

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	773.500	Custodial	4.000000	Salaries	\$5,013,623	97%
Weighted	852.400	Exempt	0.000000	Supplies, Equip., Services	\$153,783	03%
Regular	794	Support	10.807000			
		Teacher	<u>38.398140</u>			
Year Opened	1951	Total	53.205140	Total	\$5,167,406	100%
Area (total)	7,549 metres					
Area (partner)	955 metres					

Vision

Transforming the learners of today into the leaders of tomorrow

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District 's cornerstone values of accountability, collaboration, equity and integrity.

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.

School Philosophy

We encourage students to reach their potential and develop a sense of personal worth and dignity. We believe all students can be successful learners. We believe students have a right to high quality education. We believe teachers and parents together inspire students to want to learn and succeed. We believe students will take advantage of all learning opportunities, set goals for themselves and achieve their personal best.

Community Profile

McKernan School is located in a mature neighbourhood near the centre of the city and just south of the University of Alberta. Due to our proximity to the University, we have considerable involvement with them, through projects such as the study buddy program, student teaching program, and special guests. Our parents are valued partners and provide significant academic and human resources for our school. We have rental and leasing agreements with McKernan Child Care Society, Alberta AdaptAbilities Association, Edmonton Hispanic Society, Metro Continuing Education and McKernan Baptist Church.

Programs and Organization

McKernan is a community school with a long standing English Program K-9 and is a District Site for French Immersion K-9, Late French Immersion 7-9, Spanish Bilingual 7-9 and the Extensions Program K-6. An increasing number of English Language Learners are enrolling at the school and have been very successful in an inclusive environment. The school places a strong emphasis on academic excellence along with excellent fine and practical arts, and athletics.

District Priorities 2014-2018

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3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2015-2016, 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.

District Priority 1: Professional development will focus on staff working together to co-construct common assessments in both literacy and numeracy in all three divisions. The skills learned will then be transferred to the classroom level so teachers can work with students to have them learn how to co-construct criteria as a tool for self-assessment. Goal Setting will also be an important focus with our students in order to support them in their self-assessment journey. This will result in providing us information which will allow us to identify specific students that we need to liaison and connect with our community partners for support and extension in their learning.

Results Achieved:

- All staff met in collaborative teams after school on Thursdays twice a month.
- Through the use of a Sensogram all staff identified and committed to teaching the strategy of Co-constructing Criteria, Goal Setting and working in collaborative teams.
- Co-constructing criteria: Surveyed students reported the following: 44% had learned and used, 27% had learned, and 15% had used the strategy. 13% reported a Not at All response.
- Goal Setting: Survey students reported the following: 48% had learned and used, 82% had learned and 12% had used, and 9% reported a Not at All response.
- Survey data was used to enhance the understanding and implementation of co-constructing criteria and goal setting.
- Provincial Achievement Test (PAT) show that McKernan exceeded the Catchment, District and Province in the Achieved and Excellence Standards.

District Priority 2: Staff meeting will be organized to dedicate two meetings each month for staff collaboration. One meeting being divisional work and the second one will be subject specific work. These meetings are designed to have staff work both vertically between grades and also horizontally within grades. Our topics will be; creating common assessments, identifying strengths and areas for growth as determined from our large scale assessment data (PATs, HLATs, MIPIs, SLAs).

Results Achieved:

- Two staff meetings per month were dedicated to collaborative teams.
- PAT, HLAT, MIPI and SLA data informed the collaborative team conversations and practice.
- Some common assessments were created and used.
- Comparing the MIPI to PAT data 60% (15/25) of the Intervention Students improved.
- Comparing Writing our students scored 92.8% at Grade Level on HLAT Writing and in Grade 6 and 9 our students scored 97.7% on the PAT Writing.
- Grade 6 and 9 PAT results exceeded both the District and Province in all subjects.

District Priority 3: Continue to support and engage with parents and community members as partners in education. Maintain and expand our current parent networks which include the EverActive Network, Garden and Healthy Eating Network, Running Club Network and the Extension Parent Network. We will also maintain and expand our community networks including: Study Buddy Programs, Science FUNdamentals, WISEST, mentorships, and partnerships that provide special off campus learning experiences, presentations, and demonstrations for the Honours Class and science classes with the University of Alberta and Grant MacEwan University. Initiate networking with neighbouring schools which offer Spanish Bilingual and Spanish Language and Culture programs to create dialogue, plan activities and ideas, share resources, and build a strong Spanish community.

Results Achieved:

- All parent networks continued enhance the learning opportunities for students including: School Olympics K-9 to promote Healthy Eating and Active Living, Running Club before and during lunch, School 3-5 km Runs, and Extension Parent Evenings.
- 38 Study Buddy students from the UofA partnered with McKernan Students during the year.
- University of Alberta sponsored a Festival of Ideas event.

