Profile

Enrolment		Staff FTE		Budget		
Normalized	208.500	Custodial	1.625000	Salaries	$3,598,287	96.50%
Weighted	467.856	Exempt	0.000000	Supplies, Equip., Services	$130,556	03.50%
Regular	218	Support	15.971000			
		Teacher	18.691000			
Year Opened	1958	**Total**	**36.287000**	**Total**	**$3,728,843**	100.00%

School Philosophy

McArthur, in partnership with stakeholders, supports the growth of students so they can contribute positively to their global community. We believe in providing a safe and supportive learning environment to foster growth, diversity, and community.

Community Profile

McArthur School is located in an active mature community composed of single-family dwellings which are surrounded by large areas of high-density housing. There is a very active community league and there is strong support on the part of the parents and community for the school. The McArthur Advisory Council (MAC) and Society is very active and participation by parents in various school activities is excellent. MAC and the Society financially support field trips, technology equipment, sports equipment, and in-school presentations. External agencies working with McArthur include E4C School Nutrition Program and Edmonton Immigration Services Edmonton.

Programs and Organization

McArthur School offers a morning Kindergarten class, Grades 1-6 programming, and we are a Division site for Interactions, Learning Strategies, and the Connections Programs. Our themes, based on the Seven Sacred Teachings, build a sense of community and contribute to student character development. McArthur provides French as a Second Language to students in grades 4, 5, and 6. As part of the Equity Achievement Project, we work to build ongoing capacity in research-based instructional processes in literacy and numeracy, contributing to student success. We have strong programs to support student self-regulation, character development, and social skills.

School Community Relationships

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

E4C, Edmonton Immigrant Services Association

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Results and Implications

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2025-2026, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2026, McArthur School will increase the percentage of students meeting grade-level expectations in reading and writing by 3–5% as measured by division-approved assessments. Staff will implement literacy interventions and the Equity Achievement Project framework with fidelity through daily read-alouds, small-group reading instruction, structured writing blocks, and foundational skills instruction.

Results Achieved:
McArthur School continued to strengthen literacy instruction through the Equity Achievement Project framework, with staff collaboration and professional learning focused on consistent, evidence-informed practices in reading and writing. Instructional strategies included read-alouds, foundational reading skills, morphological word study, genre-based learning, and effective writing routines. Multiple screening assessments informed baseline data collection, instructional planning, and targeted interventions. Supports included Tier 2 interventions and guided reading and writing within classrooms, Tier 3 small-group interventions three times per week, targeted pull-out support for students developing emergent literacy skills, and Levelled Literacy Intervention four times per week for Division II students reading below grade level.

- 15% increase in students achieving CAT4 Reading stanines of 4 or above from fall to spring.
- 31% of students writing at or above grade level on the HLAT (continued area for growth)
- 3% increase in students reading at grade level based on Fountas and Pinnell assessments from fall to spring (Grades 1-6)
- Provincial Achievement
  - Language Arts:
    - Reading: 47.5% at acceptable standard and excellence
    - Writing: 37.5% at acceptable standard and excellence
- 15% of Grade 1 students moved to not requiring additional support based on the Alberta Literacy Screeners from fall to spring.
- 15% of Grade 2 students moved to not requiring additional support based on the Alberta Literacy Screeners from fall to spring.
- 5% of Grade 3 students moved to not requiring additional support based on the Alberta Literacy Screeners from fall to spring (few students initially needed additional support).
- 81% of students reported that they are getting better at reading, up from 80% last year.
- 79% of students reported that they are getting better at writing, up from 78% last year.
- 83% of students felt supported to try their best, even when learning is hard, up from 77% last year.
- 87% of students reported knowing how to get help with their learning at school, up from 84% last year.
- 84% of students felt they have opportunities to be successful in their learning, up from 83% last year.
- 85% of students felt staff have high expectations for their learning success, up from 83% last year.

