

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1027.500	Custodial	4.500000	Salaries	\$6,466,956	94.91%
Weighted	1168.479	Exempt	1.000000	Supplies, Equip., Services	\$346,591	05.09%
Regular	1,078	Support	14.600000			
		Teacher	<u>43.150000</u>			
Year Opened	2010	Total	63.250000	Total	\$6,813,547	100.00%

School Philosophy

A Blair McPherson was a stalwart advocate for public education and deeply appreciated its role in preparing students to be the leaders of tomorrow. "Grandpa Mac," as he was affectionately called, was a beloved family pastor, respected counselor and a dedicated volunteer who made significant contributions at Bisset School in the Mill Woods community of Ridgewood from the time it opened its doors. He was known for helping students contribute positively to their school, and taught them the importance of respecting others, being compassionate members of society and living their lives with honesty and integrity. Mr. McPherson passed away in 2008, but the value he placed on building positive relationships will surely be a principle that will flourish in our school.

At A. Blair McPherson School we believe that every member of our community has something special to contribute and the ability to be successful. Our community understands that we will all learn in unique ways but can come together to embrace our differences and be stronger as a whole. We believe that real learning is passionate learning and that our staff can inspire students in the best of inquiry practices. As we prepare our students for the future we embrace innovation, global citizenship, collaboration and creativity.

Community Profile

A. Blair McPherson school is located in the southeast part of the city. Our primary attendance area for elementary and junior high students is the Tamarack community. The Tamarack community reflects a diverse multicultural and socio-economic population.

Programs and Organization

A. Blair McPherson school is a kindergarten to grade nine community school that offers inclusive programming. Our school was constructed as part of the Alberta Schools Alternative Procurement program - ASAP I and opened in 2010. As a result, the main building is monitored and maintained by an external contractor. We also have six portables on our site that are monitored and maintained by our division. The elementary and junior high students share the same timetable to enhance collaborative opportunities between students and staff. Our school facility is open to community groups in the evenings and weekends to reflect our beliefs in strong community partnerships.

School Community Relationships

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

ATB Financial, Edmonton Immigrant Services Association, Edmonton Public Library (EPL)

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).

Through our cornerstone values, staff at A Blair McPherson school will focus on student competency and capacity in literacy and numeracy. By June 2024, students at A Blair McPherson will demonstrate growth in the areas of reading, writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources. Staff at A Blair McPherson will...

- **Complete a diagnostic reading test (F/P or B/R) on all students in grades one and two, students identified as reading two years below grade level, students new to ABM and students with an IPP by October 17 to direct reading interventions and provide information about reading level at parent/teacher conferences.**
- **Administer the Alberta Education assessments for literacy and numeracy to identify students for accelerated, intensive, and targeted intervention in grades 1 to 3 and use scheduled intervention time to provide these interventions.**
- **Analyze grade 6 and 9 PAT results from June 2024 to adjust instruction.**
- **Use teacher directed and scheduled intervention time to provide targeted literacy interventions for students in grades 1 to 3.**
- **Maintain our strong culture of reading and build our school culture of numeracy.**
- **Reestablish our strong environment of professional learning by reintroducing COPs and supporting our new teachers through formalized Mentorship and Inquiry learning.**

Results Achieved:

- **Diagnostic reading tests (F/P or B/R) were performed by homeroom teachers on all students in grades one and two, students identified as reading two years below grade level, students new to ABM and students with an IPP by October 17 to direct reading interventions and provide information about reading level at parent/teacher conferences - in addition to sharing reading level at conferences, teachers shared reading strategies to be used at home to complement intervention work being done at school.**
- **Administered Alberta Education assessments for literacy and numeracy to identify students for accelerated, intensive, and targeted intervention in grades 1 to 3 and use scheduled intervention time to provide these interventions - LeNS, CC3 and Numeracy Screeners showed decrease in number of students requiring additional supports pre and post intervention.**
- **Analyzed grade 6 and 9 PAT results from June 2024 to adjust instruction - in grade 9 LA 87.6% of students met the acceptable standard in reading and 91.8% met the acceptable standard in writing, in grade 9 Math 91.6% of students met the acceptable standard (highest % in school history).**
- **Used teacher directed and scheduled intervention time to provide targeted literacy interventions for students in grades 1 to 3 - teachers used a variety of strategies including guided reading, conferring, read alouds, home reading, targeted phonics instruction (using UFLI), shared reading, buddy reading, eBooks/audiobooks and word walls.**
- **Maintained our strong culture of reading and worked with numeracy committee to build our school culture of numeracy - Mighty Love of Reading Week successfully organized, ABM Reads and YouDecide promoted the entire year with near 100% participation of students, numerous authors spoke to classes, recognized numeracy week in March, dedicated numeracy website for families.**
- **Re-established our strong environment of professional learning by reintroducing COPs (on a voluntary basis) and supported our new teachers through formalized Mentorship and Inquiry learning.**

Through our cornerstone values, staff at A Blair McPherson will advance actions toward anti-racism and reconciliation. By June 2024, A Blair McPherson will demonstrate evidence of action in support of the educational experiences and achievements of Indigenous learners. We will continue to explore the concept of reconciliation and what it means to our students and staff. In addition, we will create an open, healthy, safe and inclusive school that has at its core the principles of anti-racism and equity. Qualitative and quantitative data will be collected from both internal and external sources. A Blair McPherson staff will...

- **Regularly connect with all self identified Indigenous students to ensure they are being supported and encourage them to be a part of school's planning in sharing cultural knowledge and opportunities.**
- **Provide opportunities for all students to explore Indigenous connections and build foundational knowledge to support their personal journeys of reconciliation.**
- **Participate in a Privilege Walk with division staff from the Diversity Unit and work towards managing conflict in the area of diversity and inclusion.**
- **Create an authentic sense of belonging for all students by building knowledge, skills and awareness related to equity, diversity, inclusion, and anti-racism through participation in relevant educational opportunities.**

Results Achieved:

- Regularly connected with all self identified Indigenous students to ensure they are being supported and encourage them to be a part of school's planning in sharing cultural knowledge and opportunities - dedicated administrative team member to support Indigenous students.
- Provided opportunities for all students to explore Indigenous connections and build foundational knowledge to support their personal journeys of reconciliation - this included training students to deliver the Blanket Exercise, a school wide project on the connection to land, monthly resource recommendations from our Teacher Librarian, attendance at Imagine a Canada virtual leadership conference, planning for 2024/25 Indigenous cooking experience.
- In February all staff participated in a Privilege Walk and debriefed with division staff from the Diversity Unit - this powerful experience allowed staff to gain a deeper understanding of their own privilege and how it affects their perspectives and interactions. The activity promoted empathy among staff, helping them appreciate the experiences of colleagues and students from diverse backgrounds.
- Created an authentic sense of belonging for all students by building knowledge, skills and awareness related to equity, diversity, inclusion, and anti-racism through participation in relevant educational opportunities - at ABM some examples of this work included:
 - Community Circles are regular gatherings where students and staff share experiences, feelings, and stories, fostering connection and understanding.
 - Cultural sharing events where students share aspects of their culture, traditions, and backgrounds, promoting diversity and inclusion.
 - Collaborative group activities that require teamwork, encouraging students to work together and build relationships while achieving common goals
 - Library displays and monthly bulletin board celebrating cultural diversity.
 - Junior High Community Day.

Through our cornerstone values, staff at A Blair McPherson will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2024, A Blair McPherson will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community. Qualitative and quantitative data will be collected from both internal and external sources. A Blair McPherson, staff will...

- Collaborate and develop a plan that supports student engagement and connection to school.
- Schedule Buddy classes monthly that use the R2 work as a backbone to build our K-9 community.

