



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>	
Normalized	1022.73	Custodial	6.60	Salaries	\$6,238,247 86%
Weighted	1178.56	Exempt	1.00	Supplies, Equip., Services	\$1,010,858 14%
Regular	964.00	Support	10.00		
		Teacher	45.50		
Year Opened	1964	Total	63.10	Total	\$7,249,105 100%
				Internal Revenue	\$104,588

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. McNally aims to reconceptualize teaching and learning through High School Redesign as underpinned in the new Ministerial Order for Student Learning. 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 district. Our culturally diverse population reflects a wide range of socio-economic backgrounds with a rich tradition of academic achievement and strong aspirations for post secondary education. 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; International Baccalaureate Diploma and Certificate; Interactions; and Community Learning Skills
- Full range of core subjects with additional courses: Construction, Computer Science, Multimedia, 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 and RAP)
- Comprehensive Fitness Centre and onsite athletic therapists 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

District Priorities 2014-2018

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 2017-2018, 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 District's Priorities that were in effect when the goal was set.

Success for every student: Through our cornerstone values, staff in the McNally Catchment will improve literacy and numeracy achievement. By June 2018, 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 work in collaborative department teams and across high schools to identify curricular standards and implement instructional and assessment strategies to address targeted areas. Our progression towards this goal will be tracked through Accountability Pillar data, Diploma results, and anecdotal evidence.

Results Achieved:

Overall, our Diploma results improved over the past year (January 2018 - increase on 8 out of the 10 Diploma examinations; June 2018 - increase on 6 out of the 10 Diploma examinations; discrepancies between school awarded and Diploma results narrowed overall; Participation Rate ranked as "good" on the Accountability Pillar; "improved" Rutherford Scholarship eligibility as noted on the Accountability pillar). Some of the factors attributed to achievement gains include: development of a collective professional growth plan intentionally focused on curricular standards, ongoing horizontal High School Collaboration, weekly department collaboration meetings and work, coaching provided by subject-specific department heads, collaborative development of common course syllabi and unit plans, teacher participation in District Data Days to analyze results, ongoing item analysis and blueprinting, allocation of professional learning days for collaborative development of common assessments, etc. Our Faculty developed and team taught Diploma Preparation review courses for all Diploma courses (mandatory attendance for students). We purchased new technologies and resources to update our Learning Commons in order to better support student learning. 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). Drop out rate noted as "improved significantly" on the Accountability Pillar.

Building capacity through a culture of collaboration and distributed leadership: Through our cornerstone values, staff in the McNally Catchment will have opportunities to build capacity, expertise and leadership. During 2017-2018, at McNally, collaborative work, action research, and professional learning will be undertaken 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 develop protocols to enhance understanding and ensure alignment with District policies. Faculty will develop professional capacity through participation in: Quest Days, Emerging and Aspiring Leaders Professional Development, Leadership Development Network, ED Tech Network, department collaboration and committee work, high school collaboration project, Catchment Professional Development Days, and various district/provincial initiatives and committees. Our progression towards this goal will be tracked through meeting minutes, Accountability Pillar data, School/District Feedback Survey, McNally Faculty Share site content, and anecdotal evidence.

Results Achieved:

During the past year, McNally Faculty met regularly on Tuesday mornings 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 in order 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., hiring subject-specific department heads), culture (e.g., creating Legacy Place to support student diversity and First Nations Metis and Inuit programming, to provide specialized student supports through use of a First Nations, Métis and Inuit High School Completion Coach), pedagogy (e.g., developing instructional and assessment programming) and leadership (e.g., exploring new framework for consideration of student engagement, leadership, and governance). On the District Feedback survey, over 96% of staff agree/strongly agree that staff demonstrate collaboration. 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 learning and collaborative work, school committee work, Catchment Professional Development Planning Committee, horizontal High School Collaboration leads, and various district and provincial projects/steering committees. Educational articles and presentations were also provided and discussed throughout the year. Faculty engaged in reflective practice that was aligned with the current and new Teaching Quality Practice Standard and the district's Leadership Framework. New McNally Faculty Share sites were developed and populated with collaborative work and

communications. School-based measures show more purposeful and nuanced dialogue and increased participation in school, catchment and district leadership offerings. On the District Feedback survey, over 91% of staff agree/strongly agree that they use reflective practice to guide professional learning; over 90% of staff agree/strongly agree that they can access professional learning to develop leadership skills; and over 80% of staff agree/strongly agree that they have opportunities to use leadership skills within the district.

