



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	563.500	Custodial	3.250000	Salaries	\$3,715,381	96.18%
Weighted	690.035	Exempt	0.000000	Supplies, Equip., Services	\$147,724	03.82%
Regular	564	Support	7.000000			
		Teacher	<u>27.000000</u>			
Year Opened	1968	Total	37.250000	Total	\$3,863,105	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 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).

Goal One: By June 2023, students at D.S. MacKenzie school will see one years growth in their reading levels. Currently, 22.6% of our students are reading below grade level, by the end of the 2022-2023 school year, our goal is to see this percentage decrease. This focus will be in addition to enhancing current numeracy results.

Strategies and Actions:

- Literacy and numeracy intervention blocks
- Targeted ELL support
- Workshop model in humanities courses
- Collaborative department team meetings with an emphasis on horizontal and vertical alignment across the school
- Student services curriculum coordinator will work with teachers and Specialized Learning Supports to ensure appropriate programming for all students

Measures:

- School-based assessments
- Teacher-awarded reading levels (internal dashboard)
- CAT 4 results
- MIPI scores
- Provincial Achievement Test results

Results Achieved:

Based on the 2022-23 CAT4 Reading results, D. S. MacKenzie's results for grade 9 students increased from 61.9% of students reading at grade level in the fall of 2022, to 65.7% of students reading at grade level in spring of 2023. Results decreased from 73.1% of students reading at grade level in the fall of 2022 to 68.8% of students reading at grade level in the spring of 2023 for grade 7 students based on teacher judgement and evidence gathered. Results also decreased from 76.5% of students reading at grade level in the fall of 2022, to 69.6% of students reading at grade level in spring of 2023 for grade 8 students.

According to year end teacher-awarded reading levels, 64.4% of students at grade 7 were reading at or above grade level. In addition, 74.1% and 78.5% of students in grade 8 and 9 respectively were reading at or above grade level.

On the Reading section of the Provincial Achievement Tests (PAT's), 80.8% of students achieved the acceptable standard, with 27.4% of those students achieving at a standard of excellence.

On the Math Provincial Achievement Tests (PAT's), 62.5% of students achieved at the acceptable standard, with 21.1% of those students achieved at a standard of excellence.

Goal Two: Over the next 3-5 years, staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices. This will be achieved through professional learning opportunities. We recognize that this will take time as we create trust and comfort amongst staff, students, and families.

Strategies & Actions:

- Catchment professional learning days
- Monthly professional learning meetings with school teams across the catchment with support of Argyll/Metro/Bennett team
- School-based professional learning through staff meetings based on the above meetings
- Professional learning specific to D.S. MacKenzie school facilitated by division Diversity and Inclusion consultant
- Student summits and the creation of a student senate and/or anti-racism club
- A commitment to continuous action research alongside students

Measures:

- Safe & Caring and Citizenship pillars in the Assurance survey
- Division survey results

- Harry Ainlay Catchment year end staff survey
- Student engagement and buy-in

Results Achieved:

According to the Provincial Assurance Survey, 89% of teachers agree that their learning environments are welcoming, caring, respectful and safe.

Overall 82% of parents, students and teachers agree 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 according to the Provincial Assurance Survey.

According to the Division Feedback Survey, 92% of staff feel their workplace is respectful while 88% feel a sense of belonging at their workplace. In addition, 81% of staff agreed or strongly agreed that they would feel safe getting help from the Division if they were to experience racism or discrimination at their workplace.

Furthermore, 88% of staff agreed that school level collaboration or resources enhance their confidence in supporting the Division's action toward anti-racism and equity while this was true for 77% of the staff when it came to Catchment professional learning and initiatives.

What were the biggest challenges encountered in 2022-2023?

- We continue to see learning gaps among students in their reading, writing and numeracy skills due to the pandemic
- Meeting the academic, social, physical, emotional and mental health needs of our complex and diverse school community
- Decreased student attendance/engagement as a result of the Pandemic
- Many new students arriving from overseas as new Canadians with limited to no English Language proficiency
- Supporting the mental health of our students and staff

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

- Consideration will be given to the structure of the Humanities department
- Deeper dive into assessment practices and aligning reporting processes
- Using item analysis to further explore achievement results and instructional next steps
- Implementation of targeted Intervention blocks for literacy and numeracy
- Looking at support for students in need of specialized supports during second language instructional time
- Targeted support for EAL students
- Utilizing the Student Engagement update in place of the Interim Report
- Implementation of after school high school Math tutoring program
- Continuing our Schools that Listen work with the Harry Ainlay Catchment
- Partnering with agencies to support student needs and wellness
 - Heroes Program to support Health outcomes
 - EISA Settlement Worker in school
 - Child and Youth Care practicum student from MacEwan University
 - Weekly visits from an Elder to work with students

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	85.9	85.6	85.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	73.5	75.2	76.3	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	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	58.3	59.5 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	19.5	15.5 *	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	85.7	84.9	87.3	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.1	80.9	80.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.6	82.9	82.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.5	69.8	75.4	79.1	78.8	80.3	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 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

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

What data will you use to track continuous improvement?

Canadian Achievement Test (CAT4) Provincial Achievement Tests (PAT), Teacher awarded reading levels, teacher observations, Common Lit. reading levelling resource.

Division Priority 1

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

What data will you use to track continuous improvement?

Youth Resilience Survey, Division Feedback Survey, Provincial Assurance Survey, school level student surveys.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,948,568		3,863,105
Internal Revenue		0		0
REVENUE TOTAL		3,948,568		3,863,105
Classroom	24.000000	2,584,152	24.500000	2,637,989
Leadership	3.000000	390,368	2.500000	336,013
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	80,000
TOTAL TEACHER	27.000000	3,064,520	27.000000	3,054,002
(% of Budget)		77.61%		79.06%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	433,192	7.000000	433,192
Support (Supply/OT)	.000000	5,000	.000000	2,000
Custodial	3.250000	216,188	3.250000	216,188
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	10.250000	664,380	10.250000	661,380
(% of Budget)		16.83%		17.12%
TOTAL STAFF	37.250000	3,728,900	37.250000	3,715,382
(% of Budget)		94.44%		96.18%
SUPPLIES, EQUIPMENT AND SERVICES		164,793		102,234
INTERNAL SERVICES		54,876		45,490
TOTAL SES		219,669		147,724
(% of Budget)		5.56%		3.82%
TOTAL AMOUNT BUDGETED		3,948,569		3,863,106
Carry Forward Included		0		0
Carry Forward to Future		0		0