

EDUCATION PLAN 2021

Joseph M. Demko School



St. Albert
PUBLIC SCHOOLS



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Joseph M. Demko School Vision, Mission, Beliefs

Mission:

We All Shine

Vision

To provide a stimulating learning environment whereby students within the Joseph M. Demko School community will become:

- engaged readers, writers and mathematicians with the tools to learn about and enjoy the world around them;
- confident members of our digital world, able to access and manage online information in a responsible way;
- positive caretakers of their bodies, striving to maintain a healthy lifestyle through active living and engagement in a variety of opportunities;
- empathetic problem solvers, able to relate, respond and restore relationships;
- community leaders with a heart for service; and
- global citizens, who can appreciate the contributions that other cultural groups make to our community, country and world.

Joseph M. Demko School Pillars

Joy

- We are happy and excited to come to school
- We are passionate and creative in the learning process
- We nurture curiosity and celebrate successes
- We are inviting and caring in our interactions
- We laugh and have fun together

Mindfulness

- We are engaged and attentive in our learning
- We are aware of our emotions and strive to be balanced
- We are compassionate and empathetic with others
- We are adaptable and resilient in changing situations and activities
- We respond appropriately and effectively in our interactions

Diversity

- We foster positive and authentic relationships
- We are an inclusive and safe environment for everyone
- We appreciate individuality and cultivate respect
- We promote diverse learning opportunities
- We encourage classroom opportunities for problem solving, critical thinking and creativity

Core Values

Our STARS Core values

Strength

- I treat others the way I wish to be treated
- I treat my mind and body with care
- I am resilient and persevere in challenging learning and emotional situations
- I stand up for myself and others
- I regulate my thoughts and actions

Teamwork

- I participate actively in school activities
- I work cooperatively with others
- I include others in learning and play situations
- I value friendships and foster caring relationships
- I encourage others and celebrate their strength

Achieving Excellence

- I strive to do my personal best
- I endeavour to be a productive numeracy and literacy learner
- I contribute to an engaging and nurturing learning environment
- I am a lifelong learner
- I use technology to discover, create and apply my knowledge and skill

Respect

- I celebrate similarities and differences
- I care for the environment
- I am empathetic to others' thoughts and feelings
- I practice good manners and thoughtful actions
- I practice safety and obey the school rules

Spirit

- I am actively engaged in class and school activities
- I am proud to be part of the school community
- I strive to be an active citizen in our global community
- I am a positive and passionate learner
- I support the core values of the school

Other program highlights:

- Star Draws are made three days a week celebrating students who have demonstrated the STARS core values. Students receive Star bookmarks, which highlight the 5 values.
- All students have *We All Shine* shirts that reflect their commitment to the core values and assemblies as well as health lessons help reinforce the core values.
- All classes have a cross aging buddy (older classes working with younger classes).
- Leadership activities and service learning within the realm of becoming an outstanding citizen.

STARS Day:

At Joseph M. Demko School (JMD), we incorporate **STARS Day** two times a year. The premise of this day is to recognize students who are positive, active and contributing citizens of Joseph M. Demko School. Students will have an opportunity to participate if they have demonstrated the following:

- Living out the JMD core values (Strength, Teamwork, Achieving Excellence, Respect and Spirit)
- Positive effort codes on progress reports
- 90% attendance and 5 or fewer lates
- Positive choices in school, at lunch and on the bus

Joseph M. Demko School Profile

2020-2021 as of September 30, 2020			2021-2022 as of September 30, 2021		
Certificated Staff					
Teaching	21.59	FTE	Teaching	25.15	FTE
Administration	1.74	FTE	Administration	1.69	FTE
Counselling	.56	FTE	Counselling	.76	FTE
Total	23.89	FTE	Total	27.60	FTE
Support Staff					
Clerical	1.6	FTE	Clerical	2.0	FTE
Educational Assistants	9.5	FTE	Educational Assistants	13.6	FTE
Library Technicians	0.4	FTE	Library Technicians	0.4	FTE
Technical Support	0.2	FTE	Technical Support	0.2	FTE
Total	11.34	FTE	Total	16.20	FTE
Students 1.34					
English	190		English	246	
Logos	258		Logos	253	
Students with Special Needs	41		Students with Special Needs	48	
English Language Learners	32		English Language Learners	33	
Self-Identified First Nations, Métis and Inuit	11		Self-Identified First Nations, Métis and Inuit	29	
Total	448		Total	499	

