



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	187.000	Custodial	1.625000	Salaries	\$2,089,286	95%
Weighted	296.502	Exempt	0.000000	Supplies, Equip., Services	\$118,392	05%
Regular	196	Support	6.600000			
		Teacher	<u>14.319000</u>			
Year Opened	1958	Total	22.544000	Total	\$2,207,678	100%

School Philosophy

The school, in partnership with all stakeholders, will help foster the growth of children who can contribute positively to their global community. We believe: In providing a safe and supportive learning environment fo foster growth, diversity and community.

Community Profile

McArthur is located in an active mature community whose core is composed of single-family dwellings which are surrounded by large areas of high-density housing. There is a very active community league and there is strong support on the part of the parents and community for the school. The community is beginning to renew with younger families. The McArthur Advisory Council is very active, and participation by parents in various school activities is excellent. The MAC financially supports field trips, technology and in-school presentations. External agencies working with McArthur; Big Brothers and Big Sisters In-School Mentoring program, Immigration Settlement worker to support our Canadian New Comers, and the Alberta Education School Nutrition Program. In the past, we have had many individual volunteers who work with our students. Together We Shine Brightly!

Programs and Organization

McArthur School offers a morning kindergarten class, grade one to six programming, and we are a district site for 2 classes of Learning Strategies and 3 classes of Behaviour and Learning Assistance Programs. The school supports and encourages leadership by having students build capacity in many different roles within the school. Students previously participated in a variety of leadership roles, such as patrols, playground leaders, greeters, and student council. McArthur school previously offered non-curricular programs, such as running club, choir, handbell choir, intramurals and more. McArthur continues to offer French as a Second Language to students in grades 4, 5, and 6. We have strong intervention programs to support literacy, numeracy, mental health and social skills to any student in need.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, E4C, Edmonton Immigrant Services Association

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 2020-2021, 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.

In the Ross Sheppard Catchment, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student.

By June 2021, at McArthur School, our student's achievement results will meet or exceed our previous years results as indicated by our measures in the absence of the Provincial Achievement Test. Our teachers will engage in collaborative work designed to improve and enhance teaching and learning, specifically in the areas of literacy and numeracy. We will engage all our students to improve in the areas of literacy and numeracy with dedicated intervention time scheduled during the week. While all students will benefit, students deemed to be at risk will be identified and have targeted interventions put in place to support success during this time. We will achieve this through collaboration: agreement on Essential Learning Outcomes, building common assessments and using achievement data to track and support students school-wide to determine best intervention practices. We will also use professional learning to guide our best practices, such as 5 Pillars, ELL intervention, Writers' Workshop, Leveled Literacy Intervention, numeracy strategies and pro-social skills. We will measure this by using Fountas and Pinnell reading levels, HLATs, MIPI, and teacher professional judgment informed by observation, conversation and products.

Results Achieved:

Reading levels, as determined using Fountas and Pinnell, show approximately 28% of students were reading at or above grade level at the start of the year. When assessed again later in June 47% of the students were identified as reading at or above grade level.

The Math Intervention Programming Instrument (MIPI) was written at the start of the year and 51% of students were achieving at or above grade level. The MIPI was also administered again in January and 60% of students were able to demonstrate growth.

McArthur continues to make progress with student literacy and numeracy. Staff continue to collaborate and engage in discussions with respect as to how they can support students with challenges. Time was allocated in the timetable to provide interventions with our students requiring greater support. All classes engaged with Guided Reading, Math Fact competitions, and Problem of the Week competitions.

Although limited due to cohorting, some students were supported with Leveled Literacy Interventions and Middle Year Literacy Interventions.

English Language Learners benchmarked levels 1 and 2 received pullout support four times a week to help with language acquisition and reading.

Staff continue to attend professional development related to literacy and numeracy and share their knowledge during collaborative times.

Alberta Education Assurance Measure for Student Growth and Achievement
- 86.2% of students, parents and teachers agree that students are engaged in their learning
- 96.2% of students, parents, and teachers are satisfied with the overall quality of basic education

In the Ross Sheppard Catchment, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating a welcoming, high-quality learning and working environments.

By June 2021, 100% of McArthur staff will participate in, and have opportunities to enhance professional capacity and leadership skills through catchment professional development, targeted collaborative work and participation in a community of practice groups. We will achieve this by providing opportunities for professional learning for staff aligned with Professional Growth Plans, attendance at Catchment and school professional learning days, and during early Thursday collaborative times. Targeted themes for

growth will include: literacy, numeracy, assessment, intervention, and/or differentiation. We will measure this by analyzing feedback (informal and formal) shared by staff regarding their professional learning opportunities, the District Survey (Priority 2/Goal 3) and Accountability Pillar (Effectiveness of Professional Development and School Improvement).

