



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	642.000	Custodial	2.875000	Salaries	\$4,233,877	96.06%
Weighted	791.342	Exempt	0.000000	Supplies, Equip., Services	\$173,748	03.94%
Regular	642	Support	7.572000			
		Teacher	<u>31.190000</u>			
Year Opened	1992	Total 41.637000		Total	\$4,407,625	100.00%

School Philosophy

At Mary Butterworth School, our staff team is committed to providing a safe, welcoming, caring, respectful and inclusive learning environment. We want everyone in our community to feel a sense of connection and belonging where we know that "together is better". We support each student to "Be a Maverick: To Be a Good Human. To Be Determined. To Be Bold." These traits reflect our goals to help students develop their citizenship skills, academic skills and understandings, and to discover their own unique identities and lifelong goals, while also taking care of their health and wellness. We continually reflect on ways to improve so we can provide high quality learning experiences that engage and empower students.

Community Profile

Mary Butterworth School is situated in north central Edmonton's Castle Downs Community. Our school population ranges from 600 to 650 students from year to year. The school primarily draws students from the Albany, Beaumaris, Baturyn, Chambery/Elsinore, Canossa, Dunluce, Lorelei, Lago Lindo and Rapperswill neighborhoods.

Programs and Organization

Mary Butterworth School offers programming for grade seven, eight, and nine students. We provide programming for students with special needs through our Opportunity and Connections classrooms. We are a Division site for the Academic Enrichment Program and offer Knowledge and Employability Program to qualifying students. Students requiring English language learning support are programmed for throughout the grade levels and in our sheltered ELL classroom.

Mary Butterworth is part of the the North Central Catchment Schools (NCCS) cohort which consists of 19 schools whose focus is to develop a community of teaching and learning practice to ensure success of all of our students from Early Education to grade 12. Staff from all schools in the catchment work collaboratively to create successful transitions for students as they move from grade to grade and school to school. Through professional development on collaborative approaches to learning and promoting healthy school cultures and citizenship, the goal of the NCCS is to teach our students to become learners who are resourceful, goal-directed and purposeful.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

By June 2023, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. At MBS, our efforts to provide outstanding learning opportunities for all students will focus on meeting diverse learning needs, staff collaboration and development, and student and parent engagement. Specifically: 1) Our monthly subject-team collaboration will consider student data and learning needs and will explore teaching strategies to target high impact outcomes. Our SWAT homeroom spreadsheet will track data for staff reflection, including the CAT-4. 2) Our targeted supports include: literacy intervention, grade 7 math groupings, FLEX literacy & numeracy support, grades 7, 8 & 9 support classes and missed assessment support. 3) Whole staff collaborative conversations and professional learning will focus on high impact instructional practice for supporting diverse learner needs, including programming in our Academic Enrichment classes. 4) NCCS catchment teachers will engage in 7 sessions of teacher-driven collaboration around their Inquiry-Based Professional Growth Plans. 5) Parents will be engaged as partners through events, emails, phone calls, Google Classroom notices, Individual Student Reports, Progress Reports & conferences. 6) FLEX and option programming will engage students in academic support and enrichment, CTF (Career & Technology Foundations) outcomes and career pathways. Measures: 1) Growth in student achievement data (PATs, CAT-4, GLP, HLAT, Reading Levels); 2) Alberta Assurance Survey - Student & Staff Results over 80% in Student Engagement, Education Quality, Lifelong Learning, School Improvement; 3) Division Feedback Survey - Student & Staff Results over 80% on Learning Topics.

