

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	355.500	Custodial	2.000000	Salaries	\$2,641,726	95%
Weighted	426.134	Exempt	0.000000	Supplies, Equip., Services	\$140,319	05%
Regular	378	Support	9.450000			
		Teacher	<u>17.700000</u>			
Year Opened	1972	Total	29.150000	Total	\$2,782,045	100%

School Philosophy

We strive to provide a safe and caring school where students are engaged and grow as learners and leaders. We believe that all members of the community are important in supporting students. Friends belong here. Friends learn here. Friends succeed here.

Community Profile

McLeod School is located in a predominantly residential area in north-central Edmonton. Our student population consists of children from the communities of McLeod, Casselman, and Miller. Bussing is provided for students in the Miller area. Parent involvement in the school decision-making process is encouraged, and parents are welcome to participate in our active school council. Our parent council financially supports field trips, technology, and in-school presentations. We are excited to have volunteers and community members in our building to support our students, staff, and community.

Programs and Organization

McLeod offers Kindergarten through grade six programming. French as a Second Language is taught to students in grades four, five and six. We offer an inclusive environment where students with special needs are integrated into our classrooms. We have strong intervention programs to support literacy, numeracy, and the *Zones of Regulation* and *Rainbows* programs support the development of social skills and mental wellness. Learning and living as responsible citizens is directly taught and woven throughout our school culture. Leadership capacity is fostered through our collaborative response model with students, staff and families. Student leadership roles include; patrols, playground leaders, student council, green team, and many other opportunities.

School Community Relationships

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

ATB Financial| BMO Bank of Montreal| Steele Heights Baptist Church| Study Buddy| University of Alberta

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.

In the M.E.LaZerte Catchment, staff will continue to build capacity to support the diverse learning needs of students in the areas of literacy and numeracy. By June 2022, at McLeod School, our student achievement results will meet or exceed our three-year average as stated on the *Alberta Education Assurance Measure Results (AEA)* document. Our teachers will engage in collaborative work designed to improve and enhance teaching and learning, specifically in the areas of literacy and numeracy. **We will achieve this** through collaboration: agreement on Essential Learning Outcomes, building common assessments and using data to track and support students school-wide to determine best intervention practices and extension activities. Additional supports for students through extra assistance and coaching outside of regular classroom instruction will be identified and supported. We will support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of all our students. We will also use professional learning to guide our best practices, such as 5 Pillars, ELL intervention, Writers' Workshop, LLI, MYLI, First Steps in Mathematics, numeracy strategies and pro-social regulation skills. We will be participating in a catchment-wide writing focus in which all students in kindergarten to grade 9 will write 3 common practice HLATs throughout the year. **We will measure this** by using the data from PATs, CAT-4, HLAT, Reading Screeners, Fountas and Pinnell reading levels, as well as teacher professional judgment to triangulate assessment of literacy and numeracy growth, patterns and trends. The overall categories of Student Growth and Achievement (AEA) will remain constant or show an improvement. Division Feedback Survey: Goal Two - Success for every student - Instructional supports will remain constant or show improvement. All students will show one or more years of growth on McLeod's internal measures.

Results Achieved:

McLeod Internal Data:

Reading: Fountas and Pinnell benchmark: in the Fall, 55% of students were at or above grade level, and in the Spring, 69% were reading at or above grade level.
Writing: practice HLAT assessments: November (29% at or above) and April HLAT (62% at or above)

Grades 4-6 English Language Learners received additional 120 minutes of small group support for literacy intervention. Students with this additional support saw an increase of 1.5 years of growth in reading. Embedded literacy and numeracy intervention times supported all at-risk (Tier 2) students. We believe this is one of the reasons we saw a 14% increase in reading on our school's internal measures. As of March, the Division students participated in our whole school's *Reading Ability Groups*. Teachers commented how our student reading levels increased more quickly when in these groups. 70% of our Division 1 and 40% of Division 2 students participated in the school-wide reading program. Teachers committed to aligning best practices in both Division 1 and 2 for math (daily math review, daily basic facts, problem of the week).

