

School: Malcolm Tweddle [0223]
Address: 2340 Millbourne Road West

Profile



Enrolment		Staff FTE		Budget		
Normalized	311.000	Custodial	1.938000	Salaries	\$2,837,946	96.59%
Weighted	469.371	Exempt	0.000000	Supplies, Equip., Services	\$100,100	03.41%
Regular	323	Support	12.500000			
		Teacher	16.759000			
Year Opened	1976	Total		31.197000	Total	\$2,938,046 100.00%

School Philosophy

At Malcolm Tweddle School we believe all students, staff, parents, guardians, guests and community partners should experience a welcoming, caring and safe environment that respects diversity and fosters a sense of belonging. We promote a school climate of inclusion and respect for all, celebrating our students for who they are. Our mission is to promote high student achievement, shared responsibility for learning, and a positive environment. We strive to build leadership capacity in each student, starting with understanding individual roles and responsibilities. We are committed to working with students so that they make responsible choices. Our goal is for students to become positive and productive citizens. We believe that parents, students, staff, and the community have a shared responsibility in achieving these ideals.

Community Profile

Malcolm Tweddle School serves students residing in the Tweddle Place and North Michaels Park neighborhoods. Our school community is multicultural in nature with families from a variety of countries represented and a variety of languages being spoken in our students' homes. Our students live in walk-up apartment complexes, townhouses and single family dwellings. North Michaels Park students are provided bus transportation to our school.

Programs and Organization

Malcolm Tweddle offers regular programming from Kindergarten through Grade 6. French as a Second Language (FSL) is offered for Grades 4 to 6. We also have Cogito programming for Grades 4 to 6. Malcolm Tweddle is a Division site for the Interactions program for students from Grades 1 to 6. As well, we provide integrated programming for students with identified special needs.

School Community Relationships

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

Alberta Health Services Edmonton Public Library (EPL) Millbourne Community League

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 SMART goals that were established for 2022-2023, 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).

Building on outstanding learning opportunities for all students

Malcolm Tweddle Staff are committed to providing effective and differentiated instruction and learning opportunities with a strong focus on literacy and numeracy for all students.

By June 2023, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices as universal strategies for all students to bring about positive change in achievement rates for First Nations, Metis and Inuit students.

Growth will be measured by EYE-TA (K), Division HLAT Writing (Grades 1 - 6), Provincial Literacy and Numeracy Assessments (Grades 1-3), Reading Level Achievement (Grades 1-6), CAT-4 (Grades 4-6) and Provincial Achievement Tests.

Results Achieved:

EYE-TA

- Fall - 15/33 Appropriate Development (Cognitive)
- Spring - 29/33 Appropriate Development (Cognitive)

HLAT

- 2023 - 142/240 (59 % of students at or above acceptable standard)

CAT 4 (students at stanine 4 and above from Fall to Spring)

- Grade 4: Reading 90% - 91%, Math 91% - 100%, Computation & Estimation 94% - 91%
- Grade 5: Reading 82% - 88%, Math 94% - 84%, Computation & Estimation 87% - 94%
- Grade 6: Reading 80% - 89%, Math 75% - 88%, Computation & Estimation 90% - 86%

PAT ELA 6 (standards achieved by students writing the test)

- Writing, Acceptable Standard - 47/54 (87%), Standard of Excellence - 20.4%
- Reading, Acceptable Standard - 46/54 (85.2%), Standard of Excellence - 46.3%
- Total Test, Acceptable Standard - 46/54 (85.2%), Standard of Excellence - 35%
- Students with an adapted grade level of programming - Total Test, Acceptable Standard - 12/17 (71%)

PAT Mathematics 6 (standards achieved by students writing the test)

- Knowledge, Acceptable Standard - 41/53 (77.4%), Standard of Excellence - 52.8%
- Skills, Acceptable Standard - 43/53 (81.1%), Standard of Excellence - 20.8%
- Total Test, Acceptable Standard - 44/53 (83%), Standard of Excellence - 24.5%

Teachers in Kindergarten to Grade 6 were involved in six professional learning sessions presented by a literacy consultant in the Foundations of Reading. The literacy consultant provided individual support to teachers upon request. Monthly school-based professional learning and collaboration focused on the building blocks of literacy, guided reading and assessment.

