

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	335.500	Custodial	2.560000	Salaries	\$3,497,533	95.18%
Weighted	564.663	Exempt	0.000000	Supplies, Equip., Services	\$177,148	04.82%
Regular	352	Support	12.085000			
		Teacher	<u>22.000000</u>			
Year Opened	1966	Total	36.645000	Total	\$3,674,681	100.00%

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, and McKee Out of School Care are tenants in our building who provide 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:

Breakfast Clubs of Canada, Food for Thought, McKee After School Care Program, McKee Child Care 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 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 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

Results Achieved:

An analysis of our student population revealed that only 81 of our 385 students (end of June) had been at McKee for one year or more.

- 36 students were identified as reading below grade level from the previous school year.
- 20 of these students demonstrated growth of 0.5 years or more.
- 16 made less than 0.5 years of growth and remained at the same reading level or within the same text band.
- 5 of the 36 students were receiving targeted interventions 2 to 3 times per week.

Within the 81 students in the cohort:

- 44 students (aside from the 36 identified reading below grade level) made measurable growth - which included those at grade level or above.

This data indicates the steps taken had an impact on student growth. Staff were encouraged to adopt evidence based literacy practices to support students who were not yet at grade level of reading. This included concerted efforts with small group reading, modelling read alouds in the classroom and all Division I staff using Heggerty lessons at the beginning of their Language Arts lessons. Staff monitored reading growth through each term and the data was tracked using a school-wide tracking document. Teachers were provided with one early Thursday a month to engage in collaboration time with grade level peers and all teachers attended a monthly EAP session to support their learning. All staff were encouraged to invite the EAP Literacy Lead into their classrooms to model a lesson, observe a lesson, collaborate or work with the teacher in a manner that was meaningful to support students. Some staff members centered their IB-PGP around emergent literacy and/or best literacy practices and ensured their self-selected professional development time supported this.

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.

Results Achieved:

The division survey provided some quantitative data to demonstrate staff's increased competency and awareness:

- 77% of staff strongly agreed or agreed that McKee is a place where students belong. *Given the diversity of over 30 languages being spoken in the school and the significant pressures of increased enrollment, this was a positive outcome.*
- 100% of staff strongly agreed or agreed that the many diverse cultures are represented in the books and materials at the school. *Time has been taken to ensure the purchase and curation of books that represent the student population.*
- 100% of staff strongly agreed or agreed that the Division is taking actions that support truth and reconciliation.
- 85% 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.
- 84% of staff indicated that they, from a large extent to small extent, felt that Catchment level professional learning or initiatives enhanced their confidence in supporting the success of First Nations, Metis and Inuit students.

- 84% of staff feel that McKee takes steps to support a sense of belonging and inclusion for everyone.

4 staff centered their IB-PGPs and professional development around deepening their understanding around First Nations, Metis, and Inuit knowledge and culture.
3 staff centered their IB-PGPs around trauma informed practices to support students.

As a staff:

- We participated in Catchment wide Professional Development during the year with a focus on Creating Schools that Listen, allowing staff to bring their learning back into their classrooms.
- We provided a copy of the book "Biased" that was incorporated into Professional Development with Creating Schools that Listen.
- Smudging was offered as part of our staff meetings and professional development days to create a space for people to extend their learning.
- We participated in our annual Indigenous Knowledge Days with an Elder and knowledge keepers.

These actions that staff have taken have helped to increase their competency in the areas of anti-racism, equity, inclusion and reconciliation practices.

What were the biggest challenges encountered in 2023-2024?

The following were challenges at McKee:

- 100+ students enrolled that were unanticipated, creating significantly large classrooms.
- Students arriving with little to no English language competency - especially in Division II.
- Approximately 50%+ of students enrolled were English as a Second Language Learners.
- Creating new classrooms, and having to redistribute students, at two points in the school year to accommodate the increased enrollment, disrupted classrooms and student learning.
- Utilizing all the available space in the building to accommodate classrooms: including our library and learning commons.
- Cultural differences that led to student conflict and challenges with understanding safety and well being of others.

Although the division wide data did not show significant gains, the increased student enrollment impacted the amount of intervention time, EAP lead teacher time, and classroom teacher time in supporting below grade level students.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Some of the opportunities for improvement will center around the following:

- All staff will have the EAP Literacy Lead in their classrooms regularly and given that there are several new staff, the expectation will be that the Literacy Lead will be in those classrooms with frequency and purpose.
- All students will engage in a robust small group and guided reading on a daily basis.
- Targeted interventions will be provided for those students identified as below grade level reading to augment their reading growth.
- Literacy Nights - inviting families in to talk and model reading. Low risk activities to create a welcoming environment for families to engage in.
- Translating monthly newsletters to create a sense of community.
- Inviting translators to the building when inviting parents into the building to support communication and belonging.
- Incorporating the R2 project into our development of our Behaviour Continuum that is supportive of students.
- Continuing with Responsive Schools Networks (Creating Schools that Listen) at the Catchment Level
- Engaging staff in the work of Jo Chrona, WAYI WAH! *Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*.
- Continuing with opportunities to have Indigenous Elders and Knowledge Keepers in our School.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	82.0	79.2	79.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	65.1	64.9	69.6	79.4	80.3	80.9	Very Low	Maintained	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	44.4	54.1	54.1	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	3.7	16.2	16.2	19.8	18.0	18.0	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.8	79.8	82.8	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.8	71.7	76.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	61.6	70.8	72.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	53.4	73.2	80.3	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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 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.

What data will you use to track continuous improvement?

Achievement of this goal will be supported by: Staff engagement in the Equity Achievement Project and PD. Continuous monitoring of students' growth via guided reading and small group reading. Reviewing reading growth each term to determine what steps are needed to support students. Teacher engagement in collaboration time to support teaching, learning, and growth in literacy practices.

Division Priority 2

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.

What data will you use to track continuous improvement?

This will be measured by: Division Survey measures around priority two. Staff survey upon completion of book study. Feedback around R2 work and Behavioral Continuum. Staff feedback survey after Indigenous Knowledge and Culture Day.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,286,966		3,674,681
Internal Revenue		0		0
REVENUE TOTAL		3,286,966		3,674,681
Classroom	18.000000	1,945,314	20.000000	2,161,460
Leadership	2.000000	268,398	2.000000	270,356
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	70,000	.000000	82,000
TOTAL TEACHER	20.000000	2,283,712	22.000000	2,513,816
(% of Budget)		69.48%		68.41%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	10,000	.000000	17,000
Support	11.000000	680,064	12.085000	745,914
Support (Supply/OT)	.000000	17,000	.000000	33,000
Custodial	2.500000	159,645	2.560000	162,803
Custodial (Supply/OT)	.000000	9,000	.000000	25,000
TOTAL NON-TEACHER	13.500000	875,709	14.645000	983,717
(% of Budget)		26.64%		26.77%
TOTAL STAFF	33.500000	3,159,421	36.645000	3,497,533
(% of Budget)		96.12%		95.18%
SUPPLIES, EQUIPMENT AND SERVICES		91,495		130,198
INTERNAL SERVICES		35,850		46,900
OTHER INTEREST AND CHARGES		200		50
TOTAL SES		127,545		177,148
(% of Budget)		3.88%		4.82%
TOTAL AMOUNT BUDGETED		3,286,966		3,674,681