Division Data:

Reading:

CAT 4 Reading: Fall: 52%, Spring: 61% at/above grade level

Division Reading Levels: A decrease from 71.3% to 54% due to a change in data collection, now reporting within text bands at the end of the year.

Numeracy:

CAT 4 Mathematics: Fall - 58% of our students were above the 4th stanine. Spring - 74%

CAT 4 Computation/Estimation Fall - 52% of our students were above the 4th stanine. Spring - 66%

Writing:

HLAT: We decreased from 62% to 60% in the annual HLAT writing.

Due to changes in the Provincial AEA, some data is not available on student achievement.

Student Growth and Achievement (Citizenship) declined from 80%-71%, which we believe resulted from Covid restrictions.

Our Provincial Achievement Test Data is our new baseline, and we will use this information to support teaching and learning.

Language Arts: 68% at acceptable (13% level of excellence)

Mathematics: 53% (13%)

Social Studies 57% (20%)

Science 68% (21%)

The focus of the Division Feedback survey changed to include a pandemic wellness check-in; therefore, literacy and numeracy results are unavailable.
89% of students feel that the teachers know how they learn best.
90% of our students felt that they got the help they needed for their learning.

In the M.E. LaZerte Catchment, catchment staff will continue to engage in meaningful collaboration to support each other and students By June 2022, 100% of McLeod staff will participate in, and have opportunities to enhance professional capacity and leadership skills through catchment professional development, targeted collaborative work and participation in a community of practice groups. The theme for our catchment this year is Diversity and Equity. At McLeod, we are doing a whole-school book study, *Biased* by J.L. Eberhardt which will provide us with a better understanding of racial disparities and inequities. **We will achieve this** by providing opportunities for professional learning for staff aligned with Professional Growth Plans, attendance at Catchment and school professional learning days, embedded collaboration, and during early Thursday collaborative times. Teachers will engage in catchment-wide common marking of practice HLATs. Other targeted themes for growth may include literacy, numeracy, assessment, intervention, wellness, leadership, and diversity/anti-racism. **We will measure this** by analyzing feedback (informal and formal) shared by staff regarding their professional learning opportunities, the Division Survey (Priority 2/Goal 3) and the AEA (In-Service Jurisdiction Needs and School Improvement).

Results Achieved:

100% of staff participated in Catchment and School professional development days.
Individual or other collaborative professional learning consisted of: Readers/Writers Workshops, Reading Screeners, FSIM (First Steps in Math), Assessments, Mental Health, Zones of Regulation, Rainbows, Diversity: Book Study *Biased (Eberhardt)* and OECD promising practices to support our First Nation Metis, Inuit students. Network 9: Professional Learning Communities and Leadership: Book Study *Collaborative Response Model* (Hewson, Hewson, Parsons)
Monthly committees include Literacy, Numeracy, Wellness (staff and students) and Leadership (Book study, *Collaborative Response Model*)
Embedded Grade level collaboration (HLAT marking, looking at data, building common assessment using Assessment cycles, planning, intervention best practices)
Yearly catchment and school-wide surveys (feedback about Professional Learning days, wellness check-in)

Curriculum Team Leads continued where staff supported leadership roles within the school.

Our Diversity Team celebrated our diverse population by showcasing children's literature, sharing information throughout the school and on announcements, supporting smudging protocols with students and staff and engaging students, families and staff during our Culture Week.

Our Wellness teams supported Leader in Me, Zones of Regulation, Rainbows, student leadership, resiliency and the well-being of students.

Our Leadership team engaged in decision-making planned professional learning and participated in a book study, *Collaborative Response Model* to support staff with collaboration, assessment and intervention/extension practices.

Staff feedback on embedded collaboration:

- providing opportunities for professional dialogue on the alignment of resources, intervention/extension best practices, common assessments, and Essential Learning Outcomes
- Our Leadership team engaged in decision-making, planned professional learning, and participated in a book study, *Collaborative Response Model* to support staff with collaboration, assessment and interventions/extensions.
- individual PD, staff are grateful for the variety of opportunities

AEA:

96% of staff feel that professional development contributed to their professional growth.

