

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	706.500	Custodial	3.998000	Salaries	\$4,194,312	96.13%
Weighted	753.224	Exempt	0.000000	Supplies, Equip., Services	\$169,024	03.87%
Regular	717	Support	4.430000			
		Teacher	<u>31.500000</u>			
Year Opened	1951	Total	39.928000	Total	\$4,363,336	100.00%

School Philosophy

In addition to the Vision, Mission and Values outlined within the [Edmonton Public Schools Strategic Plan](#), McKernan school staff and students are committed to our own core values around the work that we engage in each and every day. We see every experience as a new opportunity for us to demonstrate our curiosity, skills as a learner or ability to step out and act as a leader.

At McKernan our core values bring us together which are:

- We Seek
- We Learn
- We Lead

While simple, the complexities of the learning process are represented in these stages of learning. McKernan staff support students as they seek to explore their curiosities, find new pathways to learning and ultimately demonstrate the leadership abilities that will serve them as they head off to high school and beyond.

Community Profile

McKernan School is located in a mature neighbourhood near the centre of the city and just south of the University of Alberta. Due to our proximity to the University, we often seek involvement with them, their students and staff; past examples include: Study Buddy program, student teaching programs, volunteers, special guests. Our parents are valued partners and provide significant social capital and academic resources to our school. We work closely with McKernan Child Care Society, Edmonton Hispanic Bilingual Association, Metro Continuing Education, the University of Alberta and Change Health Community Program

Programs and Organization

McKernan school serves students from the local community and across the entire city of Edmonton. Diverse learners seeking regular English Programming (4-9) or those interested in one of our alternative programs for French Immersion (Kg-9), Late French Immersion (7-9), International Spanish Academy (Spanish Bilingual 7-9) and Academic Enrichment Program (7-9). We support all learners as they seek, learn and lead in academics, language, fine and practical arts, career and technology studies, health, well-being and athletics.

School Community Relationships

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

EHBA

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).

By June of 2024, McKernan students will demonstrate growth in literacy and numeracy in both English and target language, according to program, as measured by the following:

CAT4

- Students at or above grade level will experience one year's growth in reading, mathematics and computation.
- Students below grade level will experience more than one year's growth in reading, mathematics and computation.

PAT Exams

- Students achieving standard of excellence will increase in related PAT exams in addition to a decrease in the number of students achieving below acceptable standard in the same PAT exams

Results Achieved:

Our Literacy and Numeracy Enrichment and Support block (LANES) was utilized to both support and extend student learning depending on overall program needs (French Immersion, Spanish Bilingual, Late French, English Regular, Academic Enrichment), as well as using data to support individual students. Staff engaged in opportunities to collaboratively use data to align resources and creatively target both support and challenges. CAT4 and teacher classroom data was utilized to inform a collaborative plan that found groupings of students where numbers and assignments met needs of those that would benefit from extra support or extra challenge in the same in a smaller cohort. Another key shift for us to support individual needs was the addition of targeted EAL supports. McKernan staff collaborated with teachers from other schools to begin the process of designing a McKernan program that would specifically address a growing need in our building.

Other results achieved include:

CAT4

- On the reading assessment, 87.9% of students performed at stanine 4 or above on the spring assessment compared to 86.9% on the fall assessment.
- On the math assessment 94.6% of students performed at stanine 4 or above on the spring assessment compared to 93.9% on the fall assessment.
- On the computation and estimation assessment, 90.9% of students performed at stanine 4 or above on the spring assessment compared to 89.5% on the fall assessment 89.5.

CAT4 English Language Learners

- On the reading assessment, 50% performed at stanine 4 or above on the spring assessment, up from 25% on the fall assessment.

PAT

- On the Grade 9 English Language Arts PAT, 83% of students achieved acceptable standard and 17.7% achieved the standard of excellence.
- On the Grade 9 French Language Arts PAT, 67.4% of students achieved acceptable standard and 2.3% achieved the standard of excellence.
- On the Grade 6 French Language Arts PAT, 96.2% of students achieved acceptable standard and 19.2% achieved the standard of excellence.
- On the Math 9 PAT, 69.4% of students writing in English achieved acceptable standard and 81.4% of students writing in French achieved acceptable standard.
- On the Math 9 PAT, 33.7% of students writing in English achieved the standard of excellence and 20.9% of students writing in French achieved the standard of excellence.

By June 2024 McKernan students will demonstrate growth in their individual and collective sense of community and sense of belonging. To achieve this goal the following supports will be implemented:

- Targeted opportunities for students and classes to engage with students from other programs and divisions.
- The creation of a club system where all students find a connection to the school and/or provide leadership for other students and the school community.
- Teacher collaboration teams centered around anti-racism and equity, mental health and school culture.