Teachers in Grades 1-3 had several full days of designated collaboration time and created a vertical alignment of the learning outcomes connected to phonics, vocabulary, phonological awareness, fluency, conventions, reading and comprehension. Literacy and numeracy resources and materials were purchased to support implementation of the new curriculum and for continuity of instruction across grade levels.

Five teachers accessed support from the Teacher Mentorship Program. Educational Assistants continued to work with an EA mentor which involved: in-class supports, professional learning and practicing of strategies and skills.

Time was dedicated each week to build the capacity of teachers and support them in using best literacy practices to respond to the learning needs of all students. Teachers were supported by the Assistant Principal through coaching and mentoring sessions that included modelling, team teaching and feedback on instructional strategies in literacy. Teachers reflected and revised practices based on feedback to support all students.

Advance actions towards anti-racism and reconciliation.

Malcolm Tweddle Staff will continue to enhance our work with staff, students and families to provide an inclusive environment that honours and celebrates diversity. The staff are committed to professional learning to develop our expertise and to intentionally incorporate this learning into our daily practice.

By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments.

Results Achieved:

Division Feedback Survey

- I feel like I can be myself at my school - 85%
- My school takes actions that support truth and reconciliation - 93%
- I am aware of the work my school is doing to support anti-racism and belonging in schools - 93%
- In my school I have the opportunity to learn about the contributions of Indigenous peoples, Indigenous perspectives, treaties and agreements with First Nations and residential schools and their legacy - 95.8%
- Many diverse cultures are represented in the events, activities and environment - 93% (Parent)
- My child's school keeps me informed of steps they are taking to support anti-racism and belonging - 68%
- My child's school keeps me informed of steps they are taking to support truth and reconciliation- 71%

All staff participated in two professional learning sessions facilitated by members of the Division's Diversity Education team focusing on: Understanding Power and Privilege Through an Intersectional Lens, Bias and Allyship and Responding to Racialized Situations. In-school professional learning focused on: Integrative Anti-racism, Equitable Schools and Social Constructs, Implicit and Unconscious Bias and Inclusion.

We continued to use the Multi-faith Calendar to highlight the special celebrations of our school community. A survey was sent home to gather information about how our families celebrate. A bulletin board highlighting these celebrations was created with family contributions and visuals. Students and staff had the opportunity to share their identities, personal journeys, languages and celebrations through: virtual announcements, assemblies, bulletin board displays and writing. Diversity was honoured through literature, art and infused into cross curricular learning.

Student Leadership activities such as EAL mentoring, recess buddies and reading buddies promoted an inclusive environment.

In February, a monthly Coffee and Conversation group was initiated. Parents of English as an additional language students were invited to meet informally with administrators to build connections and create a sense of belonging. With the assistance of Intercultural Liaisons information was shared, such as: how to access SchoolZone, digital resources and apps to use at home, how to access resources in the community and how to access medical care. Parents also had the opportunity to ask questions and provide feedback about further topics of discussion.

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

Malcolm Tweddle Staff will promote a comprehensive approach to student and staff well-being and mental health. We will facilitate community involvement to support us with this work.

By June 2023, students and staff will continue to build relationships and engage in positive school culture experiences that contribute to a greater sense of belonging, pride and social, emotional and physical well-being. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to General Check-In, Safety and Well-Being.

Results Achieved:

Division Feedback Survey:

- My school helps me develop skills that support my wellness - 88%

- I feel safe at school - 86%
- I feel that I belong at my school - 88%
- My school helps me keep trying when things are hard - 87%
- I feel connected to my child's school - 86%
- My child feels like they belong at school - 98%
- I feel welcome in my child's school community - 96%
- Through school my child has built relationships that support their wellness - 90%

The **Alberta Education Assurance Survey** indicated that 91% of the school community feel 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 and 87% were satisfied that students model the characteristics of active citizenship. We continued to achieve the standard of Very High in these areas.

Character Education and Citizenship continued to be intentionally taught through the TITAN Traits and Seven Sacred Teachings. Kindergarten to Grade 6 classes accessed virtual and in-person presentations by Mental Health Capacity Building coaches to support students with building capacity for mental health. Students had an opportunity to be involved in a variety of clubs, Student Council, mentoring activities and a hip hop dance residency. Division II classes continued to meet virtually several times a year to share their input through the use of a Pear Deck on topics related to citizenship, wellness and safe and caring schools.

