

School: McKee [0195]  
Address: 10725-51 Avenue

2023-2024 Revised Budget

Principal: Angela Blanchette  
Ward Trustee: Julie Kusiek

Profile



Enrolment		Staff FTE		Budget		
Normalized	315.500	Custodial	2.800000	Salaries	\$3,184,170	93.86%
Weighted	496.529	Exempt	0.000000	Supplies, Equip., Services	\$208,463	06.14%
Regular	334	Support	12.000000			
		Teacher	19.800010			
Year Opened	1966	Total			Total \$3,392,633	100.00%
				Internal Revenue	\$35,961	

School Philosophy

At McKee School, we highly value our 'home-school-community' partnerships. Our mission is to inspire and instill successful learning for all in a safe, respectful, and culturally responsive environment.

Community Profile

McKee School is located in the southwest part of the city near the Southgate Shopping Centre. We serve the Empire Park Community. We have an outstanding relationship with the community. Our parents through our Friends of McKee Society work with the school to engage families and provide support for students. We also work very closely with Rutherford Health Centre. We are building partnerships with Food for Thought and our sponsor Qualico, and E4C. McKee Child Care Centre, McKee Out of School Care, and Metro Adult Education LINC all operate in the school.

Programs and Organization

McKee School offers inclusive programming from Kindergarten through to grade six. Students in grades four through six receive French as a Second Language instruction. McKee is also a Division site for both **Connections** (for students with severe emotional and behavioural needs) and **Interactions** (for students with Autism) both programs provide targeted programing from grade one through six to meet the individual needs of the students.

School Community Relationships

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

Breakfast Clubs of Canada Food for Thought McKee After School Care Program McKee Child Care Centre Metro's LINC Program

**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, students at McKee will demonstrate continued growth in both Literacy and Mathematics. 65% of students will achieve grade level or higher in reading and writing. 70% of students will achieve proficient or greater at grade level of programming in Mathematics.

Growth in Literacy and Mathematics will be realized by students as teachers continue to participate in the Equity Achievement Project, grow their practice within their classrooms and engage in purposeful collaborative opportunities. Through this, teachers will continue to increase their knowledge and capacity to utilize high quality teaching practices. Assessment and data collection will include:

- CAT5
- LeNs and CC3
- HLAT and school wide writing prompts provided to students during the course of the year
- Fountas and Pinnell Benchmark System
- MIPI
- Teacher professional judgement
- School wide tracking document

**Results Achieved:**

Staff continued with year two of the Equity Achievement Project. This allowed new staff to onboard with high quality teaching and assessment practices and existing staff to continue to deepen their understanding.

Although the large scale assessments illustrated that the reading levels were not where we had anticipated them to be, the school tracking document showed data at a granular level and students are demonstrating reading growth in small incremental steps.

**Reading Levels****CAT 4 data (Stainine 4 or above)**

- Gr. 4 63% -2.0 below division
- Gr. 5 79% +14% above division
- Gr. 6. 69% + 4% above division

**School Tracking Document**

- Grades 1 - 6 from Term 1 - Term 3 showed a 5% increase in reading achievement overall
  - not the same cohort from T1 - T2 (**223** in September - **240** in June)
  - increase in the number of students whose first language is not English
  - increase in class sizes in Division II

**Reading Achievement - Powerschool**

- 242 students identified
- 161 (66.5%) below grade level for reading
  - the data does not show that even though a student was below grade level, they still realized reading growth through the year in smaller incremental levels

**Writing Levels****HLAT**

- 239 students wrote
- 121 (50%) students were at or above grade level for writing

**School Tracking Document**

- Term 1 35% of students at grade level for writing
- Term 2 36% of students at grade level for writing

- Term 3 45% of students at grade level for writing

Interventions from Lens and CC3 14% students received Interventions

### **Math Levels**

#### **MIPI**

73% of students writing the MIPI met grade level outcomes

#### **CAT 4**

##### **Math**

Gr. 4 91%. 21% higher than Division

Gr. 5 73%. 3% higher than Division

Gr. 6 79%. 9% higher than Division

##### **Computation and Estimation**

Gr. 4 82%. 12% higher than Division

Gr. 5 74%. 1% higher than Division

Gr. 6 84%. 14% higher than Division

McKee school is committed to advancing actions towards anti-racism and reconciliation. The staff will work on developing our collective and individual skills in the areas of anti-racism as well as enhancing our foundational knowledge in the area of Indigenous history, cultures and protocols.

By June 2023, 100% of staff at McKee 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 and anecdotal records.

