



Enrolment		Staff FTE		Budget		
Normalized	613.000	Custodial	3.500000	Salaries	\$4,205,502	96.91%
Weighted	782.877	Exempt	0.000000	Supplies, Equip., Services	\$134,313	03.09%
Regular	613	Support	9.000000			
		Teacher	30.000000			
Year Opened	1968	Total		42.500000	Total \$4,339,815	100.00%

School Philosophy

- At D. S. Mackenzie School, we believe:
- Learning should be **Rigorous** and **Relevant**
 - Effective instruction is **Engaging** and **Empowering**
 - We are a **Positive** and **Dedicated** community
 - Students are **Complex**, **Dynamic** and **Capable**
 - Assessment clarifies **Goals**, **Feedback** and **Success**
 - One non - negotiable is **All Means All**
 - Teaching is **Learner Centred**

Every Student, Every Day, A Success

Community Profile

D.S. Mackenzie, built in 1968, is located at 4020 - 106 Street. The six elementary schools within D.S. Mackenzie's attendance area are Duggan, George P. Nicholson, Keheewin, Rideau Park, Roberta McAdams and Steinhauer. The school neighborhood includes apartments, multiple family walk-ups and single-family homes. The attendance area stretches from Whitemud Drive to the outer limits of Edmonton, and from Calgary Trail to Whitemud Creek. Approximately 20% of our students were born outside of Canada and our students speak a total of 35 different languages.

Programs and Organization

D.S. Mackenzie is organized on a five day rotation schedule with six periods per day and early school dismissal on Thursdays. In 2023-2024 we have twenty-one homerooms - six at grade seven, six at grade eight, and seven at grade nine, along with two Connections classes, serving a school population of 570 students. We are a District site for Connections, Gifted and Talented, and Strategies programs. A wide range of complementary (option) courses are also offered.

School Community Relationships

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

Junior Achievement, Volunteer Sports Coaches, YMCA

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).

In the 2023-24 school year, D. S. MacKenzie students will demonstrate growth in reading comprehension through the delivery of high quality instruction and assessment.

Achievement of this goal will be supported by the following strategies:

- Clan Time (flex block) pull outs for EAL targeted intervention and at-risk students
- Deeper dive into assessment practices and aligning reporting processes
- Using item analysis to further explore achievement results and instructional next steps
- Looking at support for students in need of specialized supports during second language instructional time
- Utilizing the Student Engagement update in place of the Interim Report
- Continuation of the after school high school Math tutoring program
- Professional development with staff around reading comprehension strategies
- Accessing resources and levelled reading texts for students

Results Achieved:

- For the 2023-2024 school year, on the Reading section of the Language Arts PAT:
 - 76.4% of students met the acceptable standard and 15.9% of students met the standard of excellence. This is lower when compared to the provincial result of 79.9% and 20.3% respectively.
 - Over the past 3 years, results in the acceptable standard category have remained consistent.
- Based on the Division's Reading Achievement reports,
 - 72.3% of all D. S. MacKenzie students were reading at or above grade level. A further breakdown of this by grade levels reveals the following:
 - Grade 7 - 68.2% at or above grade level
 - Grade 8 - 73.2% at or above grade level
 - Grade 9 - 75.1% at or above grade level
 - When compared to the Division, our school results are higher for grades 8 (73%) and 9 (73.4%).
- Based on the 2023-2024 CAT 4 results, when comparing Spring to Fall results, students performed in the following ways:
 - Grade 7 students increased their reading performance, while Grade 8 students saw no measurable growth. Grade 9 students showed a slight decrease. However, these results are consistent with the Division's results.

