

## Profile



| <u>Enrolment</u> |         | <u>Staff FTE</u> |                  | <u>Budget</u>              |                    |                |
|------------------|---------|------------------|------------------|----------------------------|--------------------|----------------|
| Normalized       | 310.500 | Custodial        | 2.000000         | Salaries                   | \$4,017,708        | 96.54%         |
| Weighted         | 632.310 | Exempt           | 0.000000         | Supplies, Equip., Services | \$144,117          | 03.46%         |
| Regular          | 329     | Support          | 16.800000        |                            |                    |                |
|                  |         | Teacher          | <u>23.450000</u> |                            |                    |                |
| Year Opened      | 1966    | <b>Total</b>     | <b>42.250000</b> | <b>Total</b>               | <b>\$4,161,825</b> | <b>100.00%</b> |

### 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 have an ongoing partnership with Food for Thought, and their sponsor Qualico, Free Play for Kids, as well as E4C. McKee Out of School Care is a tenant in our building who provides childcare for some of our families.

### 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 programming 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:

Food for Thought, Free Play for Kids, McKee Out of School Care 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 goals that were established for 2023-2024, 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 2025, all students who have been at McKee for two years or more, and are reading below grade level, will demonstrate a minimum of a half a year's growth.

#### Results Achieved:

McKee School continued to participate in the Equity Achievement Project (EAP) with the support of a Literacy Lead teacher supporting high quality, research based literacy instruction with a focus on reading. This work included targeted PL for teachers, classroom mentoring opportunities and targeted literacy work using the UFLI program which targets foundational reading skills. In addition, a part time intervention teacher was introduced part way through the year to provide additional targeted support for students. Staff monitored reading growth through each term and the data was tracked using a school-wide tracking document and were provided with one early Thursday a month to engage in collaboration time with grade level peers. Evidence reflects students within the community streamlined program only. Students within our Interactions Program continue to engage and build upon their emergent literacy skills.

#### Students Grade 1 to 6 who had been in attendance for at least two years:

29.2% met at or above grade level expectations in reading at their level of programming as determined by the Fountas and Pinnell Benchmark Assessment System (BAS).

- 48.7% made a half a year's reading growth or more determined by the Fountas and Pinnell Benchmark Assessment System (BAS).

#### Students Grade 1 to 6 who had been in attendance for the entire school year:

32.5% met at or above grade level expectations in reading at their level of programming as determined by the Fountas and Pinnell Benchmark Assessment System (BAS).

- 50.3% made a half a year's reading growth or more determined by the Fountas and Pinnell Benchmark Assessment System (BAS).

#### CAT4 Results:

Fall CAT4 reading results showed that 59.5% of grades 4-6 students achieved a stanine of 4 or greater (up 11.7% from the previous fall).

As McKee continues to be committed to advancing actions towards anti-racism and reconciliation, all staff will continue to develop and deepen their understanding around anti-racism and reconciliation.

By June 2025, 100% of all staff who have been at McKee for one year or more will demonstrate increased competency in anti-racism, equity, reconciliation, and inclusion practices.

This will be demonstrated through the following:

- Engagement in professional learning opportunities through the Harry Ainlay Catchment PD Responsive Schools Network.
- Engagement in a school wide book study **WAYI WAH! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education** by Jo Chrona.
- Engagement and work in the **R2** project and alignment of the school wide behavioural continuum.
- Continued engagement of staff around trauma informed and restorative practices at the school level.
- Participation by all staff in annual Indigenous Knowledge and Culture Day.
- Division Survey measures around priority two.

#### Results Achieved:

McKee staff worked to support student belonging and connection throughout the school year in partnership and alignment with catchment wide work to increase student belonging through the lens of anti-racism, equity, reconciliation, and inclusion.

- 90.5% of staff who have been at McKee for one year or more indicated increased capacity in anti-racism, equity, reconciliation, and inclusion practices in a staff survey.

**The Division Feedback Survey provided evidence to demonstrate staff's increased capacity and awareness:**

- 83% of staff strongly agreed or agreed that they have the skills and knowledge to program for/support students who are First Nations, Metis and Inuit.
- 72% of staff strongly agreed or agreed that the many diverse cultures are represented in the books and materials at the school.
- 90% of staff strongly agreed or agreed that the Division is taking actions that support truth and reconciliation.
- 100% of staff strongly agreed or agreed that the Division is taking actions that support anti-racism and equity in schools.
- 81% of staff indicated that they, from a large to small extent, felt that the division provided professional learning that enhanced their confidence in supporting the success of First Nations, Metis, and Inuit students.
- 81% of staff indicated that they, from a large extent to small extent, felt that school level professional learning or initiatives enhanced their confidence in supporting action towards anti-racism and equity.