Results Achieved:

- Collaborated and developed a plan that supports student engagement and connection to school. Inquiry learning, a pillar at ABM, emphasizes students' active engagement in the learning process through exploration, questioning, and problem-solving. In this model, students are encouraged to ask questions, investigate topics, and seek answers through research and hands-on experiences. The process promotes critical thinking, collaboration, and self-directed learning, allowing students to construct their own understanding of concepts and develop skills that are applicable in real-world contexts. Inquiry learning can be structured or open-ended, depending on the goals of the lesson and the needs of the learners.
- Monthly Buddy classes that used the R2 work as a backbone to build our K-9 community - homeroom teachers worked with students on communication skills, empathy, motivation/perserverance. There is resounding support from parents, staff and students for the connections and community building in our Buddy classes.

What were the biggest challenges encountered in 2023-2024?

Addition of new students after September 30 (there was an overall increase of 28 students).

- Large number of students in our classrooms.
- Increase in the number of students with complex mental health needs in every classroom.
- Growing academic gaps between students in the same grade.
- Implementation of the new curriculum.

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

Continued work to increase the number of students reading and writing at grade level.

- Continued work to grow/develop culture of Numeracy.
- Consideration to creat Mighty Night in the fall that promotes Literacy and Numeracy.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1458 A. Blair McPherson School

Assurance Domain	Measure	A. Blair McPherson 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	89.0	94.7	94.6	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	88.1	94.5	94.9	79.4	80.3	80.9	Very High	Declined Significantly	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	88.9	75.6	75.6	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	29.6	35.3	35.3	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	86.8	80.8	80.8	62.5	62.6	62.6	Very High	Improved	Excellent
	PAT9: Excellence	24.5	28.4	28.4	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	91.4	96.6	95.9	87.6	88.1	88.6	Very High	Declined Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	95.4	95.6	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.4	91.0	91.4	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	85.7	90.4	89.7	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

Through our ABM vision, staff at A Blair McPherson school will build on outstanding learning opportunities for all students. Our focus will be on building student competency and capacity in literacy and numeracy. By June 2025, students at A Blair McPherson will demonstrate growth in the areas of reading, writing and mathematics.

- As measured by the CAT4, the percentage of students reading at grade level will increase by 3% between the fall and spring administrations (2023/2024 75.7% to 77.9% or +2.2%).
- Based on the provincial CC3 assessment (pre and post intervention), the number of students requiring additional supports will decrease by 50% (2023/2024 K - n/a, grade 1 - 13 to 8 students, grade 2 - 20 to 10 students, grade 3 - 11 to 7 students).
- As measured by HLAT scores, the percentage of students writing at grade level will increase by 3% (64.2% June 2024) and, as measured by provincial achievement test scores in LA, 98% of students writing will meet the acceptable standard in writing (grade 6 - 97.8%, June 2023, grade 9 - 91.8%, June 2024).
- Based on provincial numeracy screening assessments (pre and post intervention), the number of students requiring additional supports will decrease by 50% (2023/2024 K - n/a, grade 1 - 21 to 13 students, grade 2 - 35 to 16 students, grade 3 - 11 to 6 students).
- As measured by provincial achievement test scores in Math, grade 6 and 9 students writing that meet the acceptable standard will increase by 3% (grade 6 - 90.6%, June 2023, grade 9 - 91.6%, June 2024).

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments (PAST, RAN, LeNs, CC3, numeracy); literacy intervention results, teacher observations; HLATs; Canadian Achievement Test 4 (CAT4); Grade 6 and 9 Provincial Achievement Tests.

Division Priority 3

Through our ABM vision, staff at A Blair McPherson school will promote a comprehensive approach to student and staff mental health and well-being. Our focus will be on generating student engagement and developing a deeper connection to ABM. By June 2025, students at our school will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 5% increase in students feeling like they belong (2024 result = 76.5%).

Youth Resilience Survey—YRS

- 5% improvement in overall engagement results for all students in Fall 2025 (Fall 2023 result = 78.7% students engaged).
- Qualitative survey results and/or observational data signaling improvement in student-school staff relationships, such as:
 - Students engaging more in classrooms.
 - Mentioning relationships/connectedness to staff in open-ended survey questions.

