for every specialist teacher to interact with a maximum of four classes and for every homeroom and specialist teacher to interact with only one class. This greatly assisted with contact tracing when a student or staff member tested positive with COVID-19. Lockers were reinstated on October, 22 with a four-color system (Blue, Green, Red, Yellow). Each student was assigned a color, and was dismissed in staggered groups, to intentionally separate students as they put their outdoor winter clothing away. We continued to bring backpacks into classrooms. All students entered and went directly into their classroom before stopping at lockers. Once the hallway was clear, teachers directed students “by colour” to put clothing items away in lockers in an orderly fashion.

Connection and Relationships:

We continued to connect with our students through our Gish News Network (GNN), where we shared student/class accomplishments, cohorted activities, fun facts about staff, trivia, current events, etc. We also hosted “challenges” for our class cohorts for critical thinking, collaboration, and developing creative problem solving. School wide monthly motivators for classes (within their cohorts) during their day were intended to create team building. We decided that leadership, support, initiative, and enjoyment were still very important. The Terry Fox Run, scavenger hunts, door decorating, and snowman competitions were some examples. The Google Classroom continued to facilitate communication with our students and parents on assignment deadlines, homework memos, resources/links, and upcoming activities to assist with their child(ren)’s academic success. In Cogito, both in-class and online families had access to grade specific websites that provided information and resources to help students keep pace with in-class learning. Gish teachers continuously modeled,

reinforced, praised, rewarded, and empowered their students who demonstrated desirable behaviours (iLead characteristics, kind and caring acts, and anyone who “went above and beyond” for their Gish School. Equally important, we asked our families to do the same for our teachers. They shared many of their experiences that they had with the teacher(s) and reinforced their appreciation for how they helped through this unprecedented time. This helped to remind Gish teachers that they are appreciated for all they do. It definitely helped to boost morale at various times.

In the absence of a Back to School BBQ to meet the staff, we created a virtual presentation to share with our Gish families. This allowed parents to get a feel for the school without actually being present. It also permitted parents to put a face to the staff members’ names. We highlighted student leadership by utilizing our “iLead Board” located at the front of the school. Every month, leaders from a particular grade were featured on the Board with a brief overview of students’ specific outstanding behaviour, written by the teacher that nominated the student. Once each month, students and staff were encouraged to dress in a predetermined theme. Pajama Day, Jersey Day, Crazy Hair Day, and Gish Wear Day, are some examples. During each monthly staff meeting, Counsellor Caitlin Roberts shared helpful information by featuring one or two students who required support and understanding in the school. To continue to connect with our neighbours, we did a community “Rake and Run,” as well as reached out before the Christmas break with Gish Gratitude in the form of a card and candy cane. We conducted Parent/Teacher Interviews by giving parents the choice between Google Meets (audio & video) and phone calls (audio only). Gish School Council and our Gish Parents’ Association (GPA) met virtually once each month to brainstorm new ideas, address issues, and come up with new strategies to help improve Gish School, as well as to communicate regularly with parents.

Learning and School Engagement:

We continued to implement a universal diagnostic literacy testing using Fountas and Pinnell (F&P) for all students in Grades 1-9, including Word Lists and Running Records. We relaxed this expectation when we rescheduled, because non-specialists began teaching language arts. As important as “levelling” is, it was also important to step back and concentrate on the most essential outcomes. As much as possible, we continued to implement Daily 5 and CAFÉ strategies. We assigned a half-time teacher for English Language Learners (ELL) supports. We implemented consistent math instruction using the Jump Math resource in the Global Program and the Saxon Math resource in the Cogito Program. This ensured consistent pedagogical practice and common language between grades. Grade level Cogito readiness assessment provided useful information for teachers and families about student performance in literacy/numeracy. Gish School’s librarian utilized a mobile library to ensure that students were introduced to a variety of different genres and to develop a love of literature. We have provided our primary grades with a “RAZ Kids” subscription for students to access literature online. We have renewed our subscription to Discovery Education, providing teachers with a variety of educational videos to support specific outcomes. All teachers created and shared their Google Classroom accounts with in-class learners, and regularly uploaded regular assignments for students to access. Contributions of our fundraising society continued to support the division’s Appetite to Achieve Program in a modified capacity. We also continued to providing access to a sensory space for students and groups of students to utilize (with

educational assistants and teachers) to help with emotional regulation. Gish School has created a Google Classroom “Virtual Safe Space Club” for our LGBTQ community.

Staff Wellness:

Various staff members were featured at each monthly staff meeting, where an administrator would describe their assignment, strengths they offer to the school community, and some lighthearted personal information. We continued to partner with outside organizations to provide mental health support presentations for students, staff, and parents. We were appreciative that the Board provided “Quarter Turn-Around Days” and in turn, provided collaboration time for staff. As important as it is to plan formal professional development (PD) activities, it is paramount to provide “the gift of time” for staff to catch up! We continued to provide a Staff Workroom and Staff Room for teachers to engage in conversations and plan (physically distanced, of course)! We allocated finances for classroom resources and professional development opportunities. We continued our professional learning (personal PD allocations) and implementation of mindfulness in all of our classrooms K-9. We also incorporated mindfulness strategies at staff meetings. Gish Staff participated in an “Architect/Builder activity” together to build teamwork. Staff took part in listing “two truths and one lie” about themselves to help introduce some fun facts, create conversations/connections, and of course, to add some laughs. Staff were able to utilize their Family Needs’ Day, build staff relationships during times of change, come together at off-site activities (i.e. Year End Party), and collaborate during planning time at staff meetings.