Teachers and Educational Assistants received professional learning on Brain Architecture from MHCBC coaches. In-school professional learning introduced staff to a number of strategies to support mental health.

The MHCBC Coach and Intercultural Liaisons presented information to parents about: mental health, how the brain works, bullying, how to support children when dealing with stress and anxiety and how to teach children to take risks and be confident.

What were the biggest challenges encountered in 2022-2023?

- Enhancing our relationships and connections to the school community for our First Nations Metis and Inuit families.
- Slower growth in achievement rates for First Nations, Metis and Inuit students.
- Planning instruction and intervention for students who have experienced significant learning loss.
- Students showed measurable growth in literacy and numeracy, however a number are still not at grade level.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Continuation of supporting and monitoring the well-being and mental health of students and staff
- Focus on refining practices and providing effective and targeted programming in literacy and numeracy.
- Staff will be provided with professional development opportunities to learn a process for investigating the primary reading needs of students reading below grade level. Teachers will be introduced to new tools that will help them determine reading needs as well as instructional practices to support students in improving their reading skills.
- Enhancing opportunities to keep families informed of our work in relation to school goals and the Division Strategic Plan

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7223 Malcolm Tweddle School

Assurance Domain	Measure	Malcolm Tweddle 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	87.5	92.9	92.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.0	89.3	85.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	69.1	85.7*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.0	36.7*	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.5	97.3	96.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	94.7	94.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.3	87.8	87.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.9	89.1	90.4	79.1	78.8	80.3	Very High	Maintained	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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 2024, 100% of students will demonstrate growth in reading by receiving effective and differentiated instruction. Achievement on this goal will be supported by:

- Professional development and collaboration will focus on staff continuing to refine their skills in classroom management, effective pedagogy, assessment and intervention strategies, to meet the needs of a range of diverse learners
- Targeted and tailored supports will be provided through guided, small group instruction, pull-out support and regular monitoring of data.

What data will you use to track continuous improvement?

Tracking of reading levels using Fountas & Pinnell Guided Reading Levels and Assessments, CAT 4 indicators, Grade 6 Provincial Achievement Test (ELA Part B) and Malcolm Tweddle Student Data document.

Division Priority 1

By June 2024, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism, reconciliation and mental health. Achievement of this goal will be supported by:

- School and catchment-wide integrative anti-racism PL
- Developing a deeper understanding of how discrimination impacts mental health
- Collaboration with the MHCB Coach
- Use of Anti-Racism and Equity Resources Toolkit
- Continuation of developing connections with families
- Continuation of development of student voice
- Implementation of the Schools That Listen Program

What data will you use to track continuous improvement?

Alberta Education Assurance Measures (Welcoming, Caring, Respectful and Safe Learning Environments and Citizenship), Division Survey Measures and Youth Resiliency Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,805,678		2,938,046
Internal Revenue		0		0
REVENUE TOTAL		2,805,678		2,938,046
Classroom	13.708000	1,475,983	15.259000	1,642,983
Leadership	2.000000	265,137	1.500000	212,168
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	52,060	.000000	51,427
TOTAL TEACHER	15.708000	1,793,180	16.758999	1,906,578
(% of Budget)		63.91%		64.89%
Exempt (Hourly/OT)	.000000	27,274	.000000	30,577
Support	12.500000	763,436	12.500000	751,409
Support (Supply/OT)	.000000	10,000	.000000	15,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	14.438000	935,092	14.438000	931,368
(% of Budget)		33.33%		31.7%
TOTAL STAFF	30.146000	2,728,272	31.196999	2,837,946
(% of Budget)		97.24%		96.59%
SUPPLIES, EQUIPMENT AND SERVICES		43,973		55,587
INTERNAL SERVICES		33,433		44,213
OTHER INTEREST AND CHARGES		0		300
TOTAL SES		77,406		100,100
(% of Budget)		2.76%		3.41%
TOTAL AMOUNT BUDGETED		2,805,678		2,938,046
Carry Forward Included		0		0
Carry Forward to Future		0		0