Classroom Configuration	2020-2021		Classroom Configuration	2021-2022	
	English	Logos		English	Logos
Kindergarten	24	27	Kindergarten	33	26
Grade 1	31	29	Grade 1	23	25
Grade 2	22	18	Grade 2	34	32
Grade 3	11	19	Grade 3	23	17
Grade 4	17	27	Grade 4	17	19
Grade 5	20	27	Grade 5	19	31
Grade 6	25	23	Grade 6	22	24
Total	150	170	Total	171	174

Classroom Configuration	2020-2021		Classroom Configuration	2021-2022	
	English	Logos		English	Logos
Grade 7	13	33	Grade 7	34	26
Grade 8	21	25	Grade 8	16	31
Grade 9	6	30	Grade 9	25	22
Total	40	88	Total	75	79

Joseph M. Demko School Profile

Joseph M. Demko School offers dual-track English and Christian Logos programs, where learning encompasses the whole child with a focus on the academic, physical, emotional and artistic needs of the student. We seek opportunities to enhance student learning through collaboration with parents and community members. Talented and enthusiastic staff members strive to continually improve their professional practice through ongoing professional development, collaborative team meetings, and with sound educational research.

Our primary goal is to provide our students with a solid foundation in academics, social responsibility, the arts and physical education. We are advocates for children taking responsibility for their own learning and acquiring the skills to continue future learning. We take pride in our students' achievements in all aspects of their learning. Our students accept and excel at taking responsibility for their actions and in being conscientious citizens as they progress from Kindergarten to Grade 9.

The excellence that is exemplified in Joseph M. Demko Schools teaching and learning is the result of the strong partnership between home and school. Building relationships grounded in trust, honesty, dedication and hard work by all educational stakeholders results in the richness of the educational experience for students. We welcome support, input and interest from parents as participants in the educational process. Together, we will provide excellence in education for all Joseph M. Demko School students.

Discover Demko

We are home to a state-of-the-art Career and Technology area, food and science labs, two gymnasiums, library and learning common areas, amazing fine arts spaces and new playground spaces. With our airy and light-filled space, we are energy efficient and a silver standard LEED school - we are environmentally friendly! Come visit us to see our school community in action.

<ul style="list-style-type: none"> ● English and Logos Christian K-9 programs ● STE²AM learning lab ● Bright, open library and learning common spaces ● Makerspace ● Two gyms ● CTS and Foods labs ● Kindergarten only entry door ● Counsellor and resource time ● Character Education program - We All Shine ● Specialist teachers ● Music and Band room ● Custom built drama room 	<ul style="list-style-type: none"> ● Active parent community - School Council, Friends of Joseph M. Demko School and Logos Steering Committee ● Two playgrounds ● Before-and-after-school daycare on site ● Preschool programming ● Daily Demko parent planner ● Hot lunch program ● Community service activities ● Cookies and Milk with the Kindergartens ● State of the art technology ● Variety of options ● Community connections and service ● Diagnostic testing
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Services at Joseph M. Demko School

The diversity of services and programming within Joseph M. Demko School continues to evolve. We believe that our school is advancing to meet the ever-increasing challenges of today's educational demands, along with enhancing and enriching programs. Some examples include our physical education program, daily physical activity, a dynamic music program, and the integration of technology in learning. These all continue to be priorities. We believe it is essential that our school community models life-long learning and values the knowledge and social skills necessary for our children to meet future challenges. High staff satisfaction and morale continues to ensure a vibrant and productive work environment.

Services and initiatives that extend beyond the regular programs include:

Academics

- Balanced Literacy
- Early Literacy Support
- Enrichment
- Resource
- Raz-Kids, Reading A - Z
- English and Christian Book Fairs
- Spell-a-thon
- Running Records and Division Screening Tool
- LLI (Leveled Literacy Intervention)
- Read-a-thon
- Classroom Open Houses
- Remembrance Day Ceremony
- In school mentoring as well as out of school tutoring
- Writer's Workshops
- Guest authors
- STARS Time
- Daily 5/Café
- Numeracy Lead

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.