Student learning was supported through push-in literacy support and pull-out reading support. Grade 7 math groupings allowed for more support and intervention for struggling learners. Students' number sense was supported through division and multiplication Flex practice classes. Our grade 7 support class was a small class size and had EA support, our grade 8 support class was a smaller class size and had a second teacher for morning blocks, and our grade 9 support class was a smaller class size and had some EA support. In order to instruct students at their readiness level, Knowledge & Employability programming was offered to Grade 9 students who were working below grade level. All students were provided missed assessment opportunities during Maverick Time. Monthly subject team meetings provided staff with time for collaboration on common best practices and assessments. Staff participated in consultant-facilitated conversations around High Impact Instructional Approaches (Workshop, Guided, Stations, Portfolios) and Teaching for Conceptual Understanding. Staff were provided with embedded time (7 sessions) with NCCS colleagues to improve teaching practice through inquiry and collaboration. As well, staff engaged in conference-style PL with other catchment and Division presenters. We reengaged parents through resuming in-person events, including Grade 7 Orientation, Meet the Teacher, Conferences, Band Concerts, and Open House. Parents were also able to monitor student learning through Google Classroom and Gradebook interim reports posted every 6 weeks. Through a successful Jordan's Principle Grant Application, we were able to provide a dedicated classroom teacher from January to June so eight Indigenous students benefited from a very small class size, and highly individualized instruction in a private classroom that could be their safe haven. On PATs, the % of students meeting the acceptable standard included: Language Arts (68.7% with Reading at 65.6% and Writing at 69.5%), Math (64.0%), Science (64.3%), Social Studies (47.8%). On HLATs, the % of students writing at grade level were Grade 9 (34.7%), Grade 8 (46.7%), Grade 7 (26.5%). In June Reading Reporting, % of students reading at/above grade level were Grade 9 (52.5%), Grade 8 (51.8%), Grade 7 (49.2%). CAT-4 Fall to Spring Results showed growth in Grade 7 and 8 Math in Math and Computation & Estimation. The Assurance Measure student results showed over 80% satisfaction in Education Quality, Access to Supports & Services, Program of Studies, and School Improvement. The Assurance Measure teacher results showed over 80% satisfaction in Student Learning Engagement, Education Quality, Access to Supports & Services, Program of Studies, Safe and Caring, Work Preparation, and In-Service Jurisdiction Needs. On Priority 1 Division Feedback Survey results, students rated over 78% agreement on "opportunity to be successful", "high expectations", "how to get help", "getting better at reading", and "getting better at writing". 84% of parents indicated that the information they receive tells them about their child's progress. Staff results indicate 81% or higher agreement rate on 7 out of the 8 Division Feedback Priority 1 categories.

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by student and staff feedback. At MBS, our efforts to advance anti-racism and reconciliation will focus on whole staff collaboration, development of inclusive practices, and engaging students in meaningfully celebrating the diversity of our school. Specifically: 1) Whole staff collaborative conversations will focus on anti-racism and Indigenous understandings, including sessions with Diversity consultants. We are developing a staff handbook which outlines strategies for confronting discrimination and inclusive best practices. 2) We will strengthen our skills around circle practice and restorative justice during interventions led by administration. 3) Clubs, class meetings, and assemblies will engage students in conversations around reconciliation, discrimination, and anti-racism. 4) We will explore additional ways students can report concerns and be part of problem-solving. 5) We will educate about and celebrate cultural diversity through announcements, displays, and special presentations. Measures: 1) Anecdotal feedback from students and staff; 2) Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring; 3) Division Feedback Survey - Student & Staff Results over 80% on Safety & Relationships.

We held many, meaningful in-person and Google Meet Assemblies to rebuild school community, including start-up grade assemblies, National Day of Truth and Reconciliation livestream (Sept), MADD Guest Speakers (Sept, Grade 9), Edmonton Police Cyberbullying assemblies (Oct), Remembrance Day assembly (Nov), Janley Cup assembly

(Feb), Be the Voice guest speaker assemblies & Flex sessions (Feb), Leadership in Language anti-racism assemblies (Feb), Sexual Assault Centre guest speaker assemblies (Mar), Pride Week Diversity assembly (Jun) and the National Indigenous Day assembly (Jun). Many Diversity/Anti-Discrimination FLEX sessions were offered to students throughout the year in alignment with cultural heritage days and the multi-faith calendar. In addition, bulletin board displays celebrated diversity and promoted inclusion. We engaged Muslim students in conversations about our social dance unit and how we can ensure respect and inclusion in our approach. Staff engaged in both school-based and consultant-led (3 sessions) PL on Diversity, Equity, and Inclusion. In June, an Indigenous cultural facilitator led staff in conversations around Truth and Reconciliation. Assurance Measure results for STUDENT satisfaction= Citizenship (68.4%), Welcoming Environments (74.2%), and Safe and Caring (79%). Assurance Measure results for STAFF satisfaction= Citizenship (75.2%), Welcoming Environments (75.3%), and Safe and Caring (80.9%). Division Feedback Survey Priority 2 results show 86% of students report they have the opportunity to learn about Indigenous foundational knowledge and 71% of students report that many diverse cultures are represented in materials. 79% of parents say they "feel welcome" in our school community. 100% of staff report "my school takes steps to support a sense of belonging and inclusion for everyone", and 100% of staff are aware of the work EPSB is doing to support anti-racism and equity in schools. 76% of staff say "my school is a place where all students feel like they belong" and 91% report many diverse cultures are represented in materials. School-level collaboration was rated highest for staff in both PL around supporting Indigenous students and around anti-racism and equity.

