

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	251.500	Custodial	1.656000	Salaries	\$1,837,389	92.42%
Weighted	284.946	Exempt	0.000000	Supplies, Equip., Services	\$150,693	07.58%
Regular	275	Support	3.700000			
		Teacher	<u>12.526000</u>			
Year Opened	1964	Total	17.882000	Total	\$1,988,082	100.00%

School Philosophy

At Malmo School, we are committed to ensuring our students achieve high levels of academic success in both English and Arabic while supporting them on their journey to become leading citizens. Every student will be supported in their Arabic-English bilingual journey through meaningful learning opportunities with high-quality resources and in partnership with staff, parents, and community members. Teachers work together and focus on shared Essential Learning Outcomes, targeted assessment goals, and implemented intervention cycles for those students who need more time and support. We value all stakeholders and their partnership in creating a positive learning environment where we nurture responsible, respectful, and successful learners. We hold a strong belief that the whole community is necessary for supporting the whole child.

Community Profile

Malmo Elementary School was built in 1964 and is located in Southwest Edmonton. Families located in the Southwest and Southeast of the city join our learning community for the Arabic Bilingual program. Our school mascot is the Malmo Mustang. Our school culture is based on our acronym SHINES (show respect, have a positive attitude, I will work hard, never give up, everyone cooperates, and safety counts). All 274 Malmo students participate in demonstrating the acronym SHINES. Students are recognized as Malmo Shining Stars. 60% of our school population qualifies as ELL and 20 have a variety of high needs. Our school collaborates with schools in the Harry Ainlay Catchment. We are thankful for our Catchment partner, Westbrook School, who supports our daily snack program. Our school partners with the division's Inclusive Learning Team, the University of Alberta, and Grant MacEwan to enhance our student programming. Malmo School hosts lease space to the Greenfield School Age Daycare Association and the Malmo Community Pre-School. Our School Council and Parent Society are active and committed to supporting our school. As community partners, we are working collaboratively with the Malmo community to promote programs in the school and the neighbourhood.

Programs and Organization

Malmo provides instruction for 274 elementary students in the Arabic Bilingual program. Our Arabic Bilingual program for students in Kindergarten to Grade 6 is built on teacher teams creating learning goals with a targeted assessment plan. At Malmo, our Kindergarten to Grade 6 literacy program is centered on Fountas and Pinnell Guided Reading, Jennifer Serravallo's Reading and Writing Strategies, Heggerty, and Words Their Way. At Malmo, assessment is centered on Anne Davie's book titled "Making Classroom Assessment Work". Our school-wide intervention plan supports students who need more time and support in the areas of English and Arabic Literacy and Numeracy. All students receive music instruction from a music specialist. A strong focus is placed on academic achievement and social, emotional, and physical development. We implement restorative practices and provide opportunities for student leadership. Malmo staff has built a collaborative environment with the belief that these are all our students. Each teacher in the school belongs to a collaborative team and these teams meet weekly with a focus on improving the teaching and learning at all levels. Staff work closely with the Parent Council who provide support for student learning and experiences. We aspire to excellence in academics, and citizenship all the while celebrating diversity.

School Community Relationships

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

Canadian Arab Friendship Association of Edmonton Edmonton Immigrant Services Association Greenfield School Age Day Care Association Malmo Preschool

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 will show growth in literacy and numeracy as measured by common assessments such as HLATs, reading levels and standard or diagnostic assessment tools.

Plan:

- applying literacy best practices including daily guided reading and daily writing using Writing
- Provide targeted support in all classrooms to support literacy
- gathering baseline data in reading, writing and numeracy to determine student strength and areas for growth
- continued implementation of guided reading, word their ways, and Jump Math to increase student engagement and achievement
- use of a collaborative coaching model to promote teacher efficacy in the areas of reading, writing and math
- additional pull-out literacy and numeracy support for Division II students by homeroom teachers (while Maker Space is taught by the librarian)

Results Achieved:

During the 2022-2023 school year, we administered benchmark assessments for students reading below grade level. We employed daily guided reading and introduced phonemic awareness to build students' literacy skills using a new resource called "Words Their Way." We implemented a school-wide writing project called "Leader Around the World," in which students participated in writing activities in both Arabic and English. We offered literacy intervention for students in division 1 and math intervention for students at risk in division 2.

