



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	871.500	Custodial	4.500000	Salaries	\$5,253,003	94%
Weighted	958.607	Exempt	0.000000	Supplies, Equip., Services	\$305,853	06%
Regular	906	Support	16.000000			
		Teacher	<u>35.930000</u>			
Year Opened	2012	Total	56.430000	Total	\$5,558,856	100%

School Philosophy

At Michael Strembitsky School, our priority is student growth and success. We are committed to providing a positive learning environment that will foster and support high academic achievement and behavioral expectations. Through differentiated planning and instruction, students' diverse needs and individual interests are addressed. Focused on engaging in authentic learning for a 21st century world, our teaching faculty provides engaging curricular learning within and across subject disciplines. Students partake in learning and service projects that rely upon and strengthen human spirit and imagination. As a school, we design projects that allow students to engage in in-depth study of real-world problems that they care about and are interested in. Finally, we believe that success is best achieved in an atmosphere of mutual respect and trust. A safe, healthy, welcoming and orderly environment allows for a climate that supports relationship building and authentic partnerships among students and other school members.

Community Profile

Michael Strembitsky School is located in southwest Edmonton. Our school proudly serves Summerside East and grandfathered students from Summerside West communities. This year, only students living in our primary catchment area were permitted to enroll in Michael Strembitsky School. Parents are actively involved in the school and have a School Council, as well as the Strembitsky Parent Foundation.

Programs and Organization

Michael Strembitsky School offers regular programming for students in Kindergarten to Grade 9. Students receive a full complement of core classes as outlined in the Alberta Program of Studies. Starting in Grade 4, students receive instruction in French as a Second Language. Students work in a fully inclusive environment, utilizing the latest resources, to develop cross-curricular competencies. In addition, cross-disciplinary learning enables students to cultivate meaningful knowledge within authentic contexts for learning. At Michael Strembitsky School, students have access to technologies that support our focus on learning, thinking, communicating, collaborating, and working in much more powerful, personalized, integrated, connected and efficient ways.

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| Study Buddy

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

We engage in literacy and numeracy support and enrichment for all students.

By June 2022, there will be an increase of students writing and reading at or above grade level as measured by district HLAT Writing (Grades 1 to 9), CAT 4 (Grades 2-9) and the BAS Reading assessment (Grades 1 to 9). At MSS, our HLAT Writing results will increase by 2% from 81.4 to 83.4% and Reading Achievement at or above grade level will increase 3% from 82% to 85%. This will be achieved by regular, small group work targeting reading and writing growth and increased intervention support during Response to Intervention time in all grades as determined by the results of the BAS and CAT 4 reading baseline assessments and HLAT writing assessment. Staff will support student learning by selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit including the use of the Under One Sun series, resources provided through being a Downie-Wenjack Foundation Legacy School and our shared First Nations, Metis and Inuit resources.

By June 2022, there will be an increase in the percentage of students working at or above grade level in math as measured by a comparison of the Fall and Spring administration of the CAT 4. The percentage of students working at or above grade level will increase by 5% from 57.68% to 62.68%. This will be achieved through regular, small group work targeting areas of need as determined by the fall MIPI, CAT 4, Provincial Numeracy screener and implementing Math intervention support during Response to Intervention time in all grades.

The Response to Intervention Committee, with support from our Literacy and Numeracy Committees, will provide staff with resources and structures to enhance this work within the ongoing safety protocols.

Results Achieved:

At MSS, we administered a number of benchmarks to measure the number of students writing and reading at and above grade level including the Division HLAT Writing (Grades 1 to 9), CAT 4 (Grades 2-9) and the BAS Reading assessment (Grades 1 to 9). At MSS, our HLAT Writing results increased by 2.7% from 81.4 to 84.1%. According to CAT-4 data, Reading Achievement at or above grade level increased by 8.7% from 62.4% to 71.1%. According to our spring Reading Achievement data entry, 78.9% of students were reading at or above grade level, which was a decrease of 2% from the previous year. These results were achieved by regular, small group work targeting reading and writing growth and increased intervention support during Response to Intervention time in all grades and with pullout support.