Joseph M. Demko School Objectives 2021-2024

- Objective 1: Supporting a comprehensive approach to literacy.
- Objective 2: Enhance staff instructional capacity as well as student engagement in Math.
- Objective 3: Building collaborative and caring relationships with students, staff and the school community to foster a culture of connectedness, courage and compassion.
- Objective 4: Implement STE²AM (Science, Technology, Engineering, Entrepreneurship, Arts, Math) Learning Opportunities.

School Objectives 2021-2024

Objective 1: Supporting a comprehensive approach to literacy

Key Strategies for 2021-2024:

- Provide professional development opportunities to all staff to enhance teacher instructional capacity to complete and analyze diagnostic reading assessments in order to enhance student reading capacity at all grades
- Incorporate class structures and classroom libraries; promoting reading (Raz-kids)
- Develop, plan and host Reading and Writing workshops
- Integrate comprehensive literacy instruction
- Complete a book study with our teachers on *Shifting the Balance* by Burkins and Yates
- Continue to expand the components of Jolly Phonics in K-3
- Provide students with STARS Reading mentors, time and experience
- Implement reading interventions (LLI) and targeted literacy supports (EA time, literacy specialist)
- Explore writing development at all grade levels-scope and sequence/novel exploration
- Promote literacy through our library, librarian and book fairs
- Continue to build student and staff resources for our Logos programming
- Focus on integrating Educational technology in literacy

Objective 2: Enhance staff instructional capacity as well as student engagement in Math

Key Strategies for 2021-2024:

- Provide professional development opportunities to all staff in Math with our numeracy leads and outside experts in this field
- Continue to use the division Math screening tool

- Explore possible diagnostic tools (JAM, First Steps in Math, Leaps and Bounds) to help in targeting student needs
- Design and implement Numeracy Games that reinforce numeracy outcomes/math talks that can be used in the assessment process
- Continue to revisit our JMD Fluency Plan that that fosters students capacity in computational skill development

Objective 3: Building collaborative and caring relationships with students, staff and the school community to foster a culture of connectedness, courage and compassion

Key Strategies for 2021-2024:

- Highlight and foster an environment where the core values of the JMD STARS (Strength, Teamwork, Achieving Excellence, Respect and Spirit) and pillars (Joy, Mindfulness and Diversity) are lived and celebrated by all
- Promote team building activities that will help form a caring and dynamic culture of learning and belonging
- Implement special opportunities that will highlight the strengths of everyone as indicated in our mission (We All Shine)
- Incorporate cross age activities
- Continue to use the JMD Collaborative Response Model to enhance communication and a collective responsibility for our most at risk children
- Continue to work with division teams when implementing Pyramids of Supports (Universal, Targeted and Intensive) for children and families
- Foster parent connections through community events, volunteer experiences, School Council, Logos Steering Committee, Praise Services and Joseph M. Demko School Fundraising Society
- Continue to foster programming for mental wellness amongst staff and students

Objective 4: Implement STE²AM (Science, Technology, Engineering, Entrepreneurship, Arts, Math) Learning Opportunities

Key Strategies for 2021-2024:

- Highlight why STE²AM (Science, Technology, Engineering, Entrepreneurship, Arts and Math -Demko context) learning gives students the opportunity to investigate the world around them, take thoughtful risks, engage in experiential learning, persist in problem solving, embrace collaboration and work through the creative process. They wonder, critique, inquire and innovate.
- Develop mobile STE²AM kits that will be available for staff to use in their classes.
- Incorporate culinary STE²AM activities using the harvest from our school gardens.
- Incorporate STE²AM activities in an environmental setting. Develop projects and activities for each grade level to be accessed at Wilderness school and encourage depth of learning. Examples include the use of the pop-up playground, mud kitchen and outdoor kitchen, nature exploration and building projects.
- Continue to explore grants connected to environmental education.