In the 2023-24 school year, D. S. MacKenzie staff and students will engage in targeted action to advance positive change toward anti-racism and reconciliation utilizing the Division's Anti-Racism and Equity Action Plan as a framework for its work as measured. Achievement of this goal will be supported by the following strategies:

- Work and partnership with the following organizations to support the diverse demographics of our school: (EISA) Edmonton Immigration Services Association Settlement Worker, Child and Youth Care practicum students from MacEwan University, Elder weekly visits
- Multicultural day activities to celebrate diverse cultures in our school community
- Heroes Program to support Health Curriculum outcomes
- Continuing our Schools that Listen work with the Harry Ainlay catchment
- Continue with a part time on staff school counsellor to support our students

Results Achieved: Based on a comparison of the 2022-23 and 2023-24 Division Feedback Survey results, the following is a breakdown of staff and student results specific to questions that serve as indicators for this goal:

Students

- My school is a place where all students feel like they belong: 50% in 2022/23 to 38.8% in 2023/24

- At my school, I have opportunities to be involved in activities that support my sense of belonging: 93.1% in 2022/23 to 79.6% in 2023/24
- I see my identity/culture reflected in the materials used in class: 43.6% in 2022/23 to 43.3 % in 2023/24
- My school takes actions that support truth and reconciliation: 73.1% in 2022/23 to 76.1 % in 2023/24

Staff

- I see diverse representation across all staff groups: 73% in 2022/23 to 73.7 % in 2023/24
- The staff in my school reflect the diversity of students we teach: 76.9% in 2022/23 to 79 % in 2023/24
- I have the knowledge and skills to program to support FNMI students: 76.2% in 2022/23 to 86.7% in 2023/24
- I have the knowledge and skill to program for/support students who are English Language Learners (ELL): 52.4% in 2022/23 to 53.4% in 2023/24

What were the biggest challenges encountered in 2023-2024?

- We continue to see learning gaps among students in their reading, writing and numeracy skills
- Meeting the academic, social, physical, emotional and mental health needs of our complex and diverse school community
- Many new students arriving from overseas as new Canadians with limited to no English Language proficiency
- Large class sizes with complex needs, and challenges faced supporting diverse learners

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

- Deeper dive into assessment practices and aligning reporting processes
- Implementation of targeted Intervention blocks for EAL, literacy and numeracy
- Looking at support for students in need of specialized supports during second language instructional time
- Reorganization of the Humanities teaching model
- Continuation of afterschool Math tutoring program
- Expansion of school-based nutrition programs - Snack Shack, Healthy Hunger and Breakfast Program
- Working with Harry Ainlay Catchment on "Responsive School Networks"
- Consider ways to:
 - increase student awareness of the work our school is doing to support anti-racism and belonging in schools
 - increase students' sense of belonging by incorporating activities that support their sense of belonging
 - review materials in the school that reflect diverse student identities and cultures
- Increased time for school counselor
- Partnering with agencies to support student needs and wellness
 - YMCA
 - Heroes Program to support Health outcomes
 - EISA Settlement Worker in school
 - Child and Youth Care practicum student from MacEwan University
 - Elder Pearl weekly visits
 - Constable drop-ins
- Establishment of a Student Government
- Increasing student awareness of the work being done to support inclusion and belonging.
- Providing more opportunities for students to be actively involved in fostering a sense of belonging

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7522 D S MacKenzie School

Assurance Domain	Measure	D S MacKenzie 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	83.5	85.9	85.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	73.7	73.5	74.3	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	63.4	58.3	58.3	62.5	62.6	62.6	Low	Improved	Acceptable
	PAT9: Excellence	17.4	19.5	19.5	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	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	84.1	85.7	85.3	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.8	78.1	79.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.7	83.6	83.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.0	75.5	72.7	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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, increase the percentage of students reading at or above grade level as measured by CAT 4, PATs, and Division Reading Achievement Reports.