Parents as partners: Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. During 2017-2018, at McNally, we will continue to engage and foster positive relationships with parents as partners in the education of our students. We will explore new ways to improve parent and partner engagement through engagement initiatives (working with MPSA, involving stakeholders in Quest Days, and exploring opportunities for partnerships), and communicating general information (partaking in School Zone District Pilot, phone outs, the McNally website, newsletters, and Google Classroom; in addition to school-wide events) 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 an action research program focused on communications. Communications with students and parents occurred through Monday announcements, daily Tiger News feed, Google Classroom, attendance and other phone outs, updated school website, Twitter/Instagram, outdoor road signage, and school newsletters. School Zone usage increased with parents and students as we posted regularly - including School News items, Tiger News feed, monthly interim reports, ESL proficiency assessments, IPPs and progress reports. School-wide parent teacher interviews were held twice with over 300 parents/families represented at each evening. 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 extra-curricular activities, and providing leadership training to students (e.g., Mental Health First Aid, Blanket Exercise, focus group facilitation, etc). Despite this work, parental Involvement is noted as an "issue" on the Accountability Pillar. On the District Feedback survey, over 82% of parents agree/strongly agree that their child's academic progress is communicated in a timely manner; over 70% of parents indicate that the information they receive about their child's learning helps them support their child; and over 82% of parents indicated having adequate opportunities to communicate with their child's teacher.

What were the biggest challenges encountered in 2017/18?

-Our biggest challenges related to: ensuring new Faculty understand of school and district policies and practices; addressing diversity in understanding of curricular standards and assessment practices across courses and teachers; addressing leadership succession planning due to changes in leadership Faculty; introducing the notion of restorative justice practices within our school's conduct policy, and fostering enhanced student voice and parental engagement.
-As we focused on addressing increased diversity of student learning needs and ensuring alignment with curricular standards, finding sustained collaboration and professional learning time with colleagues within school and greater district was needed but difficult at times to schedule and to ensure continuity in programming.
-As funding for our Success Coach was not sustainable, we needed to adjust supports and staffing related to Student Support Services.
-Students' mental health needs are increasingly apparent and complex. We oftentimes lack the training and time to address students' and families' needs in a timely manner. With limited Student Support personnel, much of our time focuses on crisis management rather than proactive and preventative programming and supports.

What are the implications from 2017/18 that will impact your current year plan?

-For the 2018-19 school year, we will have subject-specific department heads to lead collaborative work and professional learning to further and deepen our understanding of curricular standards and research-based instructional and assessment practices. We will continue to focus on collective professional growth planning and action research as a means to professional learning and reflective practice. A collective professional growth plan will be focus on an enhanced and common understanding of provincial/curricular standards, and improved communications. This work will be aligned with high school collaboration project goals.
-As many of our formal school leaders are relatively new to their positions, they will require and benefit from professional learning related to developing district perspective, engaging in transactional and transformational leadership work, coaching and mentoring colleagues, and understanding the larger educational context in which leadership work occurs (including alignment to the new LQS).
-Our Faculty will continue to engage in data analysis to discern strengths and challenges in regards to student achievement as measured by Diploma results and the

