

Profile



Enrolment		Staff FTE		Budget		
Normalized	356.000	Custodial	2.000000	Salaries	\$2,683,255	94.50%
Weighted	437.038	Exempt	0.000000	Supplies, Equip., Services	\$156,116	05.50%
Regular	378	Support	8.520000			
		Teacher	17.055000			
Year Opened	1972	Total		27.575000	Total	\$2,839,371 100.00%

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 comprises children from McLeod, Casselman, and Miller communities. 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 School 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 provide an inclusive environment where students with special needs are integrated into our classrooms. We have strong intervention programs to support literacy and numeracy. We also help students develop social skills and foster positive mental wellness. Learning and living as responsible citizens are directly taught and woven throughout our school culture. We have a strong fine arts program with two divisional choirs, handbell and Orff ensembles, and drumming groups who perform at assemblies and around our community. We have many opportunities for students to participate in extra-curricular activities or clubs, such as, sports, newspaper clubs, Indigenous clubs, and many more. Our collaborative response model fosters leadership capacity among 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:

Concordia University, Roots of Empathy, Steele Heights Baptist Church, University of Alberta

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).

Build on outstanding learning opportunities for all students.

By June 2024, all students who have been at our school for at least one year and who are reading below grade level will, on average, demonstrate one year's reading growth. Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level (e.g. Literacy and Numeracy Achievement Project (LNAP) professional learning: focusing on writing which will support reading achievement).
- Monitoring all students for growth and the provision of targeted literacy support (e.g. Fountas and Pinnell Guided Reading levels and Literacy Intervention Groups) will be collected on our Student Success Inventory.
- Additional release time to support Grades K–6 teachers collaborating around the best practices (e.g. guided reading, common assessments, intervention, reviewing data, and aligning resources).

Results Achieved:

McLeod Intervention/Extension Supports and Vertical Alignment:

English language learners in grades 4-6 received an additional 120 minutes of small group support for literacy intervention. Students with this additional support saw an average increase of 1.5 years in reading growth.

Embedded literacy and numeracy intervention times supported all at-risk (Tier 2 and 3) students and provided extension activities to those already at grade level. All students participated in Literacy Intervention Groups, where teachers commented that our students' reading levels increased more quickly. All students participated in a numeracy screener and were placed in Math Intervention Groups if needed.

School-wide Reading Program: 70% of our Division 1 and 40% of Division 2 students participated.

Teachers are committed to aligning best practices in math (daily math review, daily basic facts, problem of the week, Jump Math), a skills-based phonics program (UFLI/Haggerty), and a Writers' Workshop (Div 1) and Empowering Writers (Div 2).

Students who needed support with social skills were also supported in our Zones of Regulation program or participated in our Rainbows program (students who are grieving due to loss, separation, divorce, etc.). Students who are unable to regulate have difficulty learning; therefore, these programs support Priority 1.

Division Data:

Reading:

CAT 4 Reading: Fall 2023: 50% (Fall 2022: 58%) Spring 2024: 63% (Spring 2023: 66%) at/above grade level

Division Reading Achievement Levels: Spring 2024: 61% at or above grade level. (Spring 2023: 60%)

Numeracy:

CAT 4 Total Mathematics: Fall 2024: 67% of our students were above the 4th stanine (Fall 2023: 58%). Spring 2024 - 81% (Fall 2023-74%)

Writing:

HLAT: 60% of our students were at or above grade level, a 10% decrease from 2023.

Provincial Data:

Provincial Achievement Tests:

Language Arts: No Assessment

Mathematics: No Assessment

Social Studies 59% acceptable standard (2% standard of excellence), a slight increase in the acceptable standard from the previous year

Science 66% acceptable standard (10% standard of excellence), an increase in the acceptable standard of 10%, from the previous year

Provincial Screeners:

LeNS At risk

Gr 1 = 29% (January) 21% (June)

Gr 2 = 33% (September), 29% (June)

CC3 At Risk

Gr 1 = 27% (January), 21% (June)

Gr 2 = 36% (September), 22% (June)
Gr 3 = 22% (September), 11% (June)

Numeracy At Risk

Gr 1 = 35% (January), 16% (June)
Gr 2 = 22% (September), 4% (June)
Gr 3 = 17% (September), 15% (June)

Our Response to Intervention supported the students who were at risk in both Literacy and Numeracy.

Alberta Education Assurance Measures

Overall Summary. We have improved or maintained in all areas and are in excellent standings overall, with the exception of PATs.

100% of McLeod teachers agree that students learning literacy and numeracy skills are engaged in their learning at school.

In-Service Jurisdiction Needs: There was a 20% decline. Staff response: There are no longer Writing workshops in summer institutes, Catchment PL days were not well received, and having PL sessions via Google Meet has lost connection and/or engagement.

Division and McLeod Family Surveys provided input on teaching and learning. 95% of families feel that their child has a positive relationship with one or more adults in the school. 89% of our staff believe that school-level collaboration has enhanced their confidence in supporting all students to achieve learning outcomes. 90% of students share that school staff have high expectations for them to be successful in their learning.