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and student well-being. At MBS, our efforts to promote student and staff well-being will focus on whole-school systems, common language, and shared leadership. Specifically: 1) Our Homeroom Health & FLEX Thursdays will engage students in conversations and activities around well-being. We will target needed topics through guest speakers and assemblies. A variety of multi-graded, FLEX classes, will foster cross-school relationships and will promote student voice and choice. 2) School-wide spirit activities and events, organized through student leadership, will foster belonging. 3) Athletic & Extracurricular Clubs will empower students. 4) Our new "Be a Maverick" statements and posters share a common language and expectations to empower students around their rights and responsibilities. 5) Our new Good Standing Policy will bring staff, students, and parents together to improve student habits and success. 6) We will frequently recognize students through Maverick Awards, and we will have collaborative conversations to determine next steps to support struggling students. High expectations for student conduct will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, restorative justice, collaborative approach, engaging parents, Division resources, and our Specialized Learning Support Team. 7) Staff lead roles and Leadership Huddles will help us support our school goals, teamwork, and wellness strategies; 8) Community partnerships will connect students with mental health supports (The Family Centre, Action for Healthy Communities). Measures: 1) Anecdotal feedback from students and staff; 2) Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring; 3) Division Feedback Survey - Student & Staff Results over 80% on Wellness & Relationships.

We recognized 255 students through our three rounds of Maverick Awards. We engaged 194 athletes including Soccer (33 athletes), Cross-Country (12 athletes), Volleyball (41 athletes), Basketball (32 athletes), Badminton (36 athletes), Flag Football (20 athletes) and Handball (20 athletes). Furthermore, we offered major Track and Field engagement (143 athletes at Meet, 72 at Zones, 13 at City Meet). Student Engagement, and Extracurricular opportunities, included: Gay-Straight Alliance (GSA), Welcome Week, Terry Fox Run, Costume Contest and Halloween Dance, Dodgeball Intramurals, Food Hamper Drive, Winter Dance, Janley Cup (16 teams), Pink Shirt Day, Valentines, \$1000 raised for Canadian Red Cross Earthquake in Turkey & Syria Appeal, Matchmaker, Touch of Class & Spring Dance, Talent Show, Pride Week, National Indigenous Day, Grade 9 Skills Canada Field Trip and Grade 9 Farewell. Students had the opportunity to choose 2 Flex classes for 7 months and 1 Flex class for 3 months and engaged in a rich variety of Wellness, CTF, and curriculum extension activities (literacy, numeracy, creative, collaborative, citizenship, leadership, diversity, movement, wellness, careers, etc.) Our Good Standing policy set high expectations for student lateness, attendance, cell phone infractions, and classroom behaviors; this served to mitigate morning lateness to a great extent. We were able to provide wrap-around supports through behavior plans and extra support with our Connections teacher, Argyll Reaching Out teacher 2 half-days a week, a Family Centre Ethnocultural Coach 2 days a week, a Bent Arrow Youth Engagement worker, an Alternative Suspension partnership with the YMCA, Mental Health, Action for Healthy Communities and social worker referrals. We accessed Diversity consultants and a Critical Incident Support team when we had significant incidents. Two staff attended the R2 Resilience Project training. A new Homeroom Health school-wide approach was implemented which included a Grades 7 to 9 scope and sequence for social-emotional and Career Pathways/My Blueprint lessons. Distributed staff leadership was developed through lead teacher roles (including NCCS Lead Teacher, Diversity Leads, Athletics Lead and Coaching, Subject Team Leads, Safe Contact Leads, Truth & Reconciliation Lead, Grade 9 Farewell committee, Admin Designates) and Leadership Huddles. We held 6 Leadership Huddles which led to effective decisions around Flex, Homeroom Health, Conferences, Open House, PAT administration, etc. . Division Feedback Survey Priority 3 results show 71% of students report "my school helps me develop skills that support my wellness", and 75% of students report "I have at least one adult in my school who I would go to for help if I need it." 79% of families report that "my child has a positive relationship with one or more adults," and 85% of families feel "the staff in my child's school care about my child". 91% of staff say they "feel safe at my workplace", 76% of staff say "I feel a sense of belonging at my workplace" and 76% of staff say "I feel my workplace is respectful". 100% of staff feel confident supporting students in their wellness.