Accountability Pillar and will address targeted areas for improvement (this will be done in our school departments as well as with partnering district high schools).
-Collaborative work and professional learning will be undertaken to gain a more nuanced understanding of the approaches and strategies aimed at transforming the high school experience for students and teachers through changes to school structure, culture, pedagogy, and leadership.
-To better support students, we will reconceptualize Student Support Services to address comprehensive school health (particularly mental health concerns) and we will develop Quest Days to support student-identified needs related to managing time and well-being, as well as transitioning to post-secondary education and/or the world of work.
-Formal programs and supports will be developed to support English Language Learners and First Nations, Métis, and Inuit students and enhancing high school completion rates.
-Focus will continue to be placed on building a culture of belonging that focuses on inclusive spaces, school spirit, youth engagement, and student leadership and IB CAS opportunities.
-We will continue to focus on parental communications and engagement.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
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	84.0	87.8	86.6	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	77.4	75.4	76.1	81.8	81.9	81.7	Intermediate	Maintained	Acceptable
	Education Quality	84.5	86.0	84.0	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	1.5	1.8	2.8	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	76.2	73.8	74.2	78.0	78.0	77.0	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.2	80.6	77.7	83.7	83.0	83.0	High	Improved Significantly	Good
	Diploma: Excellence	26.1	23.9	18.2	24.2	22.2	21.7	Very High	Improved Significantly	Excellent
	Diploma Exam Participation Rate (4+ Exams)	65.5	67.0	65.2	55.7	54.9	54.7	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	74.4	71.9	69.9	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	68.9	71.5	75.1	58.7	57.9	59.0	Very High	Declined	Good
	Work Preparation	74.2	78.5	76.7	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	76.4	81.7	79.6	83.0	83.7	83.7	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	72.5	74.8	72.1	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	68.4	69.0	70.6	80.3	81.4	80.7	Low	Maintained	Issue

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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.

District Priorities 2014-2018

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 2018/2019 school year. Select the District 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.

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Priority 1

Building capacity through a culture of collaboration and distributed leadership: Through our cornerstone values, staff in the McNally Catchment will have opportunities to build capacity, expertise and leadership. During 2018-2019, at McNally, collaborative work, action research, and professional learning will be undertaken to enhance high school completion and 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. In addition, 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 protocols to enhance understanding and ensure alignment with District policies. 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. Our progression towards this goal will be tracked through meeting minutes, Accountability Pillar data, School/District Feedback Survey, McNally Faculty Share site content, and anecdotal evidence.

Priority 2

Parents as partners: Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. During 2018-2019, at McNally, we will continue to engage and foster positive relationships with parents as partners in the education of our students. We will explore new ways to improve parent and partner engagement through engagement initiatives (working with MPSA, involving stakeholders in Quest Days, hosting events for families who are newcomers to Canada and are First Nations, Metis and Inuit, and exploring opportunities for community partnerships), and communicating general information (partaking in School Zone District Pilot, phone outs, the McNally website, newsletters, and Google Classroom; in addition to school-wide events) 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.

Priority 3

	2018-19 Spring Proposed		2018-19 Fall Revised	
Resources		6,466,593		7,144,517
Internal Revenue		89,000		104,588
REVENUE TOTAL		6,555,593		7,249,105
Classroom	36.713000	3,773,767	39.051250	4,014,118
Leadership	6.430000	843,591	5.430000	732,262
Teaching - Other	.000000	0	1.018750	119,719
Teacher Supply	.000000	130,000	.000000	190,000
TOTAL TEACHER	43.143002	4,747,358	45.500000	5,056,099
(% of Budget)		72.42%		69.75%
Exempt	1.000000	115,155	1.000000	115,155
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	10.000000	545,632	10.000000	550,701
Support (Supply/OT)	.000000	32,733	.000000	68,829
Custodial	6.600000	414,483	6.600000	410,463
Custodial (Supply/OT)	.000000	34,000	.000000	37,000
TOTAL NON-TEACHER	17.600000	1,142,003	17.600000	1,182,148
(% of Budget)		17.42%		16.31%
TOTAL STAFF	60.743002	5,889,361	63.100000	6,238,247
(% of Budget)		89.84%		86.06%
SUPPLIES, EQUIPMENT AND SERVICES		480,372		777,458
INTERNAL SERVICES		96,860		128,812
TOTAL SES		577,232		906,270
(% of Budget)		8.81%		12.5%
TOTAL AMOUNT BUDGETED		6,466,593		7,144,517
Carry Forward Included		0		188,489
Carry Forward to Future		0		0