



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	6.600000	Salaries	\$6,117,537	89%
Weighted	0.000	Exempt	2.000000	Supplies, Equip., Services	\$763,895	11%
Regular	0	Support	9.714000			
		Teacher	<u>45.507000</u>			
Year Opened	1964	Total	63.821000	Total	\$6,881,432	100%

School Philosophy

McNally provides a tradition of academic achievement within an inspiring and dynamic environment. Our curricular and extra-curricular programming ensures a positive environment conducive to fostering school spirit, service work, student leadership, and commitment to high standards for student conduct. Our students work in an inclusive environment, utilizing a range of resources and technologies to develop foundational knowledge, skills and attitudes across different subject disciplines and to foster international-mindedness. High levels of trust and open communication between stakeholders and community partners fosters academic learning, citizenship development, and student responsibility.

Community Profile

Located in Forest Heights Park, McNally High School serves the educational needs of high school students from our surrounding neighborhoods and across the Division. Our culturally diverse population reflects a wide range of socio-economic backgrounds with a rich tradition of academic achievement and strong aspirations for future study. Throughout the year, international students and students on exchanges are welcomed. Parent and community attitudes are positive and supportive. School programs are supported through the McNally Program Support Association and Edmonton Chinese Bilingual Association, as well as various active partnerships with businesses and service agencies. Community use of the school during evenings and weekends is extensive.

Programs and Organization

- Program offerings: Regular; Chinese (Mandarin) Bilingual (grade 12 only in 2020); International Baccalaureate Diploma and Certificate; Interactions; and Community Learning Skills
- Full range of core subjects with additional courses: Construction, Computer Science, Communication Technologies, Medical Studies, Food Studies, Physical Education, Sports Performance, Photography
- Fine Arts offerings: Art, Dance, Drama, Musical Theatre, and Band
- Language instruction available in French, Mandarin, and Spanish
- Career Pathway and Student Leadership prepares students for post-secondary, responsible citizenship, and world of work (Work Experience, Career Pathways, and RAP)
- Fitness Centre and onsite athletic therapist to support school emphasis on comprehensive health, athletics programs, and wellness
- Student Support Services for college and career planning and personal guidance; Summer School programming available on site

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Activa Sport Therapy, Loonie Toons Express, Norquest

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Success for every student: By June 2020, at McNally, more students will demonstrate growth and achieve student learning outcomes as measured by teacher-generated assessments and Diploma examinations. Faculty will engage in data analysis to discern strengths and challenges in regard to student achievement as measured by Diploma results and the Accountability Pillar. Teachers will focus on student engagement, instructional blueprinting, and systematic implementation of universal supports and instructional interventions. Teachers will work in collaborative department teams and across high schools to identify curricular standards and implement instructional and assessment strategies to address targeted areas. Faculty will review and implement promising practices identified in OECD's *Promising Practices in Supporting Success for Indigenous Students* report. Our progression towards this goal will be tracked through Accountability Pillar data, Diploma results, and anecdotal evidence.

Results Achieved:

Overall, Diploma results have been maintained (June 2019 - increase on 5 out of the 10 Diploma examinations; January 2020 - increase on 6 out of the 10 Diploma examinations; variance between school awarded and Diploma results narrowed); and Rutherford Scholarship Eligibility Rate is reported as "high". Factors attributed to achievement gains include: development of a collective professional growth plan intentionally focused on curricular standards, ongoing Cross-High School Collaboration, weekly department collaboration, coaching provided by subject-specific department heads, collaborative development of common course syllabi and unit plans, teacher participation in Data Dives to analyze results, ongoing item analysis and blueprinting, allocation of professional learning days for instructional blueprinting, engagement in instructional Gallery Walk, OECD report findings studied and integrated into coursework, professional learning days, and school culture initiatives; etc. Faculty developed and team-taught Diploma Preparation review for all Diploma courses. Professional learning days also focused on strategies to support diverse learner needs and to enhance International Baccalaureate programming. School culture focused on the creation of a safe, caring and inclusive environment (you belong here...) and on high quality learning and teaching (rigor and calibration). The evaluation of the Dropout rate is reported as "very high" on the Accountability Pillar. McNally's 4-year high school completion rate has continued to increase since 2016.

