

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	765.500	Custodial	3.938000	Salaries	\$4,891,630	94%
Weighted	863.268	Exempt	0.000000	Supplies, Equip., Services	\$338,219	06%
Regular	781	Support	9.207000			
		Teacher	<u>36.962000</u>			
Year Opened	1951	Total	50.107000	Total	\$5,229,849	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 full potential and develop a sense of respect and responsibility. 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, volunteers and special guests. Our parents are valued partners and provide significant human and academic resources for our school. We work closely with McKernan Child Care Society, Alberta AdaptAbilities Association, Edmonton Hispanic Bilingual Association, 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, Pre-Advanced Placement 7-9 and Extensions 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 outstanding opportunities in fine and practical arts, and athletics.

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Based on the three SMART goals that were established for 2016-2017, 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:

- 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.

Results Achieved:

- MIPI and baseline reading assessments were administered in September 2016. Universal, targeted and specialized intervention strategies were implemented throughout the year in numeracy (52 students) and literacy (49 students).
- 0.317 FTE dedicated to Literacy intervention and 0.185 FTE assigned to ELL support. 18/21 students receiving LLI ended the year reading at grade level.
- Baseline data was updated four times throughout the year, using the following measures: DFR level, HLAT, MIPI, LLI reading levels, and term marks in all core subjects. McKernan scored well above the Province, on both the Standard of Excellence and the Acceptable Standard, on all PATs in June 2017.
- 9/45 of our Grade 9 French Immersion students continued with the program in high school. Definitely a concern.
- Staff collaboration times were scheduled twice per month. In line with the South Central Catchment's work, the focus was on co-constructing criteria, triangulation and common assessment. Goal setting and analyzing data (rather than data input) were a challenge.
- U of A Study Buddies supported student learning needs. Parents and volunteers from the community provided additional learning opportunities and activities.

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.

Results Achieved:

- Two collaborative staff meetings were scheduled each month for divisional and subject area collaboration.
- The bi-monthly meetings allowed for vertical and horizontal collaborative opportunities amongst McKernan teachers. An emphasis was placed upon the development of common assessments and assessment practices. Work was driven by results from: PATs, HLATs, MIPI, 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.**

Results Achieved:

- Parents and community members were highly involved as volunteers, guest speakers, coaches, and Running and Gardening Club sponsors.
- We were able to maintain our parent networks, but will strive to expand in 2017-18.
- We were able to maintain our community networks, but will strive to expand in 2017-18.
- Networking with schools offering Spanish programs was a challenge for us, and we will improve upon it in 2017-18.
- We shared a Spanish Language and Culture Assistant with Mill Creek and Sweet Grass. We will continue in 2017-18.

What were the biggest challenges encountered in 2016/17?

- The complexity of a regular K-9 school with five additional programs and the systems and processes needed to meet those needs.
- Space for the large population.
- Resources and interim staffing for specialized programs such as ISA, French Immersion and Extensions.

What are the implications from 2016/17 that will impact your current year plan?

- Culture shift. We are ONE school. Systems and process to be developed and streamlined.
- Increase parental and community involvement and recognition of those stakeholders.
- Improved connection with Mill Creek, Sweet Grass and Strathcona HS.
- Increase the number of French Immersion students continuing with the program in high school.
- Conversations with Planning and Facilities around solutions to the population-space concern.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
School: 7523 McKernan School



Measure Category	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	Safe and Caring	87.1	89.4	89.1	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	81.9	79.0	83.1	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	92.4	90.7	89.7	90.1	90.1	89.6	Very High	Improved	Excellent
	Drop Out Rate	0.7	4.5	3.2	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	88.9	89.3	86.9	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	36.7	34.5	31.3	19.5	19.4	18.8	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	70.7	73.8	78.1	82.7	82.6	81.9	Low	Declined	Issue
	Citizenship	77.6	80.6	80.8	83.7	83.9	83.6	High	Maintained	Good
Parental Involvement	Parental Involvement	68.0	72.7	72.7	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	76.4	68.4	70.1	81.4	81.2	80.2	High	Improved	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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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/TFM (Tell Them From Me) survey in 2014.
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 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.
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 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.
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.

District Priorities 2014-2018

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The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2017/2018 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.

District Priority #1, Goal 2: Success for Every Student

By June 30, 2018, student achievement at McKernan will improve as measured by HLAT and PAT results through continued implementation of research based assessment practices. Baseline data will be collected and analyzed to determine the type and extent of intervention needed by students.

Priority 2

District Priority #2, Goal 3: Building Capacity through a Culture of Collaboration and Distributed Leadership

By June 30, 2018, staff capacity to improve student achievement will continue to be enhanced through the implementation of systematic, targeted collaboration related to research-based assessment practices. Four collaborative meetings, each with a specific focus, will be held each month. Opportunities to collaborate with program-specific colleagues outside of McKernan will also be made available.

Priority 2

District Priority #3, Goal 1: Parents as Partners

By June 30, 2018, the perception of the McKernan parent community's involvement in the education of their children, and the school, will improve as measured by the Accountability Pillar and the District Feedback Survey. Intentionally shifting the culture of the school, and improving communication will be the foundation of our work.

Priority 2

	2017-18 Spring Proposed		2017-18 Fall Revised	
Resources		4,974,932		5,229,849
Internal Revenue		0		0
REVENUE TOTAL		4,974,932		5,229,849
Classroom	33.955000	3,490,269	33.962000	3,490,988
Leadership	3.000000	387,476	3.000000	388,033
Teacher Supply	.000000	100,000	.000000	180,000
TOTAL TEACHER	36.955002	3,977,745	36.962002	4,059,021
(% of Budget)		79.96%		77.61%
Exempt (Hourly/OT)	.000000	44,065	.000000	46,000
Support	10.207000	530,573	9.207000	475,169
Support (Supply/OT)	.000000	18,000	.000000	41,000
Custodial	4.000000	243,653	3.938000	240,880
Custodial (Supply/OT)	.000000	27,000	.000000	29,560
TOTAL NON-TEACHER	14.207000	863,291	13.145000	832,609
(% of Budget)		17.35%		15.92%
TOTAL STAFF	51.162002	4,841,036	50.107001	4,891,630
(% of Budget)		97.31%		93.53%
SUPPLIES, EQUIPMENT AND SERVICES		61,524		144,935
INTERNAL SERVICES		72,374		193,284
TOTAL SES		133,898		338,219
(% of Budget)		2.69%		6.47%
TOTAL AMOUNT BUDGETED		4,974,934		5,229,849
Carry Forward Included		0		-27,392
Carry Forward to Future		0		0