Release time was provided for collaborative teams to work throughout the year on ELOs, common assessments, and best practices for intervention and extension. Staff tracked data using our Student Success Inventory document and used this information to make decisions about teaching and learning.

Promote a comprehensive approach to student and staff well-being and mental health.

By June 2024, students and staff at our school will demonstrate growth in their sense of belonging and connection to our school.

Achievement of this goal will be supported by:

- Participation in Schools that Listen, engaging all rightsholders in coming together to uplift welcoming, safe, healthy and inclusive learning environments.
- Formation of the McLeod student leadership team, which will follow the model from Schools that Listen
- The Leadership Team will participate in a book study: Ross Greene - *Lost at School*. Some staff are also being trained in the Collaborative Proactive Solutions model.
- Division two teachers will participate in Dr Unger's Resilience Work - R2 Training.
- At-risk students may participate in our Zones of Regulation intervention program and/or the Rainbows program (for those who are experiencing loss).

Results Achieved:

100% of staff participated in Catchment and School professional development days.

Administration participated in School that Listen, which evolved into Listen to Learn (Catchment initiative).

Individual or other collaborative professional learning consisted of: Literacy and Numeracy Achievement Project, Science of Reading, UFLI (University of Florida Literacy Institute), Jump Math, Assessments, Mental Health, Zones of Regulation, Rainbows, EAL benchmark PL, and OECD promising practices to support our First Nation Metis, Inuit students. Catchment PL days hosted anti-racism and reconciliation keynote speakers. Network 9: Professional Learning Communities.

Monthly committees include Reading, Writing, Numeracy, Wellness (staff and students) and a Leadership Team Book Study: Ross Greene - *Lost at School*. Some staff were trained and implemented the Collaborative and Proactive Solutions model.

Embedded Grade level collaboration (looking at data, building common assessment with Assessment Cycles, planning, intervention best practices and HLAT marking)

Yearly catchment and school-wide surveys supported decisions and next steps (e.g., feedback about Professional Learning days, wellness check-ins, and parent surveys during conferences).

Our Leadership team engaged in decision-making, planned professional learning, and participated in Network 9 meetings, focusing on collaboration. The Leadership Team (6 teachers) led committee work to enhance Literacy and Numeracy (Priority 1).

Our Diversity Team celebrated our diverse population by showcasing children's literature, sharing information throughout the school and on announcements, and engaging students, families and staff during our Culture Week. (Priority 2)

Our Wellness teams supported Zones of Regulation, Rainbows, Mindful Leadership and student leadership. Resilience, empathy and wellness were learned through family group activities and buddy times. (Priority 3)

Our Student Council Leadership Team gathered monthly to discuss leadership traits, plan events, and collectively make decisions with solution-based problem solving.

216 students participated in our Student Leadership Roles (patrollers, library helpers, MCs, green team, etc)

Staff feedback and surveys on internal and catchment collaboration:

- three half days, early Thursdays, Professional Learning days: providing opportunities for professional dialogue on the alignment of resources, intervention/extension best

practices, common assessments, and Essential Learning Outcomes
- individual PD: staff are grateful for the variety of opportunities presented by the Division

AEA:
89% of students indicated that their school has improved or stayed the same in the last three years (Increase of 6.2%)

Division Survey Results:
100% of our staff feel that the school takes steps to support a sense of belonging and inclusion for everyone.
97% of our staff feel they have access to the resources and professional learning to meet the diverse learning needs of all students.
86.6% of students have opportunities to be involved in activities that support a sense of belonging.

What were the biggest challenges encountered in 2023-2024?

- Learning to navigate new curricula
- Supporting EAL students (30% of our population) with limited resources (people, budget)
- Supporting more complex needs (45 IPPs in an inclusive setting) with limited resources (people, budget).
- Lack of resources (supply teachers, especially Educational Assistants).
- Large class sizes.

The diverse and complex needs of our students in each classroom continue to be challenging. We continue to have programs and targeted interventions/extensions available for student improvement. We have a very active School Council who supports our low socioeconomic families.

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

- We will continue to focus on the safety of students, staff, and families.
- We will focus on vertical and horizontal alignment of resources, best practices in literacy and numeracy (LNAP: Literacy and Numeracy Achievement Project, UFLI, empowering writers, and writing workshops), and continue with our Response to Intervention - targeting at risk readers.
- We will continue to build a collaborative response model to support all students and staff and use CPS (Collaborative and Proactive Solutions) to support our most at-risk students.
- The Diversity Committee will continue to support our diverse population and build capacity with staff by focusing our Professional Learning on diversity: anti-racism and reconciliation with the catchment.
- We will continue to focus on Dr. Unger's work with the R2 training to support students' mental wellness.
- Our Social Matters teams support mental wellness for staff during Professional Learning Days, on early Thursdays, potlucks, and we participate each month in wellness-engaging activities.
- Our Fearless Leaders committees will continue to support our students' well-being and mental health. We will continue with our Student Leadership within the school and implement our *Roots of Empathy* program to build empathy in our students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	84.3	80.8	77.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	83.6	87.9	79.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	58.6	63.6	63.6	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	1.7	10.9	10.9	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	94.6	92.9	88.1	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	89.0	83.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.6	83.3	76.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	90.5	88.1	76.9	79.5	79.1	78.9	Very High	Improved	Excellent

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

Build on outstanding learning opportunities for all students.

