

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	309.000	Custodial	2.000000	Salaries	\$2,185,409	96.92%
Weighted	318.107	Exempt	0.000000	Supplies, Equip., Services	\$69,455	03.08%
Regular	332	Support	2.800000			
		Teacher	<u>15.961000</u>			
Year Opened	1953	Total		20.761000	Total \$2,254,864	100.00%

School Philosophy

Mount Pleasant School aspires to be a capable, connected, committed school community where students work to achieve academic excellence and foster leadership skills. In partnership with parents, we strive to provide a structured environment of consistently high expectations for learning and conduct where students demonstrate diligence and self-discipline as they achieve excellent results in all their pursuits.

Community Profile

Located in South Edmonton, Mount Pleasant School was the first in Edmonton Public Schools to offer the Cogito Alternative Program beginning in the fall of 1995. The Mainstream program was closed effective September 2007 and it has since been a single-track Cogito Alternative program school. Most students come from communities outside the immediate Mount Pleasant School area. Our school benefits from parental involvement and from the support of our School Council and Parent Advisory Association.

Programs and Organization

Mount Pleasant School provides a K-6 Cogito Alternative Program to 350 students. The Cogito Alternative Program is a knowledge-based program with clearly-defined standards of achievement and measurable learning objectives. Language Arts is taught utilizing the Literacy Meaningful Applied Phonics program in the early years (K-2). Teacher specialists provide Music (K - 6) and French as a Second Language (1 - 6) instruction. Student goal setting is an integral part of learning and involves students, parents and teachers.

School Community Relationships

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

YMCA

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, teachers will deepen their understanding of the new English Language Arts and Literature curriculum and Mathematics curriculum in order to align evaluation and reporting with the new learning outcomes. Professional learning will include planning for instruction and assessments that support all learners. Tailored supports will be put in place to respond to individual student areas of need in a timely manner. Interim measures will be used throughout the year to track student academic progress. Indicators of success will include an increase in student achievement in literacy and numeracy as evidenced by Provincial, Division and internal school measures.

Results Achieved:

Planning high level instruction and assessments for the new curricular outcomes in English Language Arts and Literature and Mathematics occurred throughout the 2022-2023 school year. As resources became available, faculty collaborated to identify and embed universal strategies to support all learners so they may achieve their highest level. For students requiring additional support, targeted interventions were implemented, reviewed, and adjusted throughout the school year. Students reading at or above grade level decreased slightly from the previous year, from 96.4% in 2022 to 93.7% in 2023. Achievement in writing remained stable with 98% of students writing at or above grade level. Mathematics and computation achievement results increased slightly from June 2022, ending the 2023 year at 98.3% and 97.6% respectively. Provincial Achievement results were excellent, with 83.3% of students achieving the Standard of Excellence in English Language Arts and 81.3% achieving the Standard of Excellence in Mathematics, an increase of over 8% from the previous year.

By June 2023, teachers will deepen their understanding of the Division's Anti-racism and Equity Action Plan to promote meaningful, long-term systemic change. Teaching and learning will reflect anti-racism and equity as faculty inform their practice through the lens of professional learning and their own professional growth. Indicators of success will include an increase in our Welcoming, Caring, Respectful and Safe Learning Environments and Citizenship measures evidenced by the Alberta Education Assurance Survey.

Results Achieved:

Faculty participated in monthly formal professional learning opportunities around anti-racism and equity. Through personal reflection, learning opportunities and school events were modified to better represent our diverse community. Results from an internal parent engagement survey show that Mount Pleasant Elementary School is espousing to be a welcoming and inclusive environment for students and parents. This finding is coupled with interest by parents to diversify cultural events and experiences that reflect on the diverse student fabric at the school. Although the Assurance measures of Welcoming, Caring, Respectful and Safe Learning Environment and Citizenship continue to be above the provincial standard, the slight decline with students indicates that there is continued work to be done in this area.

What were the biggest challenges encountered in 2022-2023?

We continue to work with parents to ensure the program they are choosing best meets the learning needs of their child. Although clear and transparent information to prospective parents entering the Cogito program communicates the foundational skills of independence, focus, and endurance required to meet its unique demands, administration needs to work with an increasing number of families to support students struggling to maintain the pace and rigour required for success in this program.