The following indicators will serve as targets to help monitor for progress:

- Increase to 78% of students meeting the acceptable standard on the Reading section of the Language Arts PAT.
- Increase to 18% of students meeting the standard of excellence on the Reading section of the Language Arts PAT
- Increase to 75% of all D. S. MacKenzie students reading at or above grade level based on the Division's Reading Achievement reports
- Increase by at least 0.5 Grade Equivalent between fall and spring for all students based on the CAT 4 results

Achievement of this goal will be supported by:

- Reorganization of the Humanities teaching model
- Deeper dive and analysis of Reading Categories and Language Functions of the PATs to explore areas of strengths and growth to target
- Deeper dive and analysis of Learning Objectives of the Reading Subtest of the CAT4 to explore areas of strengths and growth to target
- Accessing Division Language Arts Literacy consultant to support department meetings
- Implementation of targeted Intervention blocks for EAL
- Looking at support for students in need of specialized supports during second language instructional time
- For students in the Strategies program, scheduling of Study Skills and Learning Strategies designed to foster the development of literacy, numeracy, and critical thinking skills through a variety of learning and study strategies and processes.

What data will you use to track continuous improvement?

CAT 4, PATs, and Division Reading Achievement Reports.

Division Priority 2

In our effort to advance actions towards anti-racism and reconciliation, by June 2025, we will increase the percentage of D. S. MacKenzie students who respond with "strongly agree" or "agree" to the following statements:

- My school is a place where all students feel like they belong (Division Feedback Survey - from 46.8% in 2022/23 to 50% in 2023/24)
- I feel like I can be myself at my school. (Division Feedback Survey - from 65.5% in 2022/23 to 70% in 2023/24)
- At school, I feel like I belong (Assurance Survey - from 67% in 2022/23 to 70% in 2023/24)
- At school, students respect each other (Assurance Survey - from 54% in 2022/23 to 60% in 2023/24)
- I feel welcome at my school (Assurance Survey - from 78% in 2022/23 to 80% in 2023/24)

Achievement of this goal will be supported by:

- Weekly visits by an Elder to share Indigenous knowledge and learning with students
- Involvement of a Youth Support Worker from the YMCA to support weekly programming at the school
- In-school weekly programming from WiseGuyz - a healthy relationship, life skills program for male-identified individuals in grade nine
- Occasional visits by a Constable to build relationships with several at-risk students
- Welcoming of a Child and Youth Care Worker practicum student from MacEwan university to work alongside staff in supporting student wellness
- Providing school-based counseling to students to support healthy relationships, increase confidence, and encourage positive behavior
- School spirit activities to promote community (e.g., Highland Games, Clan activities throughout the year)
- Establish a Student Government to
 - Develop a student-led school culture
 - Improve student voice equitability

- Provide Student-leadership opportunities
- Create a personalized land acknowledgement for the school

What data will you use to track continuous improvement?

Division Feedback Survey, Alberta Assurance Survey

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,406,226		4,339,815
Internal Revenue		0		0
REVENUE TOTAL		4,406,226		4,339,815
Classroom	27.000000	2,917,971	26.100000	2,820,705
Leadership	3.000000	395,384	3.000000	394,662
Teaching - Other	.000000	0	.900000	97,266
Teacher Supply	.000000	120,000	.000000	90,054
TOTAL TEACHER	30.000000	3,433,355	30.000000	3,402,687
(% of Budget)		77.92%		78.41%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	9.000000	561,584	9.000000	556,448
Support (Supply/OT)	.000000	4,000	.000000	3,000
Custodial	3.375000	225,425	3.500000	232,005
Custodial (Supply/OT)	.000000	11,362	.000000	11,362
TOTAL NON-TEACHER	12.375000	802,371	12.500000	802,815
(% of Budget)		18.21%		18.5%
TOTAL STAFF	42.375000	4,235,726	42.500000	4,205,502
(% of Budget)		96.13%		96.91%
SUPPLIES, EQUIPMENT AND SERVICES		97,000		82,863
INTERNAL SERVICES		73,500		51,450
TOTAL SES		170,500		134,313
(% of Budget)		3.87%		3.09%
TOTAL AMOUNT BUDGETED		4,406,226		4,339,815