Division Survey Results:

100% of the support staff felt supported in their work.

95% of our staff feel they had access to the resources and supports needed for work.

In the M.E. LaZerte Catchment, we will foster a sense of wellbeing for students and families through connections to school and community partnerships, with a focus on Mental Health to provide supports and services. By June 2022, McLeod School will increase opportunities for parental involvement in school events and activities when COVID-19 restrictions ease. Until then, parents will be involved 'virtually' when available. We will focus on consistent and timely communication with parents and families to support this goal. We will encourage parents to contact teachers to discuss their child's progress and have opportunities to provide feedback to the school. **We will achieve this** by inviting our parents and community members to the 'virtual' classroom as well as 'virtual' school-wide events and activities through schoolzone announcements, agendas, classroom/school newsletters, school sign, social media, emails, google-forms, and phone calls. We will continue with our annual 'culture week',

where students, staff and families learn about and celebrate the many cultures we have at McLeod. We will continue to promote our School-wide reading incentive program to support our school/home partnership. We will continue having a wellness committee to support MH initiatives, staff wellness, and student wellness. We will continue with our Zones of Regulation, Leader in Me, and Rainbows programs. **We will measure this** by including the number of parents attending school events/activities, parental communication and feedback, community partnerships and initiatives, and our results from the AEA in the area of Learning Supports: WCRSLE, and Governance: Parental Involvement where we will maintain our 'very high' level of achievement. We will also measure our success with the overall response levels on items aligned with Priority 3/Goal 1 and 2 on the Division Feedback Survey.

Results Achieved:

School data:

Due to the pandemic, parents/families were not coming into the school until late spring. We held a 'virtual' culture week, where students and families participated in virtual events.

79% of parents participated in Fall and Spring conferences

70% of our Division 1 and 40% of Division 2 students participated in the whole school reading program.

McLeod Parent survey: "Teachers are very on track with updating me about my children and their success"

Zones of Regulation: School-wide adopted program - which resulted in minimal office referrals. We had a parent information night about the Zones, and PAC purchased Zones resources to initiate a parent library.

AEA:

Parent 'N' value is 6 -- too small to share data.

82% of teachers, parents, and students state that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

Division survey:

91% of families feel they have the supports and resources they need to be successful.

96% of families feel the information they receive about their children learning at school helps them to support their child.

What were the biggest challenges encountered in 2021/22?

At McLeod, growing numbers of English Language Learners and Refugee families who have experienced various levels of trauma struggle to make meaningful connections at school, which has impacted their behaviours and learning. The diverse needs of the students in each classroom continue to be challenging. We continue to have programs and targeted interventions/extensions available for student improvement.

Initially, we had classroom intervention. Once Covid restrictions lifted, we could start our school-wide intervention/extension where abilities groups support each Division. Citizenship declined this past year as we had limited ability to plan in-person school-wide activities, such as family groupings, in-person assemblies, or wellness projects due to Covid protocols. As well, family events were not permissible due to the restrictions; therefore our parental involvement data in the AEA declined drastically.

Many staff and students moving to online/in-person throughout the year was by far the biggest challenge; however, staff could embrace the challenges and continue to have high levels of teaching and learning, and staff increased their capacity with technology. We also had an influx of new registrations (26 students) in the spring, which impacted our achievement.

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

- We will continue to focus on the safety of students, staff, and families.
- We will focus on a vertical and horizontal alignment of resources, focusing on best practices in literacy and numeracy to support intervention and extension.
- We will continue building a collaborative response model to support all students and staff.
- We will continue to support and celebrate our diverse population and build capacity with staff by focusing our Professional Learning on diversity: anti-racism and reconciliation.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7200 McLeod School

Assurance Domain	Measure	McLeod 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	74.1	81.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	70.9	80.4	87.6	81.4	83.2	83.1	Low	Declined Significantly	Concern
	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	61.7	n/a	82.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	17.0	n/a	17.0	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	83.3	95.2	93.1	89.0	89.6	90.3	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	84.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	69.6	74.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.6	93.6	85.4	78.8	79.5	81.5	Very Low	Declined	Concern

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.