According to a division survey, 92% of students indicated that they believe they are improving in writing this year, attesting to the positive impact of our writing initiatives. Additionally, 84% of students expressed their confidence in seeking help with their learning. In English, 65.4% of students are reading at or above their grade level, with a slight decrease from the previous year. However, it's noteworthy that 17.8% of these students are now reading above grade level, a significant improvement compared to the 7.7% in 2021-2022. This is a 10.1% increase from last year. PAT scores indicate that 89.7% of students met the acceptable standard in English, while 20.7% reached the standard of excellence. Both of these achievements exceeded the provincial average. In the Arabic language, 54.7% of students are reading at or above their expected grade level, surpassing the 52.7% achievement from the prior year. PAT scores indicate that 93.1% met the acceptable standard in math, and 34.5% attained the standard of excellence, both surpassing the provincial achievement of 64.4% for the acceptable standard and 15.8% for the standard of excellence.

In summary, the initiatives, strategies, interventions, and teacher collaboration during the 2022-2023 school year have led to improved results in both literacy and numeracy. Notable achievements include a significant improvement in student writing skills, increased percentages of students reading at or above grade level, and substantial growth in numeracy skills, as reflected in CAT4 scores. These results emphasize the effectiveness of the implemented plan and the commitment demonstrated by both teachers and students, providing clear evidence of the impact of best practices, targeted support, and collaborative coaching within the educational context.

Malmö staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey. This will be done by professional learning opportunities. Furthermore, by June 2023, 100% of teachers will demonstrate growth in promoting a positive school culture through targeted citizenship teaching and learning through monthly assemblies and promoting the Leaders Around the World school-wide project.

Results Achieved:

In the past year, Malmö staff have been deeply committed to fostering a school culture rooted in active listening, inclusivity, and anti-racism. They engaged in ongoing professional development led by Metro staff, focusing on creating a school that listens by addressing biases, microaggressions, privilege, and unconscious guilt. Furthermore, all Malmö students participated in activities like the blanket exercise and kindness circle, aiming to cultivate empathy and mutual understanding. Students participated in the Leaders Around the World project where each student was able to choose a leader that inspires them and they shared the qualities that the leader holds. The school's commitment extended to the broader community through initiatives such as sharing educational materials on SchoolZone, presenting to the school council, and conducting anti-racism book studies. Moreover, the dedication to listening to students' voices underscores the core principle of creating an environment where every student feels valued, respected, and heard. This commitment to equity and inclusion is not solely the responsibility of teachers but also a collaborative effort among school leaders, resulting in a

more inclusive and supportive educational atmosphere.

According to the Division survey, 93% of the students answered "yes" to the question, "In school, do I have the opportunity to learn about the contributions of Indigenous peoples?" 84.1% of students answered "yes" to the question, "Am I aware of the work my school is doing to support anti-racism and belonging?". 70% of the parents feel welcome in Malmö school. 70% of the parents believe their child feels they belong, and diverse cultures are recognized at the school. 70% of the parents indicated that they are informed about anti-racism and all we do to support learning about truth & reconciliation. 100% of the staff feel that our school takes steps to support a sense of belonging and inclusion for everyone.

According to the Assurance survey, 100% of parents agreed that their children's environments are welcoming, caring, respectful, and safe. 100% agreed that students are treated fairly and that students care about each other. According to the Assurance survey, there is a 1.8% increase in student engagement, a 2.8% increase in citizenship, and a 3.5% increase in a welcoming, caring, respectful, and safe learning environment. The feedback from students, parents, and staff in surveys proves that the school is dedicated to making an inclusive, welcoming, caring, and respectful learning place for everyone.

What were the biggest challenges encountered in 2022-2023?

Although our successes far outweighed our challenges as a result of an outstanding and supportive Malmö school Community, there were obstacles that limited our ability to provide support across areas some areas to achieve desired goals.

1. Rising Special Needs Students: The increasing number of students with complex special needs strained our resources and support capacities.
2. Refugee and ELL Influx: We had to adapt to a growing population of refugees and English Language Learners (ELL) parents and students. Inability to provide extra intervention to address the needs of these students.
3. Staff Shortages: Insufficient Educational Assistants and administrative staff affected school operations
4. Transportation Issues: Students arriving late or missing school due to transportation delays were a significant concern.
5. Mental Health Support Recognizing and providing support for the mental health of teachers, students, and families became a priority.

