

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	192.000	Custodial	1.562500	Salaries	\$2,184,996	96.36%
Weighted	313.262	Exempt	0.000000	Supplies, Equip., Services	\$82,489	03.64%
Regular	202	Support	8.000000			
		Teacher	<u>13.559009</u>			
Year Opened	1958	Total	23.121509	Total	\$2,267,485	100.00%

School Philosophy

The school, 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 whose core is 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 community is beginning to renew with younger families. The McArthur Advisory Council (MAC) is very active, and participation by parents in various school activities is excellent. MAC financially supports field trips, technology equipment, sports equipment, and in-school presentations. External agencies working with McArthur include The Family Center, E4C School Nutrition Program, and Edmonton Immigration Services Edmonton. McArthur School is very fortunate to have many individual volunteers who work with our students. Together We Shine Brightly!

Programs and Organization

McArthur School offers a morning kindergarten class, grade one to six programming, and we are a Division site for Learning Strategies and the Connections Program. The school supports and encourages leadership by having students build capacity in many different roles within the school. Students participate in a variety of leadership roles, such as patrols, playground leaders, greeters, and assembly ambassadors. McArthur School offers Running Club, choir, handbell choir, intramurals and more. McArthur continues to offer French as a Second Language to students in grades 4, 5, and 6. We have strong intervention programs to support literacy, numeracy, mental health, 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 The Family Centre

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 SMART goals that were established for 2022-2023, 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 2023, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy.

We will achieve this through collaboration: identifying Essential Learning Outcomes, building common assessments and using data to track and support students school-wide to determine best intervention practices and meet their diverse learning needs. As a part of the Equity Achievement Project we are increasing the capacity of staff in the areas of both Literacy and Numeracy with the support of the division consultants and our lead teachers.

We will measure this by using CAT-4 (Reading, Mathematics, Computation and Estimation), Fountas and Pinnell reading levels, HLATs and teacher professional judgment Informed by observation, conversation and products

Results Achieved:

McArthur School continued to make progress with student literacy and numeracy. Staff collaborated and engaged in discussions as to how they could support students academically. The following processes supported this progress:

- Using reading screener data, teachers devoted in-class time to tier 2 literacy interventions.
- Targeted whole school literacy and numeracy programming
- Small group tier 3 interventions
- Guided reading and writing
- Daily math fluency activities and an emphasis on mathematical vocabulary
- English as an Additional Language learners with benchmarks of 1 or 2 received pull out support to help with language acquisition

As per the CAT4 results, we achieved the following:

Fall Reading vs. Spring reading:

At Stanine 4 and above: 34.9 vs. 50 +15.1%
Below Stanine 4: 53.8 vs. 49.1 -4.7

Fall Math vs. Spring Math:

At Stanine 4 and above: 48.1 vs. 67 +18.9
Below Stanine 4: 43.4 vs. 32.1 -11.3

Fall Computation vs. Spring:

At Stanine 4 and above: 39.4 vs. 75.5 +36.5
Below Stanine 4: 29.8 vs. 24.5 -5.3

Fall Total Math vs. Spring Total Math:

At Stanine 4 and above: 33.7 vs. 71.7 +38
Below Stanine 4: 27.9 vs. 27.4 -0.5

Fountas and Pinnell School Data

2022-23:

Fall

At 17%
Above 15%
Below 68%

Spring

At 27%
Above 20%
Below 53%

HLAT

Fall 2022
At or above 14%
Below 86%
vs
Spring 2023
At or above 32%
Below 68%

By June 2023, the Ross Sheppard Catchment will advance action towards anti-racism and reconciliation.

We will achieve this by providing opportunities for professional learning for staff in the areas of anti-racism and reconciliation. To support our work in these areas we will access Division professional development, professional readings, and division consultants to build staff capacity. We will look for opportunities to bring in division consultants or speakers from our community to provide school wide presentations for our students.

We will measure this by analyzing feedback (informal and formal) shared by students, parents, and staff, from staff regarding their professional learning opportunities, District Survey items aligned with Priority 2, and the Assurance Survey.