Building capacity through a culture of collaboration and distributed leadership: During 2019-2020, at McNally, collaborative work, action research, and professional learning will be undertaken, with faculty and students, to enhance high school completion. To gain a more nuanced understanding of the strategies aimed at transforming the high school experience for students through changes to school structure, culture, pedagogy, and leadership, Faculty will engage in professional learning related to the new Teaching Quality Practice Standard and the OECD's *Promising Practices in Supporting Success for Indigenous Students* research. Faculty will develop professional capacity through participation in: QUEST Days, Emerging and Aspiring Leaders Professional Development, Leadership Development Network, department collaboration and committee work, high school collaboration project, Catchment Professional Development Days, and various district/provincial initiatives and committees. Student capacity and opportunities to lead will be fostered through the use of design teams, student committees, youth engagement focus groups, attendance club, mental health peer training, and a reconceptualized school/course leadership framework. Our progression towards this goal will be tracked through meeting minutes, Accountability Pillar data, School/District Feedback Survey, and anecdotal evidence.

Results Achieved:

During the past year, McNally Faculty met weekly for professional learning and collaborative work related to various school/district processes (e.g., guest speakers from Central Office), in addition to developing a more nuanced understanding of strategies aimed at enhancing students' educational experiences (e.g. work was led by school leadership team and Division consultants to develop common understanding of curricular standards, to support at-risk learners through the study of research-based practices, and to enhance analysis of data). Reflective practices enabled Faculty to consider, implement and monitor changes to our school structure (e.g., use of Quest Days), culture (e.g., development of Comprehensive School Health design teams and Catchment CSH Leads program; providing specialized student supports, and integration of Indigenous learnings through First Nations, Métis and Inuit professional learning, in-class presentations, and Grade 10 Braided Journeys cohort), pedagogy (e.g., developing instructional and assessment programming; providing feedback to students; moving to emergency remote teaching models), and leadership (e.g., exploring new framework for consideration of student engagement, leadership, and governance; using Youth Engagement Focus Groups to foster continuous improvement). Opportunities for Faculty to enhance leadership capacity were provided through professional growth planning, as well as participation in Emerging and Aspiring Leaders Professional Development, Faculty Council collaborative work, school committee/design team work, Catchment Professional Development Planning Committee, horizontal High School Collaboration leads, Catchment Comprehensive School Health Leads, In Roads - AHS addictions training, and various division, provincial projects/steering committees and working groups. Educational articles and presentations were discussed throughout the year. Faculty also engaged in reflective practice that was aligned with the current and new Teaching and School Leadership Quality Practice Standards and the Division's Leadership Framework. New McNally Faculty Share sites, a pandemic Connect site, and "important docs" were developed and populated with collaborative work and communications. Youth Engagement Focus Groups were used to hear and respond to the informative voices of youth on topics related to belongingness, anti-racism efforts, feedback to enhance learning, mental health, emergency remote learning strategies, and reconceptualizing graduation within the context of a pandemic.

Parents as partners: During 2019-2020, at McNally, we will continue to engage and foster positive relationships with parents as partners in the education of our students. We will foster improved parent and partner involvement through a variety of engagement initiatives (working with MPSA, involving community partners in Quest Days, and hosting events for families who are newcomers to Canada and are First Nations, Metis and Inuit), and communicating general information (using School Zone phone outs, the McNally website, newsletters, and Google Classroom; in addition to school-wide events and social media coverage) and student-specific information (including Individual Student Reports, Progress Reports, ESL Proficiency Assessments, and IPPs). Our progression towards this goal will be tracked through ongoing Accountability Pillar data, school tracking systems, school communications, and District Feedback Survey results.

