

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	897.000	Custodial	4.500000	Salaries	\$5,731,456	96.94%
Weighted	996.253	Exempt	0.000000	Supplies, Equip., Services	\$181,100	03.06%
Regular	940	Support	16.500000			
		Teacher	<u>38.686000</u>			
Year Opened	2012	Total	59.686000	Total	\$5,912,556	100.00%

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 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 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.

Results Achieved:

At MSS, Provincial Literacy and Numeracy Assessment results indicated an overall 14 point increase in average score when comparing Fall results to Spring results. Our HLAT Writing results decreased by 3.6% from 82.5 to 78.9%. According to the CAT-4, the percentage of students at stanine 4 and above in reading increased by 2.5% from 85% to 87.5%, the percentage of students at stanine 4 and above in Math increased by 4.2% from 84.5% to 88.7% and the percentage of students at Stanine 4 and above in Computation & Estimation increased by 3.7% from 80.8% to 84.5%. Our results were achieved through regular, small group work targeting math, reading and writing growth and increased intervention support during Response to Intervention/TEAMtime in all grades, as determined by the results of the CAT 4 baseline assessments, BAS and HLAT writing assessment. Staff supported 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 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%.

Results Achieved: According to the Assurance Survey, staff satisfaction with professional learning increased 5.7% from 80.6% to 86.3%. Overall satisfaction of MSS providing Welcoming, Caring, Respectful and Safe Learning Environments from the Assurance Measures Survey decreased by 3.6% from 86.6% to 83%.

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%.

Results Achieved:

The percentage of teachers, parents and students who agreed that the learning environments are welcoming, caring, respectful and safe decreased by 3.3% from 86.6% to

Results and Implications

83%. The percentage of teachers, parents and students who agreed that students have access to the appropriate supports and services at school decreased by 2.9% from 71% to 68.1%. According to the Division Survey, the percentage of students who felt the school has been able to provide them with good supports for mental health increased by 13% from 55% to 68% . The percentage of students who indicated they are doing well or very well in the General Check-In was maintained at 63%.

What were the biggest challenges encountered in 2022-2023? The biggest challenges were overcoming learning gaps as a result of the Pandemic, writing being at the forefront, with large class sizes. Staffing shortages, reductions to budget and the implementation of a new curriculum in Elementary were also challenges for the 2022-23 school year.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024? During our school wide intervention time (TEAMTime), we have modified the delivery model, based upon staff and student feedback, to increase efficacy. We will increase the amount of small group writing time to help address this area of need. While staff shared they enjoyed the various professional learning opportunities, more time will be spent sharing this learning with our community (i.e. School Council).

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	81.7	81.5	81.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.2	81.6	80.7	80.3	81.4	82.3	Intermediate	Declined	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	78.2	78.9*	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	23.4	29.7*	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.7	86.7	88.3	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	86.6	86.6	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	68.1	71.0	71.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.5	67.7	75.3	79.1	78.8	80.3	High	Maintained	Good

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 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.
- 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).
- 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.
- 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.
- 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.
- 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.

*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

By June 2024, students will demonstrate growth in Literacy, specifically in the area of writing. Achievement of this goal will be supported by:

- practice HLAT orientated writing tasks
- increased focus on writing skills during TEAM Time (School-wide Intervention Block)
- mini-lessons and small group work focused on writing
- streamlining and sharing common best practices and resources in writing
- OECD recommended practices will be used to support our First Nation, Metis and Inuit students and as universal strategies to support all students

What data will you use to track continuous improvement?

Teachers will use a variety of ongoing formative assessment practices, including practice HLAT's, to track progress, group students for our school-wide intervention and inform instruction towards this goal. In our Spring 2024 HLAT results, we will look for the percentage of students writing at or above grade level to increase from last year's results of 78.9%.

Division Priority 1

By June 2024, students, parents 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 (WCRSLE). Achievement of this goal will be supported by:

- students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation
- school culture surveys to all stakeholders to identify areas to target/support
- student talk time and support from SLS for students who require targeted supports
- sharing our learning and next steps with our Parent community, including our school council

What data will you use to track continuous improvement?

Results from Fall "culture surveys" will identify areas for improvement and will be administered and reviewed again in the Spring. Spring 2024, we will look for Division Feedback Survey results in staff satisfaction with Professional Learning to increase from last year's results of 86.3%. From the Assurance Measures, we will see overall satisfaction of MSS providing WCRSLE increase from 83%.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		5,817,680		5,912,556
Internal Revenue		0		0
REVENUE TOTAL		5,817,680		5,912,556
Classroom	35.686000	3,842,419	35.686000	3,842,419
Leadership	3.000000	409,799	3.000000	413,219
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	105,000	.000000	78,000
TOTAL TEACHER	38.686001	4,357,218	38.686001	4,333,638
(% of Budget)		74.9%		73.3%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	63,000	.000000	73,000
Support	14.000000	813,751	16.500000	952,841
Support (Supply/OT)	.000000	32,000	.000000	27,500
Custodial	4.500000	320,401	4.500000	320,401
Custodial (Supply/OT)	.000000	27,000	.000000	24,076
TOTAL NON-TEACHER	18.500000	1,256,152	21.000000	1,397,818
(% of Budget)		21.59%		23.64%
TOTAL STAFF	57.186001	5,613,370	59.686001	5,731,456
(% of Budget)		96.49%		96.94%
SUPPLIES, EQUIPMENT AND SERVICES		86,600		77,092
INTERNAL SERVICES		114,710		101,008
OTHER INTEREST AND CHARGES		3,000		3,000
TOTAL SES		204,310		181,100
(% of Budget)		3.51%		3.06%
TOTAL AMOUNT BUDGETED		5,817,680		5,912,556
Carry Forward Included		0		0
Carry Forward to Future		0		0