Results Achieved:

Through the strong collaborative culture of the Ross Sheppard catchment, staff worked to create a culture of belonging. At McArthur School we:

- observed the multi-faith calendar
- honoured land acknowledgements
- honoured prayer spaces
- held cultural activities and celebrations
- nurtured community partnerships to support diversity and professional learning, particularly EISA
- stocked our library with books that feature Black and Indigenous authors and characters

Division Feedback Survey Results:

- Catchment 81% of students agree that schools are taking action that support truth and reconciliation
- McArthur 71% of students agree that schools are taking action that support truth and reconciliation
- Catchment 96% of staff is aware of the work that EPS is doing to support anti-racism and equity in schools (instructional leadership work is effective)
- McArthur 100% of staff is aware of the work that EPS is doing to support anti-racism and equity in schools (instructional leadership work is effective)
- Catchment 87% of families feel welcome in their child's school community (creating a culture of belonging)
- McArthur 83% of families feel welcome in their child's school community (creating a culture of belonging)
- Catchment 95% of staff agree that their school is taking steps to support a sense of belonging (of that 95% - 59% strongly agree)
- McArthur 100% of staff agree that their school is taking steps to support a sense of belonging (of that 95% - 59% strongly agree)
- McArthur 100% of families agree many diverse cultures are represented in the events, activities, and environments of their child's school.

By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

We will achieve this by creating opportunities to increase the connections and support our students have within our school community. Through our involvement with the Resiliency project we will build our capacity and provide greater support for our students to help them build skills and strategies that contribute to positive mental health. By inviting our parents and community members to the classroom as well as to school-wide events we will foster positive relationships with our families.

We will measure this by analyzing parental communication and feedback, our results from the Assurance Survey in the area of Safe and Caring Schools, as well as items aligned with Priority 3 on the District Survey.

Results Achieved:

McArthur School was dedicated to building positive mental health in our community.

- McArthur School held events throughout the year to bring our community together and build connections (pumpkin carving, family dance, winter and spring concerts, open invitation to school assemblies).
- Family groupings were used at school to foster a sense of belonging among the K-6 classes.
- Dr. Ungar's work on resiliency was embedded into our classroom and problem solving language.
- Staff and students learned through the Seven Sacred Teachings as a way to connect to each other.
- The mental health therapist from the Family Center provided one to one support for students.
- Through the support of E4C, students received nutritious food that fueled their brains and bodies to support the mental health strength needed for learning.
- Social-emotional visuals were used to help students identify what they and others might be feeling (empathy building).

District Feedback Survey Results:

- 75% of McArthur students feel like they have opportunities to be involved in activities that support their sense of belonging.
- 75% of McArthur students feel like they belong at their school. 84% of families agree their child feels like they belong at school.
- 78% of McArthur students feel like they have at least one adult in school they can go to for help.
- 83% of McArthur families feel welcome in their child's school.

What were the biggest challenges encountered in 2022-2023?

The biggest challenges encountered in 2022-23 were our complex classes with diverse and complex learning needs. We continue to experience evident learning loss (academics and social skills) across all grades due to the pandemic and are continuing to find strategies and resources to meet these needs. Inconsistent student attendance affects steady learning and development. Our community experiences food insecurity that affects students' ability to learn. Many of our learners come to school with previous trauma and increasing levels of mental health concerns and lagging social skills which impacts their academic and social-emotional development.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

We continue to work on our students' ability to be successful in the areas of Literacy and Numeracy. We have incorporated different strategies from our work with the Equity Achievement Project, including professional learning from the instructional coaches (in-house) along with Reading Screeners and an enhanced collection of math resources as ways to support our students in building their capacity and abilities in the areas of literacy and numeracy. EAP leads implement area of focus plans in their classrooms (phonemic awareness and problem strings). This also informs our professional learning and guides our practices.

Staff continue to build capacity in Tier 3 interventions to be better able to support student learning needs and learning loss. EAP leads provide in-house professional learning, professional conversations, classroom visits, and resource support. In support of our literacy and numeracy goal, McArthur has staff trained with Leveled Literacy Interventions, F&P, and First Steps in Math.