Ensuring diverse cultures are represented in the events, activities, and environment in our school continues to be a key area of focus. We will continue engaging our school community, showcasing their knowledge and expertise of languages, traditions, worldviews, and histories throughout our school.

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

As new subjects are released each year, preparing high quality learning experiences and assessments to support the new curricular outcomes will continue to be our focus.

Results and Implications

Teachers will explore resources that align with the new learning outcomes and tools for communicating student growth and achievement. They will continue to identify and support students who are performing below grade level based on interim measures.

Mount Pleasant School is fortunate to be an incredibly diverse learning community. We have just begun to engage families in creating a welcoming environment that recognizes diversity, equity, and inclusion in its teaching and learning. Our continued work with anti-racism and reconciliation will focus on expanding opportunities to widen our lens of mutual understanding and respect.

Staff and student wellness will continue to be supported through a ubiquitous approach in which Mount Pleasant faculty identify and imbed the most appropriate strategies as we work toward a healthy social and physical environment that promotes positive mental health.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7524 Mount Pleasant School

Assurance Domain	Measure	Mount Pleasant 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	89.2	77.7	77.7	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	89.0	94.4	89.3	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	100.0	98.0 *	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	72.9	82.4 *	n/a	16.0	17.7	n/a	Very High	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	95.6	92.6	92.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.0	93.9	93.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	88.2	91.3	91.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	96.2	87.6	82.7	79.1	78.8	80.3	Very High	Improved	Excellent

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, the percentage of students reading at or above grade level will increase. The achievement of this goal will be supported by:
- Continued refinement of instructional and evaluation tools that reflect the new learning outcomes in English Language Arts and Literature curriculum.
 - Engagement in professional learning to build skills that support students not yet reading at grade level.
 - Targeted support through Leveled Literacy Interventions (LLI) to respond to individual student areas of need in a timely manner.
 - Using interim measures throughout the year to track growth and achievement in reading for all students.

What data will you use to track continuous improvement?

Indicators of success will be evidenced by an increase in literacy results in Provincial (PAT results and Literacy Screeners), Division (CAT4 results) and school based (teacher observations, BAS, and LLI) measures.

Division Priority 1

- By June 2024, there will be an increase in the percentage of students, parents and staff who see their identity/culture reflected in our school. The achievement of this goal will be supported by:
- Participating in ongoing professional learning around anti-racism and equity.
 - Identifying school-based practices that promote meaningful engagement from students and parents to better understand the families we serve.
 - Ensuring school resources, materials, and displays reflect the diversity represented in our school community.

What data will you use to track continuous improvement?

Indicators of success will be evidenced by an increased level of satisfaction in measures related to advanced action towards anti-racism and reconciliation in our Division surveys.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,288,843		2,254,864
Internal Revenue		0		0
REVENUE TOTAL		2,288,843		2,254,864
Classroom	14.412000	1,551,783	14.521000	1,563,521
Leadership	1.588000	217,300	1.440000	200,829
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	47,963	.000000	30,000
TOTAL TEACHER	16.000000	1,817,046	15.960999	1,794,350
(% of Budget)		79.39%		79.58%
Exempt (Hourly/OT)	.000000	56,786	.000000	54,000
Support	2.800000	179,326	2.800000	179,326
Support (Supply/OT)	.000000	5,000	.000000	1,500
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	6,000	.000000	5,000
TOTAL NON-TEACHER	4.800000	398,345	4.800000	391,059
(% of Budget)		17.4%		17.34%
TOTAL STAFF	20.800000	2,215,391	20.761000	2,185,409
(% of Budget)		96.79%		96.92%
SUPPLIES, EQUIPMENT AND SERVICES		37,082		40,857
INTERNAL SERVICES		36,370		28,598
TOTAL SES		73,452		69,455
(% of Budget)		3.21%		3.08%
TOTAL AMOUNT BUDGETED		2,288,843		2,254,864
Carry Forward Included		0		0
Carry Forward to Future		0		0