Results Achieved:

Consistent messaging for communications was co-constructed and shared in Faculty meetings and through various approaches - including the development of action research focused on communications. Communications with students and parents occurred through announcements, daily Tiger News and Athletics feed, Google Classroom, attendance and other phone/mail outs, updated school website, Twitter/Instagram, outdoor road signage, and school newsletters. SchoolZone usage increased with parents and students as we posted regularly throughout remote teaching - including School News items, monthly interim reports, ESL proficiency assessments, IPPs and progress reports. School-wide parent-teacher interviews were held once with over 350 parents/families in attendance. Student Learning Services, post secondaries and outside mental health agencies were present at events for parental access of information and supporting resources. Meet-the-Faculty, student concerts/showcases/performances, etc. were widely attended and often "sold out." Emphasis was also placed on youth engagement and communications by integrating District Student Senate initiatives, hosting feedback forums during homerooms, running Youth Engagement Focus groups, garnering student feedback on surveys/questionnaires, conducting student exit interviews, organizing various extracurricular activities and providing leadership training to students (e.g., Blanket Exercise, focus group facilitation, mental health peer support and leadership, etc). Ongoing work was undertaken with the MPSA to develop new bylaws, create new resources/communications to encourage parental involvement, and to have MPSA present during major school events. Parental Involvement has maintained an overall "acceptable" evaluation on the Accountability Pillar. In addition, School Improvement has "improved significantly" and to a "high" achievement level on the Accountability Pillar. The pandemic context required us to be responsive in connecting with families/homes through the lending of technology for at home learning, issuing SchoolZone passwords, building the McNally Connect web site to support families through the transition to Emergency Remote Teaching, and engaging students in an online OSCR course selection process.

What were the biggest challenges encountered in 2019/20?

Prior to COVID-19:

-Our biggest challenges related to: addressing diversity in understanding of curricular standards and assessment practices across courses and teachers; introducing restorative justice practices within our school's conduct policy, finding time to support deep and sustained collaborative work to engage in instructional blueprinting and

leadership development; and fostering enhanced student voice and parental engagement. As we engaged in collaborative work, we learned that we need to find better ways to manage and archive knowledge, processes and products generated. This became increasingly critical to sustainability and work efficiency/effectiveness.

- Students' mental health needs are increasingly apparent and complex. We oftentimes lack the training/expertise and time to address students' and families' needs in a timely manner. With limited Student Learning Services personnel, much of our time focuses on crisis management rather than proactive and preventative programming and supports.
- Extensive time was needed to work with stakeholders on understanding budgetary constraints and staffing implications.

Pivoting to Emergent Remote Learning due to circumstances related to the COVID-19 pandemic:

- Our biggest challenges centered around mitigating risk and ensuring physical and mental well being. We needed to quickly develop a plan to provide technology access to students and faculty in an effort to support at home learning. The need to communicate was heightened and we worked tirelessly to connect to students and families.
- It was challenging to adapt instructional practices to support emergent remote learning. In addition, it was difficult to accurately record student achievement in an online learning environment. Issues affecting the collection of evidence to report student achievement included: problems related to internet connectivity for students, student attendance during Google Meets, and recreating assessments to collect evidence of student understanding in an online environment.
- Everything we take-for-granted in high school changed. We had to adapt and plan for graduation in a meaningful way that celebrated students and engaged families in this milestone. We had to find new ways to foster school culture, connect faculty, and support collaboration. Keeping everyone motivated and hopeful was a priority.

What was most important for your school community as you prepared for the 2020-2021 school year?

As we planned for our re-entry in September 2020, it was important to engage our faculty, students and parents in generative dialogue about their concerns related to COVID-19 in the McNally context. We asked for input into school practices that would ensure students and faculty felt safe and welcomed upon their return; in addition to ensuring families' confidence in the efficacy of our re-entry strategy. Extensive planning was undertaken to revise school opening operations (focus on risk mitigation), to reschedule both online and in person learners (focus on family choice), to support faculty and students as they adjusted to the quarter schedule, to ensure resources and personnel were ready to address mental well-being, and to support continuity for learning when students or faculty need to isolate or move from one learning model to another (focus on continuity of learning). Throughout our preparations, our school leadership team collaborated to ensure consistency in messaging and to convey a sense of calm and hope for the year ahead.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7058 McNally School