### What were the biggest challenges encountered in 2024-2025?

- There continues to be urgency to increase our literacy achievement in both reading and writing so that we see a growth in students working at or above grade level. Professional development and alignment of high impact instructional strategies through our Equity Achievement Project work will remain our priority as we work to close the gaps in reading and writing for McKee students.
- McKee School continues to have a high mobility rate (37.2%) resulting in new registrations throughout the year and disruption to the classroom cohorts as well as increasing class sizes throughout the year.
- McKee supported three Connections Program and three Interaction Program sites in 2024-2025, as well as significant numbers of students with identified learning complexities throughout the school population. As a result of support staff job action there was impact to all aspects of student programming, including the interruption of programming and supports for students.

### What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

- We will concentrate efforts to support the learning gaps of our students specifically in the areas of literacy. We will align our professional learning, our assessment practices, and our work in the EAP (Equity Achievement Project) to support a consistent and targeted approach in all classrooms. Specific strategies will include: establishing school-wide routines, including transitions, comprehension development, phonemic awareness, effective use of feedback and other high impact, research based instructional strategies. These strategies will be taught, supported and modelled by our Curriculum Coordinator.
- We will continue to target and align our work to support our staff, students and families in relation to fostering a welcoming, safe and inclusive community. We will implement strategies to create a sense of citizenship and belonging such as the creation of kid-friendly shared values/beliefs to support clear expectations, daily announcements, braided in cultural and indigenous teachings and learnings, participation in catchment work around anti-racism and equity through the Responsive Schools Network.
- Our staff will continue to incorporate student voices wherever possible and foster meaningful opportunities for our community to engage and connect. As a staff we will continue to implement culturally responsive processes, resources, teaching and learning opportunities, and pathways for students to connect and experience an enhanced feeling of belonging and share their stories and backgrounds with each other.

# Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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   | 80.8           | 82.0             | 80.6                | 83.9           | 83.7             | 84.4                | Low                | Maintained  | Issue   |
|                                | Citizenship   | 64.5           | 65.1             | 68.1                | 79.8           | 79.4             | 80.4                | Very Low           | Maintained  | Concern |
|                                | 3-year High School Completion   | n/a            | n/a              | n/a                 | 81.4           | 80.4             | 81.4                | n/a                | n/a         | n/a     |
|                                | 5-year High School Completion   | n/a            | n/a              | n/a                 | 87.1           | 88.1             | 87.9                | n/a                | n/a         | n/a     |
|                                | PAT9: Acceptable  | n/a            | n/a              | n/a                 | 62.5           | 62.5             | 62.6                | n/a                | n/a         | n/a     |
|                                | PAT9: Excellence  | n/a            | n/a              | n/a                 | 15.6           | 15.4             | 15.5                | n/a                | n/a         | n/a     |
|                                | Diploma: Acceptable   | n/a            | n/a              | n/a                 | 82.0           | 81.5             | 80.9                | n/a                | n/a         | n/a     |
|                                | Diploma: Excellence   | n/a            | n/a              | n/a                 | 23.0           | 22.6             | 21.9                | n/a                | n/a         | n/a     |
| Teaching & Leading             | Education Quality   | 83.2           | 89.8             | 85.2                | 87.7           | 87.6             | 88.2                | Low                | Maintained  | Issue   |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 69.9           | 68.8             | 73.8                | 84.4           | 84.0             | 84.9                | Very Low           | Maintained  | Concern |
|                                | Access to Supports and Services                                       | 64.4           | 61.6             | 69.0                | 80.1           | 79.9             | 80.7                | Very Low           | Maintained  | Concern |
| Governance                     | Parental Involvement  | 66.7           | 53.4             | 71.3                | 80.0           | 79.5             | 79.1                | Very Low           | Maintained  | 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 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 Grade 9 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 from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are 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 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.
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.

### 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, reflective questions have been included in the 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 2026, students who have been at our school for the 2025-26 school year, will demonstrate measurable growth in their reading as measured by teacher awarded marks.**

**Achievement of this goal will be supported by:**

- Equity Achievement Project work focusing on writing instruction PL including: evidence based literacy practices to support students who are not yet reading at grade level explicit high-impact reading instruction and feedback.
- Targeted professional learning to support differentiated instruction for diverse learners including strategies for supporting EAL students.
- Continuous monitoring of students' reading growth, including data collection and collaborative time to review levels and determine next steps.
- Push in literacy support and mentoring around literacy teaching practice.
- Introduction/review of research supported assessment practices and tools to determine next steps in reading instruction and enhance capacity around triangulation of data to support the reading progress of their students. This assessment will inform 'push in' support and specific literacy interventions and professional learning.
- Reviewing classroom and school resources (e.g., libraries, home reading materials) to support the diverse learning needs of all students.
- Seeking out community partnerships that will directly support improving student reading/literacy.