What were the biggest challenges encountered in 2022-2023?

Student attendance rates continue to be a challenge, despite our efforts with our Good Standing Policy, attendance phone calls and letters, and wrap-around support. On average 15% of our students are missing school each day. We still see learning loss in our students and are challenged with meeting the diverse needs of our students with less resources and support than we had in previous budgets. We continue to see that students are struggling with stamina and self-management with academic skills and habits. We see students struggling with conflict resolution, and we frequently navigate social media situations which inflame conflicts and cause harm. We need to continue to work as a community with students, staff, and parents working together to mentor students around respectful dialogue and conflict management. There continue to be challenges around supply teacher and EA shortages. All staff are called upon to manage many operational deadlines; the "must get done" tasks can, at times, get in the way of time and energy needed for meaningful collaboration and planning for differentiation and school improvement.

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

To support diverse student needs, we have been approved for a second Opportunity classroom. To support student resilience and social-emotional wellness, we will use R2 resilience resources in our Homeroom Health year plan next year. To support conflict resolution, we will continue to give students' language and strategies to stand up for their rights and live up to their responsibilities. To support anti-racism and Truth and Reconciliation, we will hold monthly Google Meet assemblies to build Diversity and Indigenous foundational understanding. As well, lead staff have developed 5 Leadership in Language lessons that key teachers will roll out to all students on the topics of anti-racism, gender discrimination, homophobia, neuro-diversity, and leadership in language. We have done an intensive review of our complementary course programming, taking student and staff input, to rebuild our option offerings. As well, we have redesigned Flex into Color Blocks which will happen once a week during Period 5 on Thursdays. Our goal is that Color Block will provide most of the positive benefits of this year's Flex classes, and will reduce some of the challenges that came with Flex. We have also reviewed our school routines and expectations, and we are trialing a different approach with our cell phone policy; most of our expectations will be the same next year and we will continue to build staff clarity and consistency for student consistency and cooperation. After trying some smaller-scale student engagement conversations this year, we look forward to engaging more student voice through the Schools that Listen PL series and social innovation labs.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7572 Mary Butterworth School

Assurance Domain	Measure	Mary Butterworth 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	83.6	83.9	83.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	69.2	68.0	72.9	80.3	81.4	82.3	Low	Maintained	Issue
	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	48.5	55.5*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	9.5	13.8*	n/a	16.0	17.7	n/a	Very Low	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	82.4	85.7	87.2	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.0	76.0	76.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.5	74.9	74.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	65.8	77.1	73.6	79.1	78.8	80.3	Very Low	Maintained	Concern

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

Our MBS school plan themes this year are BELONGING-NESS (intentionally connecting, ensuring belonging) and RESPONSIVENESS (strategically supporting). By June 2024, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. At MBS, our efforts to provide outstanding learning opportunities for all students will focus on meeting diverse learning needs, staff collaboration and collaborative problem-solving with students and parents.

Specifically:

- 1) Our monthly subject-team collaboration will consider student data and learning needs and will explore teaching strategies to target high impact outcomes. We will track data for staff reflection. Each month teams will consider a prompt around high impact instructional practices for supporting diverse learner needs.
- 2) Our targeted supports include: literacy intervention, weekly library time, grade 7 math groupings, grade 8 Learning Strategies (numeracy focus) option, Color Block numeracy support, and weekly missed assessment support.
- 3) NCCS catchment teachers will engage in 5 sessions of teacher-driven collaboration around their Inquiry-Based Professional Growth Plans.
- 4) Parents will be engaged as partners through events (Grade 7 Orientation & Meet the Teacher), emails, phone calls, Google Classroom notices, Individual Student Reports, Progress Reports & conferences. New this year, we are embedding time for student and parent collaborative problem-solving on our Intervention Thursdays.
- 5) Color Block and option programming will engage students in academic support and enrichment, CTF (Career & Technology Foundations) outcomes and career pathways.
- 6) We will increase the frequency of Good Standing Policy reviews and notices in order to bring staff, students, and parents together to improve student lates, attendance, assessment completion, and citizenship.

What data will you use to track continuous improvement?