In the M.E. LaZerte Catchment, Catchment staff will continue to build capacity to support the diverse learning needs of students in the areas of literacy and numeracy. By June 2023, at McLeod School, our student achievement results will meet or exceed our average as stated on the school's Alberta Education Assurance Measure. Our teachers will engage in collaborative work designed to improve and enhance teaching and learning, specifically in the areas of literacy and numeracy. Students deemed to be at risk will be identified and will have targeted interventions put in place to support success.
We will achieve this through collaboration: agreement on grade-level Essential Learning Outcomes, building common assessments and using data to track and support students school-wide for identification of targeted intervention/extension practices. We will also use professional learning to guide our best practices, such as 5 Pillars, Science of Reading, EAL intervention, Writers' Workshop, Leveled Literacy Intervention, Middle Years Literacy Intervention, numeracy strategies and pro-social skills (Zones of Regulation and Rainbows).
We will measure this by using Fountas and Pinnell reading levels, Reading/Numeracy Screeners, HLATs, Writers Workshop: On-Demand writing assessments, CAT4, AB Education Learning Loss Assessments (LeNS, CC3), Provincial Achievement Tests, and teacher professional judgment informed by observation, conversation and products. The overall categories of Student Growth and Achievement (AEA) will remain constant or show improvement. Division and McLeod surveys to families will provide input on teaching and learning. All students will show one or more years of growth on McLeod's internal measures.

Division Priority 1

In the M.E. LaZerte Catchment, all catchment staff will continue to engage in meaningful collaboration to provide equitable and responsive opportunities to meet the needs of our diverse communities. By June 2023, 100% of McLeod staff will participate in and have opportunities to enhance professional capacity and leadership through catchment professional development, targeted collaborative work and participation in a community of practice groups.
We will achieve this by providing opportunities for professional learning for staff aligned with Professional Growth Plans, engaging in Catchment and school professional learning days, and actively participating during embedded collaboration, and early Thursday collaborative times. Targeted themes for growth may include literacy, numeracy, leadership, wellness, assessment, intervention, and/or differentiation. McLeod will continue to support all stakeholders on our anti-racism and reconciliation journeys with the support of our Unity in Diversity committee. We will continue to share resources and provide professional learning for staff, celebrate diversity during our Culture Week, and acknowledge all our wonderful cultures during daily announcements and assemblies.
We will measure this by analyzing feedback (informal and formal) shared by staff regarding their professional learning opportunities, the Division Survey (Priority2/Goal 2& 3) and the Assurance Survey. (Effectiveness of Professional Development and School Improvement).

Division Priority 2

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,521,771		2,782,045
Internal Revenue		0		0
REVENUE TOTAL		2,521,771		2,782,045
Classroom	14.440000	1,484,895	15.900000	1,635,029
Leadership	1.700000	221,071	1.800000	232,904
Teacher Supply	.000000	80,000	.000000	60,000
TOTAL TEACHER	16.139999	1,785,966	17.699999	1,927,933
(% of Budget)		70.82%		69.3%
Exempt (Hourly/OT)	.000000	31,172	.000000	31,172
Support	6.700000	383,502	9.450000	526,722
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	8.700000	570,573	11.450000	713,793
(% of Budget)		22.63%		25.66%
TOTAL STAFF	24.839999	2,356,539	29.149999	2,641,726
(% of Budget)		93.45%		94.96%
SUPPLIES, EQUIPMENT AND SERVICES		122,662		104,740
INTERNAL SERVICES		42,570		35,579
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		165,232		140,319
(% of Budget)		6.55%		5.04%
TOTAL AMOUNT BUDGETED		2,521,771		2,782,045
Carry Forward Included		0		-30,792
Carry Forward to Future		0		0