Based on a comparison of the Fall and Spring administration of the CAT 4, the percentage of students working at or above grade level increased by 8.42% from 57.68% to 66.10%. This was achieved through regular, small group work targeting areas of need.

We engage catchment staff in targeted job embedded collaboration, professional learning opportunities & collaboration with community partners.

By June 2022, staff will engage in professional learning activities focused on collaborative work related to literacy, numeracy, assessment and cross-curricular competency development and will share their learning throughout the year. Staff satisfaction with professional learning will increase 1.5% from 91.5% to 93%. At MSS this will be achieved by building in structures and time for researching and implementing best practices that will support student learning and regular sharing and collaboration with colleagues.

By June 2022, all staff at MSS will have participated in Resilience professional learning, following the work of Dr. Ungar, to support student and staff resilience and engagement. According to a comparison of the fall and spring Resilience survey (Grades 4-9), students demonstrating above average or higher resilience will increase 2% from 63.21% to 65.21%. Student overall above average or higher engagement will increase 2% from 67.64% to 69.64%. This will be achieved through staff implementation of targeted strategies to support and enhance resilience and engagement gained during the Dr. Ungar professional learning. Overall satisfaction of MSS providing Welcoming, Caring, Respectful and Safe Learning Environments from the Assurance Measures Survey will increase 5% (from 88.9% to 93.9%).

Results Achieved: Throughout the year, staff had the opportunity to engage in virtual professional learning activities focused on collaborative work related to literacy, numeracy, assessment and cross-curricular competency development. Staff satisfaction with professional learning decreased by 10.9% from 91.5% to 80.6%. At MSS

structures and time were built in for researching and implementing best practices that supported student learning and regular sharing and collaboration with colleagues. As there was no Spring administration of the Youth Resiliency Survey, we have no data to compare at this time. Overall satisfaction of MSS providing Welcoming, Caring, Respectful and Safe Learning Environments from the Assurance Measures Survey decreased by 2.3% from 88.9% to 86.6%.

Provide parents with a range of opportunities to become increasingly engaged in their child's education.

By June 2022, our Parental Involvement rating will increase by 5% (increasing from 80.2% to 85.2%) as measured on the Assurance Measures survey. This will be achieved by School administration collaborating with School Council to elicit input into educational programming and engagement opportunities for the community on a variety of educational topics. We will work to connect families with community supports and our Specialized Learning Support Team as needed. On an on-going basis, parents will be provided with updates via School Zone postings, teacher newsletters and phone outs, and provided regular opportunities to engage in meaningful conversations about their child's learning. While staff have a variety of online communication tools they use with families, all will be linked to SchoolZone for easier parental access. Each grade-level team will provide opportunities for parents to engage in virtual showcases and conferences that highlight students' learning and ways that we are working towards achieving the goals of our School Plan. We will connect with families throughout the year to gather their input into the direction of teaching and learning at MSS, families' current level of involvement and the areas in which families would like further involvement.

Results Achieved: Parental Involvement rating decreased by 12.5% from 80.2% to 67.7% as measured on the Assurance Measures survey. At MSS, School administration collaborated with our School Council to elicit input into educational programming and engagement opportunities for the community on a variety of educational topics. We worked to connect families with community supports and our Specialized Learning Support Team as needed. On an on-going basis, parents were provided with updates via School Zone postings, teacher newsletters and phone outs, and provided regular opportunities to engage in meaningful conversations about their child's learning. While staff had a variety of online communication tools they used with families, all families were linked to SchoolZone for easier parental access. Each grade-level team provided opportunities for parents to engage in virtual showcases and conferences that highlighted students' learning and ways that we were working towards achieving the goals of our School Plan.

What were the biggest challenges encountered in 2021/22? The biggest challenge was teaching and learning with large class sizes in a Pandemic including the many safety protocols, the regular shifts between in-person and online learning and the daily uncertainties. While staff did an excellent job maintaining high quality teaching, in whatever form of delivery required, these interruptions to learning and the inability to connect in the ways we were used to was a huge challenge. We are proud of how our community pulled together to keep the success of all students as the focus in the face of a Pandemic. Maintaining connections within our community proved challenging while following COVID-19 restrictions.