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

As a priority, we will focus on the needs of our ELL newcomers to address their academic needs and provide support for the family by providing a Settlement Worker each week in the school through Edmonton Immigration Services. Staff will continue to support ELL students and students below grade level through targeted small-group teaching practices in literacy and mathematics. Through the use of in-school volunteers (parents, student teachers, and community members) we will increase the number of people who are able to support our students in classrooms.

Students with complex needs will be provided a differentiated program by an educational assistant and the use of our Inclusive Learning Team recommendations. Qualified staff to support complex students will be addressed through our human resources department and requests for additional funds at the Catchment or Assistant Superintendent level will be made if the budget is unable to support additional staff.

Mental health will be addressed by ensuring everyone feels they belong, are respected, are safe, have a voice, and have supportive people they can rely on in our school community. Teachers will continue to build their understanding through two book studies: Kids These Days and We Belong - 50 Strategies to Create Community and Revolutionize Classroom Management. Mental health will be further addressed through the use of school-wide literature, school events, postings on Schoolzone, assemblies, and staff meetings, and by providing all people with information on how to best find mental health support in our school and/or community.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7186 Malmo School

Assurance Domain	Measure	Malmo 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	85.4	83.6	83.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	74.7	71.9	75.6	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	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	86.2	79.3*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	41.4	24.1*	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	86.8	83.8	83.7	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	75.7	75.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.0	73.2	73.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.7	72.7	69.8	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

Goal 1
By June 2024, all students at Malmö will demonstrate growth in literacy and numeracy using high-quality instruction as measured by triangulated evidence including CAT4, PATs, LeNs, CC3, HLAT, and reading levels.

What data will you use to track continuous improvement?

EYE-TA, Fountas and Pinell Benchmark Assessment System (BAS), Provincial screeners the Castles and Coltheart 3 (CC3) and the English Letter Name-Sound (LeNS), CAT4 Reading (Grade 4-6), Grade 6 PATs, At, Above, or Below grade level data in PowerSchool, teacher observations and teacher awarded marks, and gathering baseline and ongoing data in reading, writing and numeracy.

Division Priority 1

Goal 2
Malmö School will foster a positive learning environment that enhances well-being and a sense of belonging for all students. This will be achieved by equipping the staff with skills, strategies, and relationships that support students' engagement, as measured by school-based evidence and the Alberta Education Assurance Survey's indicators related to a Welcoming, Caring, Respectful, and Safe Learning Environment. In addition, our staff will actively engage in professional development, including book study to build their capacities to create a school that listens, as well as participation in catchment and division sessions focused on anti-racism and reconciliation.

What data will you use to track continuous improvement?

Youth Resilience Survey, Division Feedback Survey, Alberta Education Assurance Survey, Performance tasks and projects, and the Catchment Feedback Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,862,073		1,988,082
Internal Revenue		0		0
REVENUE TOTAL		1,862,073		1,988,082
Classroom	10.200000	1,098,267	11.026000	1,187,203
Leadership	1.500000	200,695	1.500000	206,706
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	40,000	.000000	40,000
TOTAL TEACHER	11.700000	1,338,962	12.526000	1,433,909
(% of Budget)		71.91%		72.13%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	32,000	.000000	32,000
Support	4.000000	245,892	3.700000	228,016
Support (Supply/OT)	.000000	11,000	.000000	11,000
Custodial	1.656000	118,464	1.656000	118,464
Custodial (Supply/OT)	.000000	10,000	.000000	14,000
TOTAL NON-TEACHER	5.656000	417,356	5.356000	403,480
(% of Budget)		22.41%		20.29%
TOTAL STAFF	17.356000	1,756,318	17.882000	1,837,389
(% of Budget)		94.32%		92.42%
SUPPLIES, EQUIPMENT AND SERVICES		66,583		80,766
INTERNAL SERVICES		38,793		69,548
OTHER INTEREST AND CHARGES		379		379
TOTAL SES		105,755		150,693
(% of Budget)		5.68%		7.58%
TOTAL AMOUNT BUDGETED		1,862,073		1,988,082
Carry Forward Included		0		0
Carry Forward to Future		0		0