Growth in student achievement data (PATs, CAT-4, GLP, HLAT, Reading Levels); Alberta Assurance Survey - Student & Staff Results over 80% in Student Engagement, Education Quality, Lifelong Learning, School Improvement; Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 1 topics

Division Priority 1

By June 2024, all NCCS staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by student and staff feedback.

At MBS, our efforts to advance anti-racism and reconciliation will focus on whole staff collaboration, development of inclusive practices, and engaging students in meaningfully celebrating the diversity of our school. Specifically:

- 1) Whole staff collaborative conversations will focus on anti-racism and Indigenous understandings, including sessions with Diversity consultants. These sessions will include all staff practicing how to confront racialized situations and co-construct critical incident best practices.
- 2) To support anti-racism and Truth and Reconciliation, we will hold monthly Google Meet assemblies to build Diversity and Indigenous foundational understanding. As well, lead staff have developed 5 Leadership in Language lessons that key teachers will roll out to all students on the topics of anti-racism, gender discrimination, homophobia, neuro-diversity, and leadership in language.
- 3) There are 4 Color Block sessions, which all students will receive through the course of the year to advance equity (2 on Diversity/anti-racism, 1 on Truth and Reconciliation, and 1 on Trending in Canada).
- 4) We are one of 15 NCCS schools participating in the Schools that Listen PL series (8 sessions) with BAM staff; this will include engaging students in social innovation labs around safety and belonging. Our NCCS Catchment Purpose Statement is: Authentically listening to revitalize school-community relationships to enhance equity, engagement, belonging, and safety. This will allow a large group of NCCS staff to collaborate on the diversity complexities and challenges we face. It will also cultivate student voice and leadership.

What data will you use to track continuous improvement?

Anecdotal feedback from students and staff; Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring; Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 2 topics

By June 2024, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and student well-being. At MBS, our efforts to promote student and staff well-being will focus on whole-school systems and shared leadership.

Specifically:

- 1) Our new Homeroom Health year plan will engage students in conversations and activities around well-being. We are incorporating 4 of the Resiliency Project themes and resources in the year plan (Reasonable Expectations, Empathy, Opportunity to Fix One's Mistakes, and Self-Esteem).
- 2) We will engage students in safety, kindness, and well-being on their devices and in social media. Student voice and problem-solving will be promoted. A Guest Speaker in September will launch this "Social Media Conversation".
- 3) Our new Color Block group approach fosters cross-school relationships. Once a week, every multi-graded Color Group (did Sept friend requests) will be led by a different teacher to collaboratively engage in a variety of activities (Extra Phys Ed, Creative/Wellness, Career/Tech, Leadership/Citizenship).
- 4) School-wide spirit activities and events, organized through student leadership, will foster community and belonging.
- 5) Athletic & Extracurricular Clubs will engage and empower students.
- 6) We will frequently recognize students through Maverick Awards, and we will have frequent, collaborative conversations to determine next steps to support struggling students. High expectations for student conduct will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, restorative justice, collaborative approach, engaging parents, Division resources, our Specialized Learning Support Team, and community resources.
- 7) Staff lead roles and Leadership Huddles will help us to support our school goals, teamwork, and well-being. We will plan staff wellness strategies.
- 8) Community partnerships will connect students with mental health supports (The Family Centre, Action for Healthy Communities, YMCA).

What data will you use to track continuous improvement?

Anecdotal feedback from students and staff; Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring; Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 3 topics

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,161,207		4,407,625
Internal Revenue		0		0
REVENUE TOTAL		4,161,207		4,407,625
Classroom	26.600000	2,864,102	28.190000	3,035,302
Leadership	3.000000	401,226	3.000000	404,410
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	115,000	.000000	125,000
TOTAL TEACHER	29.600000	3,380,328	31.190001	3,564,712
(% of Budget)		81.23%		80.88%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	19,370	.000000	19,370
Support	6.000000	355,188	7.572000	441,095
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.875000	196,702	2.875000	196,702
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	8.875000	583,260	10.447001	669,167
(% of Budget)		14.02%		15.18%
TOTAL STAFF	38.475000	3,963,588	41.637001	4,233,879
(% of Budget)		95.25%		96.06%
SUPPLIES, EQUIPMENT AND SERVICES		135,521		115,148
INTERNAL SERVICES		62,100		58,600
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		197,621		173,748
(% of Budget)		4.75%		3.94%
TOTAL AMOUNT BUDGETED		4,161,209		4,407,627
Carry Forward Included		0		0
Carry Forward to Future		0		0