Financial Performance 2020-2021

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: \$320,924

Elmer S. Gish School has been operating with larger class sizes. We have no additional classrooms available. Every possible space was used as classroom space, including open areas in the Foods Classroom (Home Economics Lab) and CTS Area (Industrial Arts Lab). When complementary courses were not running, these rooms were used as classrooms for academic subjects.

We have continued to decrease our surplus each year significantly by investing in professional staff, educational assistants and capital projects.

Financial Planning 2021-2022**RESOURCE AND DISTRIBUTION****ELMER S. GISH SCHOOL**

	2021-2022	2021-2022	2020-2021
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 5,418,079	\$ 5,742,083	\$ 5,360,388
2. Other Revenues			
2.1 Fees	\$ 395,575	\$ 395,575	\$ 210,810
2.2 Donations			
2.3 Fundraising	\$ 23,200	\$ 23,200	\$ 23,200
2.4 Other Revenues	\$ 64,670	\$ 64,670	\$ 44,170
3. Surplus / Deficit Allocation (S/D)	\$ 320,924	\$ 320,924	\$ 275,000
TOTAL REVENUES	\$ 6,222,448	\$ 6,546,452	\$ 5,913,568
	2021-2022	2021-2022	2020-2021
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 4,839,623	\$ 5,070,704	\$ 4,834,210
2. Support Staff	\$ 504,902	\$ 492,249	\$ 402,104
3. Services	\$ 392,630	\$ 400,230	\$ 266,850
4. Supplies	\$ 348,134	\$ 354,145	\$ 319,000
5. Furniture, Equipment & Capital	\$ 8,000	\$ 15,000	\$ 30,000
6. Technology	\$ 37,000	\$ 48,500	\$ 37,500
7. Future Emergent Initiatives	\$ 92,159	\$ 165,624	\$ 23,904
TOTAL EXPENDITURES	\$ 6,222,448	\$ 6,546,452	\$ 5,913,568
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2021-2022	2021-2022	2020-2021
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	793.00	871.50	800.00
FTE Enrolment less online students			670.50
	2021-2022	2021-2022	2020-2021
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	44.76	47.12	42.88
Support Staff FTE	9.94	10.29	8.58
Certificated Staff Percentage	84.3%	83.6%	85.8%
Support Staff Percentage	8.8%	8.1%	7.1%
TOTAL STAFFING PERCENTAGE (with S/D)	93.1%	91.8%	92.9%
TOTAL STAFFING PERCENTAGE (without S/D)	98.6%	96.9%	97.7%
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
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
The teachers at my school are.	91	92	96	94	97
The school is	90	93	94	92	94
	% 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.	78	80	77	83	85
That their teachers care about them.	84	78	80	81	86
That their school is a place where they feel like they belong.	NA	NA	84	78	83
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	94	94	96

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	% 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
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
That the quality of teaching at their school.	95	94	88	87	88
That the overall education received at school.	95	94	92	95	93
That the variety of courses available at school	89	87	92	86	81
	% 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.	87	78	76	75	79
That their teachers care about them.	90	84	73	73	70
That their school is a place where they feel like they belong.	NA	NA	76	75	76
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	91	88	82

Elementary Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that their child is receiving.	95	97	94	95	97
With the choice of courses and programs available in their school.	93	96	92	94	94
With the support and resources available to meet the diverse needs of students.	82	87	83	84	88
That the school helps their child become a good, caring citizen.	96	94	91	94	93
That the school is safe.	86	91	81	92	93
That their child's school is a positive, caring, and welcoming place.	82	91	86	90	96
That their input is considered, respected, and valued by their school.	81	82	78	89	90

Junior High Parent Survey Results

(Based on an annual online survey)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that their child is receiving.	96	87	96	97	98
With the choice of courses and programs available in their school.	89	95	93	93	98
With the support and resources available to meet the diverse needs of students.	89	82	84	89	92
That the school helps their child become a good, caring citizen.	96	89	94	94	94
That the school is safe.	96	95	93	95	100
That their child's school is a positive, caring, and welcoming place.	92	89	89	96	98
That their input is considered, respected, and valued by their school.	92	80	82	83	90

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that students are receiving in their school.	97	100	94	96	94
With the provision of the support and resources needed to meet the diverse needs of students.	97	92	88	84	90
That the school helps students become good, caring citizens.	97	98	92	98	90
That their input is considered, respected, and valued by my school.	87	88	79	94	81
That they feel safe in the school.	97	100	98	98	97
That the school is a positive, caring, and welcoming place.	97	94	92	94	90