Alberta Education Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 3% (Spring 2024 result = 90.7%).

Attendance

- 4% increase in overall attendance by the end of the year (2023/2024 average overall attendance = 89.1%).
- 5% increase in overall attendance of JH students attending Community Day (Oct 2024 attendance was 76%).

Achievement of this goal will be supported by:

- Through a lens of Inquiry, staff will encourage students curiosity in asking questions, investigating topics and seeking answers through research and hands-on experiences. Staff will use the Focus on Inquiry Model (Alberta Education) to promote critical thinking, collaboration, and self-directed learning,

allowing students to construct their own understanding of concepts and develop skills that are applicable in real-world contexts. Inquiry learning will be structured or open-ended, depending on the goals of the lesson and the needs of the learners.

Support for teaching staff will be provided by:

- **Professional Development:** Learning sessions focused on inquiry-based teaching strategies, best practices, and assessment techniques. Inquiry bootcamp for new staff is a critical component.
- **Collaborative Planning Time:** Regular opportunities for teachers to collaborate on planning inquiries and sharing resources and ideas.
- **Access to Resources:** Our school Library is the heart of the school providing current, diverse, engaging, high interest fiction and non-fiction. This includes books in which students see themselves and who they can be. The Teacher Librarian (TL) connects teachers with a variety of resources before and during inquiry: print, visual, audio, video, online & off including experts locally or globally. The TL anticipates teacher resource needs, getting it to them before they ask. This includes resources they may not have considered or didn't know were available to them. Our library, through the work of the Teacher Librarian is a repository of materials, including books, non fiction, articles, and online resources that support inquiry learning.
- **Mentorship Programs:** Experienced teachers are paired with those new to the inquiry model for guidance and support in implementing effective practices.
- **Classroom Observations:** Peer observations will be facilitated where teachers can observe each other's inquiry practices.
- **Flexible Scheduling:** Flexible scheduling will be encouraged to accommodate in-depth inquiry projects that may require extended time for exploration and research.
- **Showcase Student Work:** Opportunities for teachers to showcase student inquiries, celebrating successes and sharing effective strategies.
- **Facilitate Community Partnerships:** Teachers will connect with local organizations, experts, or community members who can provide real-world context for inquiries.
- **Reflective Practices:** Regular reflection on inquiry practices through grade level discussions and allowing teachers to refine their approaches.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in WCRSLE, the Division Feedback Survey in the area of belonging, the Resiliency survey in the area of overall engagement. Overall attendance will also be maintained or increased.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		6,590,077		6,813,547
Internal Revenue		0		0
REVENUE TOTAL		6,590,077		6,813,547
Classroom	39.050000	4,220,251	39.511000	4,270,073
Leadership	4.000000	536,343	3.639000	497,329
Teaching - Other	.000000	15,000	.000000	23,000
Teacher Supply	.000000	195,000	.000000	195,000
TOTAL TEACHER	43.049999	4,966,594	43.150002	4,985,402
(% of Budget)		75.36%		73.17%
Exempt	1.000000	128,665	1.000000	128,665
Exempt (Hourly/OT)	.000000	87,362	.000000	87,362
Support	13.700000	831,467	14.600000	886,089
Support (Supply/OT)	.000000	9,500	.000000	27,352
Custodial	4.500000	324,086	4.500000	324,086
Custodial (Supply/OT)	.000000	16,000	.000000	28,000
TOTAL NON-TEACHER	19.200001	1,397,080	20.100000	1,481,554
(% of Budget)		21.2%		21.74%
TOTAL STAFF	62.250000	6,363,674	63.250002	6,466,956
(% of Budget)		96.56%		94.91%
SUPPLIES, EQUIPMENT AND SERVICES		139,332		210,611
INTERNAL SERVICES		84,071		132,980
OTHER INTEREST AND CHARGES		3,000		3,000
TOTAL SES		226,403		346,591
(% of Budget)		3.44%		5.09%
TOTAL AMOUNT BUDGETED		6,590,077		6,813,547