School Results Report 2020-2021**Reflections on the 2020-2021 School Year****Staff Wellness, Connections and Relationships:**

The Joseph M. Demko School STAFF and STUDENTS have remained strong, positive and connected during our Covid journey. Their sense of ***we will get through this together*** prevailed and it is still at the forefront of their thoughts. So how did we maneuver these interesting times where staff and students continued to feel listened to, inspired and loved... and hopeful

- **Purposeful planning:** Journey stick walk, lunches together, special lunches, Covid friendly events (wheelchair basketball), prayer time, supervision time
- **Safe staff:** Much time was spent ensuring staff felt safe themselves- checking in, supporting them with parent questions about Covid, giving them the opportunity to give feedback about some of our Covid procedures
- **Staff input:** Involving the staff in decision making, open door policy, gathering feedback on protocols
- **Celebrating student events and activities that JMD values:** Our weeks highlighting our pillars - Joy, Mindfulness, and Diversity, Terry Fox Run, Academic lunches, Virtual concerts and praise services, week of thanks and honors lunches
- **Unwavering support from senior administration:** The multitude of calls, listening to our feedback, visits with goodies, self care reminders, helping us pivot with success
- **Caring and encouraging parent community:** Gifts of food, kind messages, car signs, sidewalk chalk inspiration, donations of Personal Protective Equipment (PPE), food and clothing, and care

Safety for Staff and Students:

- **Dedicated and caring custodial and facilities staff:** Heroes in so many ways, Covid busting, cleaning routines, many hours of planning, and incredibly responsive to the needs of the school community
- **Safety protocols in place:** Cohorts, masking, sanitizing, handwashing, door entry, class washroom designation, break out spaces, physical distancing, class isolation and symptom screening were all in place
- **School ReEntry Plan and AHS Guidelines:** Guided our decision making to ensure the safety and well being of our staff and students
- **Practice of Hour Zero Protocols:** Fire drills, Lockdown and Shelter in Place practices
- **Enhanced Supervision:** Classes cohorted at both recesses in same space, with same supervisors
- **Occupational Health and Safety:** Review of important protocols and enhanced cleaning procedures, safety with equipment usage and limiting workforce injuries
- **Non Violent Crisis Intervention and First Aid**
- **Providing a safe and caring learning environment:** Students felt they belonged and they were comfortable and confident in their classroom and school

Learning Engagement and Growth:

- **Literacy development:** A common phonics program for K-3 was implemented, literacy specialist workers with division 1 students on reading and writing development, diagnostic testing of all students and professional development provided in the area of Leveled Literacy Intervention and Guided reading
- **Numeracy Growth:** Through leadership with our literacy leads, exploration of enhancing computational thinking/basic fact fluency was explored by developing a Numeracy Fluency Plan. The use of games, manipulatives and data continue to help provide ways for students to gain these skills. Having students talk about their numeracy learning also was and continues to be a priority.
- **STEAM Exploration:** Through the use of grants, we have enhanced our school garden by building gardening boxes, harvesting and cooking the produce with our students. We have also purchased a tower garden and planted a Three Sisters Garden (Indigenous inspired). Students are able to witness firsthand the growing and cultivating processes. Aquaponics is also a unique venture we have tried with fish providing fertilizer for plants
- **Option Variety:** Many of our option choices at Joseph M. Demko School promote life skills as well as critical thinking processes. Student engagement is high when they get to design towers, snowshoe in the field, create Sculptures using balloons in Art or create the school yearbook. We also promote junior high band by offering it in grade 6 to serve as a foundation to our grade 7 program. Praise band is also coordinated as an extracurricular activity and they play at our Logos Praise services.
- **Collaborative Response Model:** By utilizing this model by Kurtis Hewson, the focus is on the three pillars- Assessment, Team meetings and Pyramids of Supports. By incorporating this model, we identify celebratory students as well as students at risk. For students at risk, our team develops student action plans to foster success, monitors the progress and loops back to see if further support is needed. This model has afforded us the opportunity to come up with action plans as a team and check in to ensure the process reflects fidelity and flexibility.

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: \$153,165

This surplus was used to increase the substitute teachers' budget and staffing because of awkward class sizes.