By June 2026, McArthur School will increase the percentage of students and staff who report a high sense of belonging and connection to the school community. The goal is to see an increase of 5-7% in the number of students who select "strongly agree" or "agree" on the key survey items related to belonging and wellbeing on the Assurance Survey and the Division Survey and a corresponding increase in staff responses on the Division Staff Engagement Survey. This work is relevant as a strong sense of belonging at school creates safety for students to learn and staff to teach and lead. The following strategies will lead this work:

- Monthly staff collaboration on the McArthur Shared Leadership Plan aligned with the three Division Priorities
- Expansion of restorative practices and guided problem-solving conversations
- Increased emphasis on emotional literacy and social-emotional learning
- Deepening trauma-informed and regulation-focused instructional practices
- Strengthening staff understanding of resilience and protective factors
- Ongoing support from community partners (e.g., E4C food security initiatives)
- Division mental health coaches supporting staff and student wellness
- Professional learning focused on wellness, connection, and community building
- Monthly belonging plan activities, including classroom buddies
- Daily verbal and visual affirmations of belonging ("You belong at McArthur")
- Anti-racism learning experiences and cultural celebration events

School-wide opportunities for family connection and community building

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Results and Implications

Results Achieved:
McArthur School implemented a range of strategies to strengthen student and staff belonging, connection, and well-being. Restorative practices, problem-solving conversations, emotional literacy instruction, and explicit teaching of self-regulation were embedded into daily practice through the monthly belonging plan, announcements, and visual supports. The school promoted collective responsibility through the themes “Who’s in Your Canoe?” and “We Can Do Hard Things,” while celebrating the Seven Sacred Teachings to reinforce positive character and relationships.
Partnerships with E4C, Specialized Learning Supports, Alberta Health Services, and Edmonton Immigration Services Association provided nutrition, mental health, and newcomer supports. Anti-racism education, cultural awareness celebrations, drumming circles, student performances, assemblies, and a school-wide National Indigenous Peoples Day celebration created opportunities to honour diversity and strengthen community connections. Staff well-being was supported through context-specific professional learning, collaborative wellness activities, and monthly staff meetings that provided opportunities for voice, reflection, and shared decision-making. Together, these efforts reinforced a school culture grounded in belonging, resilience, inclusion, and collective responsibility.
According to the Division Feedback Survey Results:
Students
- 79% of students feel school is a place where all students feel like they belong (compared to 63% from the previous year)
- 90% of students indicated they have at least one adult in the school they can go to for help if needed (compared to 80% from the previous year).
- 82% of students feel like they belong at their school (compared to 71% from the previous year).
- 78% of students feel the adults at their school care about them (compared to 70% from the previous year).

Staff:
- 100% of staff feel safe at work (up from 85% from last year).
- 100% of staff feel a sense of belonging at work (100% last year).
- 100% of staff feel their workplace is respectful (up from 92% from last year).

According to the Alberta Provincial Assurance Survey:
Students:
- 64% of students agree that their learning environments are welcoming, caring, respectful and safe (up from 55% last year)
- 68% of students feel that they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school (up from 61% last year).

Staff:
- 100% of teachers agree that their learning environments are welcoming, caring, respectful and safe (up from 87% last year).
- 100% of teachers agree that students are safe at school, are learning the importance of caring for others, are learning respect for each other and are treated fairly in school (up from 90% last year).

What were the biggest challenges encountered in 2025-2026?
We continued to see the effects of learning loss across all grades, both academically and in social skills development, stemming from the pandemic and ongoing challenges associated with increased technology use and interpersonal relationships. Staff continue to seek effective strategies and resources to address these gaps. Our school community also experiences high levels of food insecurity, which affects student well-being and learning readiness. In addition, many of our learners come to school with previous trauma, increasing mental health concerns, and lagging social-emotional skills and complexities, all of which impact their academic engagement, ability to build relationships, and overall development.

What are the opportunities for improvement from 2025-2026 that will inform your plan for 2026-2027?

Literacy and Academic Growth:
- Leverage the Equity Achievement Project framework to support continued growth in reading and writing.
- Utilize the classroom complexity staff and classroom size reduction teacher to extend and support continued growth in all academic areas and social-emotional development.
- Conduct more frequent data reviews to identify students not responding to interventions and collaborate with Specialized Learning Support (SLS) for next-level strategies.
- Coordinate EAL pull-out support with in-class learning to maximize language acquisition.
- Implement Leveled Literacy Intervention for students in Division 2 who are reading below grade level.

Belonging and Social-Emotional Learning:
- Leverage our “Emotional Fitness” based on The Little Spot of Feelings program.
- Continue with our Shared Leadership Plan that focuses on the three Division priorities and how they can be actively implemented.
- Continue with our Monthly Belonging Plan that celebrates and highlights student voice and choice.
- Continue with our school-wide usage of the Seven Sacred Teachings and celebrating students on a daily basis for demonstrating these skills.