Measure Category	Measure	McNally School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.4	84.6	85.5	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	77.1	77.3	76.7	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	90.4	86.4	85.7	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	1.6	1.3	1.5	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	76.7	80.6	76.9	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.5	85.2	80.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	24.2	26.1	22.2	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	62.4	71.6	68.1	56.4	56.3	55.6	High	Declined	Acceptable
	Rutherford Scholarship Eligibility Rate	69.7	82.4	76.2	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	71.8	70.3	70.3	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	74.6	76.0	76.2	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	77.6	76.2	78.1	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	74.7	74.0	73.8	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.2	73.7	70.4	81.5	81.0	80.9	High	Improved Significantly	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Success for Every Student: By June 2021, at McNally, students will demonstrate growth and achieve student learning outcomes as measured by teacher-generated assessments and Diploma examinations (if available). Faculty will engage in data analysis to discern strengths and challenges in regard to student achievement as measured by teacher assessments, Diploma results and the Accountability Pillar. Teachers will focus on blueprinting and implementation of instructional and assessment strategies within the Quarter system (either in person or online). Faculty will review and implement promising practices identified in OECD's *Promising Practices in Supporting Success for Indigenous Students* report. Our progression towards this goal will be tracked through Accountability Pillar data, Diploma results, and anecdotal evidence.

Priority 1

A Focus on Well-being and Student Citizenship: During 2020-2021, at McNally, we will provide learning and working environments that are welcoming, inclusive, safe and healthy. To gain a more nuanced understanding of well-being and engaged citizenry, Faculty will engage in professional learning related to the new Teaching Quality Practice Standard and the OECD's *Promising Practices in Supporting Success for Indigenous Students* research. Faculty will develop professional capacity through participation in: department collaboration and committee work, school/ Catchment Professional Development Days, external training, and various division /provincial initiatives and committees. Student citizenship will be fostered through the use of design teams, student committees, youth engagement focus groups, and mental health peer training. Our progression towards this goal will be tracked through Accountability Pillar data, School/District Feedback Survey, and anecdotal evidence.

Priority 2

Parents as partners: During 2020-2021, at McNally, we will continue to engage and foster positive relationships with parents as partners in the education of our students. We will explore parent and partner involvement and engagement initiatives within the COVID-19 context. Opportunities to engage parents and community partners will be initiated to enrich in-person and/or online learning. Ongoing efforts to communicate with families will ensure timely, accurate information related to instruction, assessment, school operations, and COVID-19 updates (using School Zone, phone outs, the McNally website, Google Classrooms; Individual Student Reports, Progress Reports, ESL Proficiency Assessments, and IPPs). Our progression towards this goal will be tracked through ongoing Accountability Pillar data, school tracking systems, school communications, and Division Feedback Survey results.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		6,881,432		6,881,432
Internal Revenue		0		0
REVENUE TOTAL		6,881,432		6,881,432
Classroom	38.958000	4,004,531	38.958000	4,004,531
Leadership	5.549000	733,384	5.549000	733,384
Teaching - Other	1.000000	112,791	1.000000	112,791
Teacher Supply	.000000	90,000	.000000	90,000
TOTAL TEACHER	45.507000	4,940,706	45.507000	4,940,706
(% of Budget)		71.8%		71.8%
Exempt	2.000000	197,616	2.000000	197,616
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	9.714000	536,732	9.714000	536,732
Support (Supply/OT)	.000000	14,000	.000000	14,000
Custodial	6.600000	414,483	6.600000	414,483
Custodial (Supply/OT)	.000000	14,000	.000000	14,000
TOTAL NON-TEACHER	18.313999	1,176,831	18.313999	1,176,831
(% of Budget)		17.1%		17.1%
TOTAL STAFF	63.820999	6,117,537	63.820999	6,117,537
(% of Budget)		88.9%		88.9%
SUPPLIES, EQUIPMENT AND SERVICES		523,595		523,595
INTERNAL SERVICES		240,300		240,300
TOTAL SES		763,895		763,895
(% of Budget)		11.1%		11.1%
TOTAL AMOUNT BUDGETED		6,881,432		6,881,432
Carry Forward Included		0		0
Carry Forward to Future		0		0