Financial Planning 2021-2022

RESOURCE AND DISTRIBUTION

JOSEPH M. DEMKO SCHOOL

REVENUES	2021-2022 Fall Budget	2021-2022 Spring Budget	2020-2021 Fall Budget
1. Basic Program Allocation	\$ 3,102,257	\$ 3,003,315	\$ 2,743,586
2. Other Revenues			
2.1 Fees	\$ 198,924	\$ 196,212	\$ 91,770
2.2 Donations	\$ 15,000	\$ 15,000	\$ 15,000
2.3 Fundraising	\$ 1,200	\$ 1,200	
2.4 Other Revenues	\$ 11,242	\$ 10,942	\$ 10,942
3. Surplus / Deficit Allocation (S/D)	\$ 153,165	\$ 103,165	\$ 50,000
TOTAL REVENUES	\$ 3,481,788	\$ 3,329,834	\$ 2,911,298

EXPENDITURES	2021-2022 Fall Budget	2021-2022 Spring Budget	2020-2021 Fall Budget
1. Certificated Staff	\$ 2,975,334	\$ 2,827,437	\$ 2,612,250
2. Support Staff	\$ 331,864	\$ 244,748	\$ 224,793
3. Services	\$ 113,283	\$ 117,234	\$ 29,041
4. Supplies	\$ 52,711	\$ 61,930	\$ 34,330
5. Furniture, Equipment & Capital	\$ -	\$ 2,289	\$ 2,289
6. Technology	\$ 8,596	\$ 8,596	\$ 8,595
7. Future Emergent Initiatives	\$ -	\$ 67,600	
TOTAL EXPENDITURES	\$ 3,481,788	\$ 3,329,834	\$ 2,911,298

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2021-2022 Fall Budget	2021-2022 Spring Budget	2020-2021 Fall Budget
FTE Enrolment (ECS @ .5)	470.00	471.00	422.50
FTE Enrolment less online students			385.00

STAFFING PERCENTAGES	2021-2022 Fall Budget	2021-2022 Spring Budget	2020-2021 Fall Budget
Certificated Staff FTE	27.60	26.19	23.89
Support Staff FTE	6.38	5.41	5.10
Certificated Staff Percentage	91.4%	91.0%	93.5%
Support Staff Percentage	10.2%	7.9%	8.0%
TOTAL STAFFING PERCENTAGE (with S/D)	101.6%	98.9%	101.6%
TOTAL STAFFING PERCENTAGE (without S/D)	106.6%	102.3%	103.4%

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.

The 2021-2022 fall budget includes \$153,165 as a surplus carrying forward. This amount is \$103,165 as a minimum surplus value, plus \$50,000 additional supports for the 2021-2022 school year.

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.	NA	NA	NA	96	98
The school is	NA	NA	NA	97	92
	% 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.	NA	NA	NA	83	85
That their teachers care about them.	NA	NA	NA	90	92
That their school is a place where they feel like they belong.	NA	NA	NA	75	88
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	NA	97	97

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.	NA	NA	NA	92	99
That the overall education received at school.	NA	NA	NA	94	98
That the variety of courses available at school	NA	NA	NA	95	90
	% 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.	NA	NA	NA	75	87
That their teachers care about them.	NA	NA	NA	88	90
That their school is a place where they feel like they belong.	NA	NA	NA	70	76
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	NA	96	93

Elementary Parent Survey Results

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

	% 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.	NA	NA	NA	94	91
With the choice of courses and programs available in their school.	NA	NA	NA	94	94
With the support and resources available to meet the diverse needs of students.	NA	NA	NA	90	80
That the school helps their child become a good, caring citizen.	NA	NA	NA	98	93
That the school is safe.	NA	NA	NA	99	94
That their child's school is a positive, caring, and welcoming place.	NA	NA	NA	89	94
That their input is considered, respected, and valued by their school.	NA	NA	NA	83	86

Junior High Parent Survey Results

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

	% 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.	NA	NA	NA	93	94
With the choice of courses and programs available in their school.	NA	NA	NA	89	94
With the support and resources available to meet the diverse needs of students.	NA	NA	NA	73	90
That the school helps their child become a good, caring citizen.	NA	NA	NA	89	94
That the school is safe.	NA	NA	NA	93	97
That their child's school is a positive, caring, and welcoming place.	NA	NA	NA	73	97
That their input is considered, respected, and valued by their school.	NA	NA	NA	63	84

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.	NA	NA	NA	84	100
With the provision of the support and resources needed to meet the diverse needs of students.	NA	NA	NA	76	97
That the school helps students become good, caring citizens.	NA	NA	NA	96	100
That their input is considered, respected, and valued by my school.	NA	NA	NA	96	100
That they feel safe in the school.	NA	NA	NA	92	100
That the school is a positive, caring, and welcoming place.	NA	NA	NA	96	100