What are the implications from 2021/22 that will impact your current year plan? Our Response to Intervention program is entering year 4 of its implementation. The Response to Intervention Committee is exploring ways, with support from our Literacy and Numeracy Committees, to enhance this work including cross grade groupings to best target areas of need. We have implemented a number of fall benchmarks (CAT4, Resiliency Survey, Learning Loss Assessment, EYE-TA) that will help to effectively target areas for growth. We have organized for instruction by keeping class sizes smaller where possible. With the lifting of Pandemic restrictions we look forward to welcoming our community back into the building and fostering stronger in person connections and relationships.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1578 Michael Strembitsky School

Assurance Domain	Measure	Michael Strembitsky 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	81.5	82.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	81.6	84.1	81.9	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	81.5	n/a	81.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	29.2	n/a	29.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.7	89.1	90.8	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	88.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	71.0	78.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	67.7	80.2	76.9	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Growth will be measured by EYE-TA (K), Division HLAT Writing (grades 1-9), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-9), CAT-4 (grades 4-9) and PATs (grades 6&9). At MSS, our HLAT Writing results will increase by 2% from 84.1 to 86.1%. Provincial Literacy and Numeracy Assessment results will indicate a 10 point increase in average score when comparing Fall results to Spring results. The percentage of students at stanine 4 and above in reading according to the CAT-4 will increase by 2% from 84.66% to 86.66%. The percentage of students at stanine 4 and above in Math according to the CAT-4 will increase by 2% from 91.16% to 93.16%. The percentage of students at Stanine 4 and above in Computation & Estimation according to the CAT-4 will increase by 2% from 82% to 84%. This will be achieved by regular, small group work targeting math, reading and writing growth and increased intervention support during Response to Intervention time in all grades, as determined by the results of the CAT 4 baseline assessments, BAS and HLAT writing assessment. Staff will support student learning by selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit including the use of the Under One Sun series, resources provided through being a Downie-Wenjack Foundation Legacy School and our shared First Nations, Metis and Inuit resources.

Division Priority 1

By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments. Using results from the Division Feedback Survey, our staff satisfaction with professional learning will increase by 5% from 80.6% to 85.6%. Overall satisfaction of MSS providing Welcoming, Caring, Respectful and Safe Learning Environments from the Assurance Measures Survey will increase by 3% from 86.6% to 89.6%.

Division Priority 2

By June 2023, students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, as well as Access to Supports and Services, and the Division Feedback Survey measures specific to General Check-In, Safety and Well Being. The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe will increase by 3% from 86.6% to 89.6%. The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school will increase by 3% from 71% to 74%. The percentage of students who feel the school has been able to provide them with good supports for mental health will increase by 5% from 55% to 60% according to the Division Feedback Survey. The percentage of students who indicate they are doing well or very well in the General Check-In will increase by 5% from 63% to 68%.

Division Priority 3

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		5,346,854		5,558,856
Internal Revenue		0		0
REVENUE TOTAL		5,346,854		5,558,856
Classroom	32.930000	3,386,258	32.930000	3,386,258
Leadership	3.000000	392,788	3.000000	394,091
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	105,000	.000000	120,000
TOTAL TEACHER	35.930000	3,884,046	35.930000	3,900,349
(% of Budget)		72.64%		70.16%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	60,000	.000000	60,000
Support	13.000000	744,442	16.000000	900,682
Support (Supply/OT)	.000000	48,000	.000000	43,000
Custodial	4.500000	306,974	4.500000	306,974
Custodial (Supply/OT)	.000000	43,000	.000000	42,000
TOTAL NON-TEACHER	17.500000	1,202,416	20.500000	1,352,656
(% of Budget)		22.49%		24.33%
TOTAL STAFF	53.430000	5,086,462	56.430000	5,253,005
(% of Budget)		95.13%		94.5%
SUPPLIES, EQUIPMENT AND SERVICES		133,292		143,673
INTERNAL SERVICES		127,100		159,180
OTHER INTEREST AND CHARGES		0		3,000
TOTAL SES		260,392		305,853
(% of Budget)		4.87%		5.5%
TOTAL AMOUNT BUDGETED		5,346,854		5,558,858
Carry Forward Included		0		0
Carry Forward to Future		0		0