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Results and Implications

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Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026

School: 7143 McArthur School

Assurance Domain	Measure	McArthur 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
Student Growth and Achievement	Student Learning Engagement	**80.8**	70.9	75.1	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**80.7**	68.7	69.8	**81.2**	79.8	79.8	High	Improved	Good
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**60.8**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.5**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**91.7**	84.9	82.5	**87.8**	87.7	87.8	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**81.7**	70.7	72.8	**85.8**	84.4	84.4	Low	Improved	Acceptable
	Access to Supports and Services	**79.9**	72.9	69.2	**79.5**	80.1	80.2	Intermediate	Improved	Good
Governance	Parental Involvement	**78.3**	78.0	75.7	**79.9**	80.0	79.5	Intermediate	Maintained	Acceptable

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 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 Exam 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

For Information Only

Plans

Division Priorities 2026-2030

1. Expand upon impactful and innovative learning for all students.
2. Advance anti-racism, Truth and Reconciliation, and inclusion to support student learning.
3. Centre good relationships to enhance belonging, safety and well-being for students and staff.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform the development of school plans: School plans must align with the 2026-2030 Strategic Plan. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DUs are to set two or three goals in alignment with the Strategic Plan.

Priority 1, goal 1

By June 2027, McArthur School will increase the percentage of students meeting or exceeding grade-level expectations in reading and writing by 3–5 %, as measured by division-approved assessments and classroom data. To achieve this goal, staff will implement targeted, evidence-informed literacy interventions, including small-group intervention work, small group reading and writing instruction guided by the Equity Achievement Project, and explicit foundational skills instruction. Staff will regularly monitor student progress, analyze assessment data, and adjust instructional strategies to respond to student learning needs and ensure all students have equitable access to quality literacy instruction.

What data will you use to track continuous improvement?

CAT4, Alberta Literacy/Numeracy Screeners (K-5), Fountas and Pinnell literacy assessments, EAP reader/writer self identity survey, Internal Student Success Inventory data tracker, HLAT writing, EAL benchmarks, Division feedback survey, Alberta Assurance Survey, Grade 6 PAT data.

Priority 3, goal 1

By June 2027, McArthur School will increase by 3-5 % the proportion of students who respond “agree” or “strongly agree” on Division and Alberta student surveys indicating that they feel safe, welcome, and cared for at school and understand the importance of caring for and respecting others. To achieve this goal, school staff will model and explicitly teach kindness, respect, empathy, and belonging through daily interactions, classroom instruction, school-wide programs, and the integration of character education and Indigenous teachings.

What data will you use to track continuous improvement?

Assurance Survey results (Safe and Caring Schools indicators), Division Feedback Survey results, anecdotal qualitative evidence from families, staff, and students.

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School: McArthur [0143]
Address: 13535 - 134 Street

2026-2027 Budget - Revised Budget

Budget Summary Report

Principal: Carla Babichuk
Ward Trustee: Sherri O'Keefe

	2026-27 Spring Proposed		2026-27 Fall Revised	
Resources		3,667,977		3,728,843
Internal Revenue		0		0
REVENUE TOTAL		**3,667,977**		**3,728,843**
Classroom	15.740000	1,878,317	16.691000	1,991,804
Leadership	2.000000	291,768	2.000000	294,070
Teaching - Other	.000000	6,000	.000000	5,500
Teacher Supply	.000000	60,000	.000000	39,406
TOTAL TEACHER	**17.740000**	**2,236,085**	**18.691000**	**2,330,780**
(% of Budget)		**60.96%**		**62.51%**
Exempt (Hourly/OT)	.000000	31,511	.000000	31,511
Support	16.857000	1,101,526	15.971000	1,043,025
Support (Supply/OT)	.000000	26,500	.000000	37,000
Custodial	1.625000	138,971	1.625000	138,971
Custodial (Supply/OT)	.000000	13,000	.000000	17,000
TOTAL NON-TEACHER	**18.482000**	**1,311,508**	**17.596001**	**1,267,507**
(% of Budget)		**35.76%**		**33.99%**
TOTAL STAFF	**36.222000**	**3,547,593**	**36.287001**	**3,598,287**
(% of Budget)		**96.72%**		**96.5%**
SUPPLIES, EQUIPMENT AND SERVICES		76,192		78,191
INTERNAL SERVICES		42,892		51,065
OTHER INTEREST AND CHARGES		1,300		1,300
TOTAL SES		**120,384**		**130,556**
(% of Budget)		**3.28%**		**3.5%**
TOTAL AMOUNT BUDGETED		**3,667,977**		**3,728,843**

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