**What data will you use to track continuous improvement?**

Teachers will use curriculum-based internal data tracking mechanisms to assess students' growth in their reading in relation to the program of study grade level expectations. In addition, teachers will demonstrate increased capacity around reading level assessment based on a teacher survey, anecdotal evidence and observations.

#### Division Priority 2

**By June 2026, students at McKee will feel more connected and a greater sense of belonging to their school community.**

**Achievement of this goal will be supported by:**

- Implementation of school wide targeted regulation strategies and trauma informed practice and staff PL and coaching around these topics.
- Targeted opportunities for students to share their own stories and learn about the positive contributions of individuals from a wide range of backgrounds and cultures.
- Opportunities to learn from cultural leaders/elders.
- Co-creation of a school wide belief/value system in student friendly language to create common language around expectations and school culture.
- Continued participation in the Responsive School Network through the Harry Ainley catchment.

**The following indicators will serve as targets to help monitor for progress:**

Division Feedback Survey:

2-5% increase in students feeling like they belong

- 2-5% increase in the percentage of students who feel safe at school.
- 2-5% increase in students who see their identity/culture reflected in the materials used in class

Alberta Education Assurance Measures:

- 2-5% increase in Citizenship results
- 2-5% increase in the The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results

**What data will you use to track continuous improvement?**

Data used to track continuous improvement: Alberta Education Assurance Measures, Division Feedback Survey Measures and Internal Measures at the school using surveys and anecdotal evidence.

|                                  | 2025-26 Spring Proposed |                  | 2025-26 Fall Revised |                  |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources                        |                         | 3,920,153        |                      | 4,161,825        |
| Internal Revenue                 |                         | 0                |                      | 0                |
| <b>REVENUE TOTAL</b>             |                         | <b>3,920,153</b> |                      | <b>4,161,825</b> |
| Classroom                        | 19.350000               | 2,097,230        | 20.800000            | 2,254,387        |
| Leadership                       | 2.650000                | 351,898          | 2.650000             | 352,953          |
| Teaching - Other                 | .000000                 | 0                | .000000              | 0                |
| Teacher Supply                   | .000000                 | 82,000           | .000000              | 89,250           |
| <b>TOTAL TEACHER</b>             | <b>22.000000</b>        | <b>2,531,128</b> | <b>23.449999</b>     | <b>2,696,590</b> |
| <b>(% of Budget)</b>             |                         | <b>64.57%</b>    |                      | <b>64.79%</b>    |
| Exempt                           | .000000                 | 0                | .000000              | 0                |
| Exempt (Hourly/OT)               | .000000                 | 10,000           | .000000              | 10,000           |
| Support                          | 15.000000               | 978,807          | 16.800000            | 1,095,411        |
| Support (Supply/OT)              | .000000                 | 34,500           | .000000              | 36,663           |
| Custodial                        | 2.000000                | 164,044          | 2.000000             | 164,044          |
| Custodial (Supply/OT)            | .000000                 | 15,000           | .000000              | 15,000           |
| <b>TOTAL NON-TEACHER</b>         | <b>17.000000</b>        | <b>1,202,351</b> | <b>18.799999</b>     | <b>1,321,118</b> |
| <b>(% of Budget)</b>             |                         | <b>30.67%</b>    |                      | <b>31.74%</b>    |
| <b>TOTAL STAFF</b>               | <b>39.000000</b>        | <b>3,733,479</b> | <b>42.249998</b>     | <b>4,017,708</b> |
| <b>(% of Budget)</b>             |                         | <b>95.24%</b>    |                      | <b>96.54%</b>    |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 105,324          |                      | 110,167          |
| INTERNAL SERVICES                |                         | 81,350           |                      | 33,950           |
| OTHER INTEREST AND CHARGES       |                         | 0                |                      | 0                |
| <b>TOTAL SES</b>                 |                         | <b>186,674</b>   |                      | <b>144,117</b>   |
| <b>(% of Budget)</b>             |                         | <b>4.76%</b>     |                      | <b>3.46%</b>     |
| <b>TOTAL AMOUNT BUDGETED</b>     |                         | <b>3,920,153</b> |                      | <b>4,161,825</b> |