As a community building practice, we will continue to host goal setting conferences/celebration of learning conferences, family events like Meet the Teacher, pumpkin carving night, winter and spring concert, and a family dance. McArthur School will also continue to be attuned to the mental health needs of students as we know positive mental health supports the brain's ability to learn.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	71.8	81.3	81.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	71.2	77.1	81.4	80.3	81.4	82.3	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	43.2	54.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.1	19.4*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.6	88.0	88.9	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.1	83.3	83.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	66.3	81.2	81.2	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	70.0	82.8	84.5	79.1	78.8	80.3	Very Low	Declined	Concern

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 2019/20 to 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 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. 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 DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, all students at McArthur School, a Ross Sheppard Catchment school, will demonstrate measurable growth in the areas of literacy and numeracy. As a part of the Equity Achievement Project, McArthur School has dedicated literacy and numeracy practices that determine where students are at, provide a specific and coordinated whole school focus, align resources, and leverage lead teachers and Division consultants expertise to build school-wide programming. McArthur is committed to using data to track and support students school-wide to determine best intervention practices to meet diverse learning needs. Staff will continue to leverage our internal tracking mechanisms (Student Success Inventory and Reading Screeners) to inform our teaching and intervention practices. McArthur School will leverage community of practice opportunities in relation to literacy and numeracy.

What data will you use to track continuous improvement?

Staff at McArthur will use the McArthur Student Success Inventory, EYE-TA, MIPI, HLAT (three times per year), Reading Screeners Project, Learning Loss Prevention data, Fountas & Pinnell (two times per year), teacher awarded grades/grade level of achievement, reading levels, CAT4, PATs.

Division Priority 3

By June 2024, McArthur will support students and staff in building skills, strategies, and relationships that contribute to positive mental health and foster a greater sense of belonging and connection.

This work will be supported by:

- Continuing and expanding restorative practices and guided problem solving conversations
- Continuing and expanding on social-emotional awareness and teaching emotional literacy
- Continuing and expanding trauma informed practices and direct teaching of emotional regulation strategies
- Deepening our understanding and professional practices regarding Dr. Ungar's work on resiliency
- Continued support from our partners who address food insecurity (E4C and Food Bank) and targeted mental health assistance (Family Center mental health therapist, SLS and AHS)
- Capacity Building for Mental Health through Wellness Coaches
- PL focused on staff and student wellness, staff wellness committees, deepening connections within our staffing group, community of practice (Connections Program)
- Family grouping days thematically based on the Seven Sacred Teachings
- Daily verbal reinforcement via school announcements that students belong at McArthur and together we can do hard things
- Creating experiences for students to engage in anti-racism education through guest artists, culture week, and celebrating cultural awareness months
- Creating experiences for McArthur families to come together throughout the year in a social capacity to build community

What data will you use to track continuous improvement?

Staff at McArthur School will use results from the Assurance Survey in the area of Safe and Caring Schools, items aligned with Priority 2 and 3 on the Division Survey, mental health therapist referrals, and anecdotal, qualitative stories of growth and success with families, staff, and students.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,404,367		2,267,485
Internal Revenue		0		0
REVENUE TOTAL		2,404,367		2,267,485
Classroom	12.090000	1,301,766	12.035009	1,295,845
Leadership	2.000000	255,347	1.524000	203,564
Teaching - Other	.000000	3,000	.000000	3,409
Teacher Supply	.000000	47,030	.000000	52,055
TOTAL TEACHER	14.090000	1,607,143	13.559010	1,554,873
(% of Budget)		66.84%		68.57%
Exempt (Hourly/OT)	.000000	26,209	.000000	26,209
Support	8.000000	468,443	8.000000	463,503
Support (Supply/OT)	.000000	30,000	.000000	10,000
Custodial	1.625000	124,386	1.562500	119,911
Custodial (Supply/OT)	.000000	5,500	.000000	10,500
TOTAL NON-TEACHER	9.625000	654,538	9.562500	630,123
(% of Budget)		27.22%		27.79%
TOTAL STAFF	23.715000	2,261,681	23.121510	2,184,996
(% of Budget)		94.07%		96.36%
SUPPLIES, EQUIPMENT AND SERVICES		106,766		44,515
INTERNAL SERVICES		34,920		36,974
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		142,686		82,489
(% of Budget)		5.93%		3.64%
TOTAL AMOUNT BUDGETED		2,404,367		2,267,485
Carry Forward Included		0		0
Carry Forward to Future		0		0