What were the biggest challenges encountered in 2015/16?

The biggest challenge during the year was providing appropriate learning spaces for all students. The growth of our multiple programs placed significant pressure on the building and on staff.

What are the implications from 2015/16 that will impact your current year plan?

- Students are members of a Junior High Family Grouping Health Class to ensure every student has a sense of belonging and community.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2016
School: 7523 McKernan School



Measure Category	Measure Category Evaluation	Measure	McKernan 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	Excellent	Safe and Caring	89.4	87.7	89.7	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.0	84.1	85.7	81.9	81.3	81.4	High	Declined	Acceptable
		Education Quality	90.7	88.4	90.1	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	4.5	3.7	2.6	3.2	3.5	3.5	Intermediate	Maintained	Acceptable
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.3	85.5	85.3	73.6	72.9	73.4	Very High	Improved	Excellent
		PAT: Excellence	34.5	29.8	29.3	19.4	18.8	18.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	73.8	81.9	77.3	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	80.6	80.9	82.2	83.9	83.5	83.4	High	Maintained	Good
Parental Involvement	Issue	Parental Involvement	72.7	77.5	75.0	80.9	80.7	80.5	Low	Maintained	Issue
Continuous Improvement	Issue	School Improvement	68.4	76.6	72.0	81.2	79.6	80.0	Low	Maintained	Issue

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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).
4. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
7. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
8. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
9. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
10. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

District Priorities 2014-2018

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The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2016/2017 school year (referencing the District's Priority number that the goal supports). Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

District Priority 1:

- Use the MIPI and McKernan Reading Baseline Data to determine and track students for interventions and acceleration.
- Support ELL and Literacy student with 0.502 FTE teacher time.
- Track student success through the McKernan Baseline Data document.
- Track and promote the transition of French Immersion students continuing to High School in French Immersion Programs.
- Extend Staff Collaboration to apply and strengthen best practices: co-constructing criteria, goal setting, triangulation, common assessments, and data analysis.
- Continue to use Community Partners to support and expand student learning.

District Priority 2:

- Continue to dedicate two staff meetings each month for staff collaboration: one meeting for divisional work and the second one will be subject specific.
- Continue to work both vertically between grades and also horizontally within grades. Areas of focus will be: expanding common assessments, identifying strengths and areas for growth as determined from our large scale assessment data (PATs, HLATs, MIPIs, SLAs) and the McKernan Baseline Data Document.

District Priority 3:

- Continue to support and engage with parents and community members as partners in education.
- Maintain and expand our current parent networks which include the EverActive Network, Garden and Healthy Eating Network, Running Club Network and the Extension Parent Network.
- Maintain and expand our community networks including: Study Buddy Programs, Science FUNDamentals, mentorships, and partnerships that provide special off campus learning experiences, presentations, and demonstrations for the Extension Program, Honours Class and Science classes with the University of Alberta and Grant MacEwan University.
- Continue networking with neighbouring schools which offer Spanish Bilingual and Spanish Language and Culture programs to create dialogue, plan visits, activities and ideas, share resources, and build a strong Spanish community.
- Partner with IISLE to welcome and access a Spanish Language and Culture Assistant from Spain for the year to support our Spanish Bilingual Program.

	2015-16 AD1	2016-17 Spring Proposed	2016-17 Fall Revised
Resources	5,207,068	5,079,856	5,167,406
Internal Revenue	0	0	0
REVENUE TOTAL	5,207,068	5,079,856	5,167,406
Classroom	0	31.819100	3,270,718
Leadership	0	3.000000	385,489
Teacher Supply	0	.000000	250,000
TOTAL TEACHER	0	34.819099	3,906,207
(% of Budget)	0%	76.9%	79.85%
Exempt (Hourly/OT)	0	.000000	48,070
Support	0	9.707000	489,110
Support (Supply/OT)	0	.000000	20,000
Custodial	0	4.000000	243,653
Custodial (Supply/OT)	0	.000000	33,408
TOTAL NON-TEACHER	0	13.707000	834,241
(% of Budget)	0%	16.42%	17.18%
TOTAL STAFF	.000000	48.526099	53.205140
(% of Budget)	0%	93.32%	97.02%
Not Classified	2,017	0	0
SERVICES PURCHASED	47,350	107,208	29,500
SUPPLIES AND MATERIALS	71,844	66,200	45,700
CAPITAL OUTLAY	59,918	27,500	10,500
INTERNAL SERVICES	181,588	138,500	68,083
TOTAL SES	362,717	339,408	153,783
(% of Budget)	6.97%	6.68%	2.98%
TOTAL AMOUNT BUDGETED	362,717	5,079,856	5,167,408
AISI	0	0	0
Carry Forward Included	136,601	0	27,590
Carry Forward to Future	0	0	0