

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	238.000	Custodial	2.000000	Salaries	\$2,317,259	94%
Weighted	330.984	Exempt	0.000000	Supplies, Equip., Services	\$138,164	06%
Regular	259	Support	8.600000			
		Teacher	<u>15.200000</u>			
Year Opened	1966	Total	25.800000	Total	\$2,455,423	100%

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 Breakfast Club of Canada. McKee Child Care Centre, McKee Out of School Care, Discovery Place PreSchool, and Metro Adult Education LINC all operate in the school.

Programs and Organization

McKee School offers programming from Kindergarten through to grade six. Literacy and Numeracy Intervention will be available for at risk students. Students in grades four, five and six receive instruction in French as a Second Language. McKee School is also a District site for Division I and Division II Behaviour and Learning Assistance Programming spread out over three classes. McKee students are encouraged to participate in a number of extra curricular activities, as permitted during the pandemic.

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| Discovery Place Preschool| Food for Thought| McKee After School Program| McKee Child Care Centre| Metro's LINC Program

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2022, students at McKee school will demonstrate growth in both Literacy and Numeracy. Through high quality teaching practices as identified through the EAP (Equity Achievement Project), along with inclusive learner centered and responsive classroom environments, 65% of students will be reading and writing at or above grade level and 70% of students will be achieving proficient or greater at grade level of programming in numeracy.

Improvement in literacy and numeracy will be accomplished by staff engaging in high quality teaching and assessment practices, additional literacy and numeracy staff support through coaching and professional development. Targeted support for students identified at risk will also be provided through EAP. Assessment in these areas will include: Fountas and Pinnell Benchmark Assessment System, LeNs, CC3, HLAT, School wide writing prompts collaboratively assessed using the HLAT rubric for scoring, Pre and Post writing samples for each term, additional reading and numeracy screeners, FSIM, and teacher professional judgement. Data will be collected using a school wide tracking system that provides term by term evidence of growth and direction for adjusting teaching in the classroom and early identification of students needing additional supports.

1.Results Achieved:

All staff participated in the Equity Achievement Project, engaging in high quality teaching and assessment practices. Interventions were provided to at risk students in literacy and numeracy.

Reading Levels at grade level - Q1 29.7%, Q2 29.8%, Q3 34.7%, Q4 38.5% Nearly a 10% increase in students reading at GL.
Writing levels were noted to be at 48.6% at grade level and HLAT scores indicated 51.1% students were writing at grade level.
Numeracy levels were identified as 51% of students were proficient or greater at grade level of programming.

Numeracy and Literacy interventions provided support for at risk students, which supported student opportunity for growth.

By June 2022, staff at McKee will demonstrate increased collaboration that will build capacity to support student centered learning and responsive classroom environments.

This will be accomplished by a 75% increase in participation in IB-PGP, incorporation of recognized high quality teaching practices as identified through EAP (Equity Achievement Project), an increase of 60% participation in catchment collaboration, and 100% participation in school collaboration and learning around school culture. Data will be gathered from the following sources: the Resiliency Survey, Division Survey, and the Alberta Education Assurance Measure Survey. Additional data through school survey collection and collaborative conversations will be considered. This will provide information on the impact collaboration has on how students feel supported in the classroom and with their learning.

Results Achieved:

Some staff chose to do collaborative IB-PGPs in the areas of Literacy, Numeracy and First Nations, Metis, and Inuit learning.

IB-PGP 78% of staff participated

EAP - all staff participated and 64% incorporated aspects of the EAP into their IB-PGP

Catchment collaboration - 28% of staff participated

School Collaboration and learning - all staff participated (11.8% Collaboration and 20.6% EAP PL)

Division Survey - Staff supported in their work 63% (Strongly Agree to Agree), Staff Access to resources and supports to do the work (78% Strongly Agree to Agree)

Resilience Survey - Students - Connection to Teachers 75% (above average), Support 50% (above average), Belonging +50% (high resilience to above average)

By June 2022, McKee school will continue to build community connections to support students. This will be measured by an increase in parent engagement on the Alberta Education Assurance Measure data of 5%. Consideration of data from the Division Survey will be given.