### **Results Achieved:**

87% of staff participated in participated in whole Catchment based PL around Creating Schools that Listen. 35% of staff incorporated anti-racism and reconciliation into their IB-PGPs. The Assurance Survey measured in the section of Welcoming, Caring, Respectful and Safe Learning Environments, that 71% indicated satisfaction which is 9.1% lower than last year. In the Citizenship section parents indicated 75%, Student 54% and Teachers 65.3 % for an average of 64%, 9.3% lower than previously.

### **What were the biggest challenges encountered in 2022-2023?**

- EAP - the time was significantly less than the year previous, which was challenging when considering onboarding of staff new to the role and teachers new to teaching. Additionally, the continual increase in student enrolment and the disruption to classroom cohorts presented some challenges with continuity of learning. Challenges with some staff expressing reticence around the project practices.
- Aligning practices, assessment, and new curriculum. Time was the biggest challenge for most staff.
- Increasing staff engagement in the work around Anti-racism, diversity and reconciliation. Staff indicated perceived challenges around time and readiness to engage in conversations.
- Increasing enrollment, significant increase in ELL, and large class sizes created situations twice in the year where classes were uncombined and then combined. Enrolment in Division II was challenging along with the significant increase in the number of students who came with limited to no English.

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

With the increase in lead teacher time for this year, continued work in the areas of both Numeracy and Literacy will hopefully progress. With a significant number of new staff, this will provide the opportunity to guide new staff to incorporate to support student learning in both Numeracy and Literacy. Diving deeper into the Catchment work in Creating Schools that Listen will also provide staff ample opportunities to engage in their learning around anti-racism and reconciliation that will ultimately create supportive environments for all our learners.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7195 McKee School

Assurance Domain	Measure	McKee 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	79.2	80.6	80.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	64.9	74.2	84.3	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	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	54.1	53.1*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	16.2	6.3*	n/a	16.0	17.7	n/a	Intermediate	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	79.8	85.9	89.6	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.7	80.8	80.8	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	70.8	74.4	74.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	73.2	87.4	89.2	79.1	78.8	80.3	Low	Declined	Issue

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 who have been at McKee for at least one year and are reading below grade level, will demonstrate a minimum of half a year's growth.

Achievement of this goal will be supported by:

- Staff engagement in the Equity Achievement Project - evidence based literacy practices to support students who are not yet reading at grade level
- Continuous monitoring of students growth via Guided Reading and reviewing reading growth each term to determine next steps
- Engagement in teacher collaboration time to support teacher learning and growth in literacy practices

What data will you use to track continuous improvement?

Learning Loss Assessments, CAT4, Provincial Achievement Tests, Fountas and Pinnell Benchmark Assessment System, teacher professional judgement, and school wide tracking document

Division Priority 1

McKee continues to be committed to advancing actions towards anti-racism and reconciliation. The staff will continue developing and deepening their understanding of anti-racism as well as the enhancement of foundational knowledge in the area of Indigenous history, cultures, and protocols.

By June 2024, 100% of all staff will demonstrate increased competency in anti-racism, equity, inclusion and reconciliation practices. Achievement of this goal will be done through professional learning opportunities with the Harry Ainlay Catchment - Creating Schools that Listen. Additional professional learning around Trauma Informed and Restorative Practices at the school level.

What data will you use to track continuous improvement?

The data collected will be through the Safe and Caring, and Citizenship Pillars of the Assurance Survey, Priority 2 of the Division Feedback Survey and Student Connectedness, Culture of Equity and Wellbeing sections of the Resilience Survey with a combined 75% standing of Above Average to High Engagement for those sections.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,830,695		3,356,672
Internal Revenue		0		35,961
REVENUE TOTAL		2,830,695		3,392,633
Classroom	15.000000	1,615,095	17.800010	1,916,580
Leadership	2.000000	266,003	2.000000	266,880
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	50,000
TOTAL TEACHER	17.000000	1,941,098	19.800011	2,233,460
(% of Budget)		68.57%		65.83%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	10,000	.000000	10,000
Support	7.875000	481,736	12.000000	727,535
Support (Supply/OT)	.000000	43,000	.000000	32,000
Custodial	2.000000	131,604	2.800000	173,175
Custodial (Supply/OT)	.000000	10,000	.000000	8,000
TOTAL NON-TEACHER	9.875000	676,340	14.800000	950,710
(% of Budget)		23.89%		28.02%
TOTAL STAFF	26.875000	2,617,438	34.600011	3,184,170
(% of Budget)		92.47%		93.86%
SUPPLIES, EQUIPMENT AND SERVICES		149,050		149,466
INTERNAL SERVICES		63,208		57,997
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		213,258		208,463
(% of Budget)		7.53%		6.14%
TOTAL AMOUNT BUDGETED		2,830,696		3,392,633
Carry Forward Included		0		0
Carry Forward to Future		0		0