By June 2025, all students who attended our school for the 2024-25 school year and are reading below grade level will demonstrate at least one year's reading growth. The following indicators will serve as targets to help monitor progress:

Provincial Screeners and Canadian Achievement Test 4

90% of at-risk students participating in the Provincial Screeners in the fall of 2024 will increase their reading level to 'not at-risk' in the spring.

92% of students below the Canadian Achievement Test 4 - CAT4 Canadian norm will improve by at least one stanine toward average (stanine 4 and above).

Division Feedback Survey - DFS

- 5-10% increase in the percentage of students agreeing that they are improving in their reading.
 - Reading Achievement Levels will increase by 5-10%

Alberta Education Assurance Measures - AEAMs

- 5-10%: increase in the percentage of students achieving an acceptable standard on the Grade 6 English Language Arts Principal Achievement Test (PAT)

Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning (e.g. Catchment Professional Learning Days, Literacy and Numeracy Achievement Project (LNAP), University of Florida Literacy Institute (UFLI), Proficiency Benchmark, Communities of Practice and through collaboration (school and catchment-wide).
- Monitoring all students for growth and the provision of targeted literacy support (e.g. Fountas and Pinnell, UFLI, Guided Reading levels and Literacy Intervention Groups) will be collected on our Student Success Inventory.
- Additional release time will support Grades K–6 teachers in collaborating on best practices (e.g., guided reading, common assessments, intervention, data review, and aligning resources).

What data will you use to track continuous improvement?

Internal tracking system (Student Success Inventory), (BAS) Benchmark Assessment System (for below grade level students), provincial screening assessments, intervention results (Literacy Intervention Groups), teacher judgement (e.g., Guided Reading), Canadian Achievement Test 4 (CAT4), Provincial Achievement Tests, Division Feedback Survey and Alberta Education Assurance Measures.

Division Priority 3

Promote a comprehensive approach to student and staff well-being and mental health.

By June 2025, students and staff at our school will demonstrate growth in their sense of belonging and connection to our school. The following indicators will serve as targets to help monitor progress:

Division Feedback Survey—DFS

- 8% increase in students having opportunities to be involved in activities that support a sense of belonging.

Youth Resilience Survey—YRS

- Improvement in engagement results by 5% for Grades 4-6 students in fall 2025.

Alberta Education Assurance Measures—AEAMs

- Staff will indicate that their school has improved or stayed the same in the last three years by 10-15%

Achievement of this goal will be supported by:

- Our McLeod Student Leadership Council will continue to follow the Catchment's Listen to Learn model.
- Our Leadership Team will participate in a book study: Taking Action- Response to Intervention.
- Three division two teachers will participate in Dr. Unger's Resilience Work—R2 Training and build staff capacity through Professional Learning Days.

- Create positive and effective learning environments grounded in evidence-based practices (Zones of Regulation intervention program, Lego Social Skills (MH consultant), and/or the Rainbows program (for those experiencing loss).
- One class this year will participate in the Roots of Empathy program.
- Our Wellness and Diversity Committees will plan and organize engaging events for students, staff, and families and facilitate environments where students experience success and want to be at school.
- Supported by the Catchment Wellness coach and participating in Catchment Professional Learning.

What data will you use to track continuous improvement?

Student connectedness is measured through student voice (Student Leadership Council), parent conferences and surveys, involvement in extracurricular activities, and teacher/student conversations. Division Feedback Survey results, Alberta Education Assurance Survey, and Youth Resilience Survey for Grade 4-6 students are also included to determine results.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,665,112		2,839,371
Internal Revenue		0		0
REVENUE TOTAL		2,665,112		2,839,371
Classroom	15.124000	1,634,496	15.255000	1,648,654
Leadership	2.000000	265,509	1.800000	244,587
Teacher Supply	.000000	52,897	.000000	58,736
TOTAL TEACHER	17.124001	1,952,902	17.055000	1,951,977
(% of Budget)		73.28%		68.75%
Exempt (Hourly/OT)	.000000	34,944	.000000	38,000
Support	6.700000	413,957	8.520000	525,956
Support (Supply/OT)	.000000	8,000	.000000	8,272
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	8.700000	615,951	10.520000	731,278
(% of Budget)		23.11%		25.75%
TOTAL STAFF	25.824000	2,568,853	27.575001	2,683,255
(% of Budget)		96.39%		94.5%
SUPPLIES, EQUIPMENT AND SERVICES		63,699		69,525
INTERNAL SERVICES		32,560		86,591
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		96,259		156,116
(% of Budget)		3.61%		5.5%
TOTAL AMOUNT BUDGETED		2,665,112		2,839,371