Improvement in this goal will be accomplished by the following:

- Continued engagement with Friends of McKee Society (FOMS) and encouraging the increase in parental involvement
- Partnership with Food for Thought, to provide targeted nutrition for students in need and participation in a Garden Pilot
- Schoolzone for important school and division messaging and monthly newsletters from the classroom and principal posted to Schoolzone
- Use of Google classroom and daily agenda use
- Backpack letters when needed
- Coffee on the tarmac with the Principal on Fridays
- Seeking opportunities to involve, engage, and invite parents to be partners during a pandemic

Results Achieved:

Nutrition programs supported students and engaged families in conversations of support. Breakfast Club and Go Auto were added later in the year.

Backpack letters sent home to support families that do not access Schoolzone.

Parent engagement on the Alberta Education Assurance Measure: 8 parents participated compared to 6 the year previous. C.1 Parental Involvement - Measure History on P.60

Overall, the parent engagement was excellent.

Parent engagement on the Division Survey: 16 parents participated 81% families shared that they feel the information received from the schools tells them about their child's progress.

Parent Survey administered at the school level: 34% response rate, 90% felt the level of communication from the school was good to excellent.

What were the biggest challenges encountered in 2021/22?

- Working through the Equity Achievement Project. The information and professional learning shared with staff was heavy and important. More time for staff to work through some of this work while working through a pandemic would have eased some of the reticence. Teacher readiness around the project contributed to some of the reticence.
- Continuing to work through the pandemic with cohorts and monitoring student illness. It was very challenging to keep students and staff safe while trying to engage students in the building a sense of school community with everyone in cohorts.
- Working to build parent engagement when parents were not able to freely come into the building. This was very stressful for first time parents and our families with limited English. This contributed to parents feeling disconnected from the school environment.

What are the implications from 2021/22 that will impact your current year plan?

Continued work in the area of Literacy and Numeracy through the second year of the Equity Achievement Project. More intentional opportunities for staff to collaborate and build their knowledge around best practices that will support student learning. Continued work to build parent engagement in the school now that parents are able to enter the building more freely and spend time in classrooms.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	80.6	84.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	74.2	87.2	92.5	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	55.5	n/a	84.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	3.1	n/a	14.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.9	91.6	91.9	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	92.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.4	81.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.4	85.1	91.7	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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

Division Priority 1

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.

Division Priority 2

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,030,006		2,455,423
Internal Revenue		0		0
REVENUE TOTAL		2,030,006		2,455,423
Classroom	11.500000	1,182,568	13.700000	1,408,799
Leadership	1.500000	197,415	1.500000	199,127
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	21,684	.000000	40,000
TOTAL TEACHER	13.000000	1,401,667	15.200000	1,647,926
(% of Budget)		69.05%		67.11%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	25,932	.000000	19,500
Support	6.000000	348,526	8.600000	496,765
Support (Supply/OT)	.000000	17,500	.000000	19,000
Custodial	2.000000	126,069	2.000000	126,069
Custodial (Supply/OT)	.000000	4,000	.000000	8,000
TOTAL NON-TEACHER	8.000000	522,027	10.600000	669,334
(% of Budget)		25.72%		27.26%
TOTAL STAFF	21.000000	1,923,694	25.800000	2,317,260
(% of Budget)		94.76%		94.37%
SUPPLIES, EQUIPMENT AND SERVICES		70,000		97,550
INTERNAL SERVICES		35,312		39,614
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		106,312		138,164
(% of Budget)		5.24%		5.63%
TOTAL AMOUNT BUDGETED		2,030,006		2,455,424
Carry Forward Included		0		0
Carry Forward to Future		0		0