Results Achieved:

The Literacy and Numeracy Enrichment and Support block (LANES), the integration of club time, and our work on anti-racism all contributed to students feeling a sense of

belonging at McKernan. In addition, school administration engaged in regular conversations with students about progress towards this goal.

Alberta Education Assurance Measures

- 83% of Division II students feel like they belong.
- 75% of Division III students feel like they belong.

Division Feedback Survey

- 64.2% of students feel like they belong at school.

What were the biggest challenges encountered in 2023-2024?

Despite our efforts towards goal # 1, there were a number of students that did not achieve where we would have hoped, particularly those students that began the year below grade level in literacy. We identified that there were students who struggled in the spring CAT4 that were represented in an overabundance by those students who transitioned into McKernan throughout the year. Additionally, this group of students is made up of a large number of EAL students. While this prompted a shift to the alignment of some resources, it continued to present a challenge. We also saw a decrease in many of the metrics related to safe and caring schools.

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

As indicated by our results and challenges, EAL will continue to be an area of further growth for our staff and school community. We have also welcomed a number of international students to McKernan who are affirming the need for EAL programming and knowledge for teachers. Our greatest area for growth, as indicated by our data, will be to improve our students' sense of belonging, feeling of safety and perception of what it means to be a positive citizen at school. Our goal continues to be deepening the academic learning experience but also providing meaningful and enrichment opportunities where students can grow their interests and passions as well as serve the school and larger community. Through various processes, such as co-constructing opportunities, we intend to seek student, family and staff input into investigating ways in which students feel an increased sense of belonging, leadership, safety, and service to the community.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7523 McKernan School

Assurance Domain	Measure	McKernan 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	82.1	83.7	86.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	74.2	75.0	77.7	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	81.8	73.1	73.1	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	20.5	5.8	5.8	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	76.9	80.5	80.5	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	26.5	27.7	27.7	15.4	15.5	15.5	Very High	Maintained	Excellent
	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	89.5	90.0	89.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	82.8	85.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.0	70.2	71.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	85.9	82.9	82.2	79.5	79.1	78.9	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 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, all students who have been at our school for the 2024-2025 school year, and were reading below grade level, will demonstrate one year's reading growth.

Achievement of this goal will be supported by:

- Targeted literacy interventions, especially for our EAL population.
- Staff collaboration around reading data to identify and support student growth.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not performing at grade level.
- An emphasis on creating meaningful IPPs and implementing and following through with strategies related to literacy.

What data will you use to track continuous improvement?

Provincial screening assessments, literacy intervention results, teacher observations, teacher awarded grades, Canadian Achievement Test 4 (CAT4), and student perception of their reading progress from the Division Feedback Survey.

Division Priority 3

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work, and professional learning that will support growth in the areas of safe and caring schools, citizenship, and sense of belonging. As a result of these activities, students will have an increased confidence that they are safe and respected at school.

The following indicators will serve as targets to monitor progress:

Alberta Education Assurance Measures

- A minimum of 5% improvement in the number of students who indicate that their learning environment is welcoming, caring, respectful and safe.

Division Feedback Survey

- A minimum of 5% improvement in the number of students who indicate that they feel safe at school.
- A minimum of 5% improvement in the number of students who indicate that they belong at school.

Youth Resilience Survey

- A minimum of 5% improvement in the number of students who have above average well being and resilience.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of staff and student wellness.
- Intentional school-wide focus on a culture of respect and wellness, including engaging students in co-constructing norms.

What data will you use to track continuous improvement?

This goal will be measured by increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Safe and Caring Schools and Citizenship. The Division Feedback Survey will be used to track increases in the measures related to promoting a comprehensive approach to student and staff well-being and mental health.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,145,392		4,363,336
Internal Revenue		0		0
REVENUE TOTAL		4,145,392		4,363,336
Classroom	29.000000	3,134,118	29.500000	3,188,155
Leadership	2.000000	274,682	2.000000	276,491
Teacher Supply	.000000	120,000	.000000	126,469
TOTAL TEACHER	31.000000	3,528,800	31.500000	3,591,115
(% of Budget)		85.13%		82.3%
Exempt (Hourly/OT)	.000000	4,000	.000000	23,000
Support	3.500000	222,314	4.430000	278,757
Support (Supply/OT)	.000000	5,500	.000000	12,500
Custodial	3.938000	274,782	3.998000	277,940
Custodial (Supply/OT)	.000000	9,000	.000000	11,000
TOTAL NON-TEACHER	7.438000	515,596	8.427999	603,197
(% of Budget)		12.44%		13.82%
TOTAL STAFF	38.438000	4,044,396	39.927999	4,194,312
(% of Budget)		97.56%		96.13%
SUPPLIES, EQUIPMENT AND SERVICES		53,600		66,592
INTERNAL SERVICES		46,396		101,432
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		100,996		169,024
(% of Budget)		2.44%		3.87%
TOTAL AMOUNT BUDGETED		4,145,392		4,363,336