Results Achieved:

100% of staff participated in professional development related to resiliency by Danny Bateman as we engaged in the pilot of the Division Resiliency Survey

Staff professional development offered through the Division focused on Literacy, Numeracy and building knowledge of Indigenous ways of knowing. Staff then shared what was learned at staff meetings and collaborative meetings.

Staff who expressed interest attended Emerging Leaders as offered by the catchment to develop an understanding of leadership within the division and attended three coaching sessions to think about and reflect on their leadership

Building staff capacity around First Nations Metis and Inuit foundational knowledge, by engaging in professional readings on colonialism and incorporating Indigenous literature and knowledge into the classroom, as presented by our Indigenous Committee and on the Medicine wheel as presented by a staff member.

Some staff engaged in professional development through the Edmonton Regional Consortium in the areas of Writer's Workshop and First Steps in Mathematics.

Behaviour Learning and Assistance program engaged with the division Community of Practice to further develop their capacity to work with the challenges faced by the students in this program.

Alberta Education Assurance Measure for In-service jurisdiction needs

- 94.2% of teachers report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

In the Ross Sheppard Catchment, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child.

By June 2021, McArthur School will use Virtual opportunities for parental involvement in school events and activities. As the government and the division make adjustments to the restrictions surrounding visitors in school buildings, we would look at resuming our previous activities which brought parents into the school and helped to establish a sense of community. We will focus on consistent and timely communication with parents and families to support this goal using bi-weekly emails, Schoolzone, school website and our school sign. Classroom activities are communicated through schoolzone, agendas, 'backpack' notes, classroom newsletters, emails and phone calls. We will encourage parents to contact teachers to discuss their child's progress at any time by google meet or by phone. We will measure this by including the number of parents attending school events/activities, parental communication and feedback, community partnerships and initiatives, and our results from the Accountability Pillar in the area of Safe and Caring Schools, Modeling Active Citizenship and Parental Involvement as well as the overall positive response levels on items aligned with Priority 3/Goal 1 and 2 on the District Survey.

Results Achieved:

Communication with our parents and community was through student agendas, monthly newsletters, and by electronic means such as Schoolzone, our school website, and an email from the principal on a biweekly basis.

Parent teacher conferences were shifted to a virtual format, conferencing over three days, and using a staff member to translate allowed us to talk about goal setting and achievement with over 90% of our families.

In consultation with staff and our parent counsel, we hired a Mental Health Therapist from the Family Centre who worked half time from the start of February until the end of the year and worked with a number of our families. Students and families indicated they benefited from the time with the counsellor and the students who were seeing the counsellor saw an improvement in attendance from the first half of the year.

McArthur benefited from a number of partnerships such as the Alberta Nutrition Program (E4C), Big Brothers/Big Sisters (Virtual), and an Intercultural Liaison through Edmonton Immigrant Services Association.

Our McArthur Advisory Council continued to be active with monthly meetings and supported the school by providing virtual field trip opportunities.

A Divisional consultant provided school wide teaching on the "Sacredness of Plants" which involved a number of lessons over the course of a couple of days which was applicable in different subject areas. Staff incorporated different aspects of Indigenous culture and heritage using literature and projects in the classroom. All students participated with the Westglen Virtual Pow Wow.

Zones of Regulation continue to benefit our students with their social and emotional well being.

Alberta Education Assurance Measure for Citizenship

- 83.8% of students, parents and staff are satisfied that students model the characteristics of active citizenship

Alberta Education Assurance Measure for Safe and Caring Schools

- 92.4% of students, parents and teachers are in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school

Alberta Education Assurance Measure for Parental Involvement

- 79.3% of parents and teachers are satisfied with parental involvement in decisions about their child's education

What were the biggest challenges encountered in 2020/21?

The transitions students and teachers endured as they transitioned from in-person to online due to quarter changes, COVID cases and or mandatory isolation periods. This presented challenges as students and teachers adapted to the different ways to access resources and ways to engage with students. With the online learning all schools experienced in March 2019, periods of learning loss and gaps in student understanding due to either engagement or attendance have disrupted the continuity of instruction and students are demonstrating gaps in their learning which did not seem evident in the past.

Having to maintain strict classroom cohorts has created challenges for a school which previously used mixed ability groupings during schoolwide intervention times. Staff have had to adjust in how they are able to provide interventions as a sole teacher with the diversity of student learning needs.

What are the implications from 2020/21 that will impact your current year plan?

We continue to work on our students' ability to be successful in the areas of Literacy and Numeracy and have taken on Reading Screeners and Math First Steps professional development as ways to support our students in building their capacity and abilities.

Staff are building capacity in Tier 3 interventions to be better able to support student learning needs and learning loss. Increased number of professional development days, number of sessions and virtual sessions are providing staff with easier access to PD which is relevant to building their capacity to meet the learning needs of students in their classroom.

Parental involvement dropped due to COVID and our inability to have parents in the building for various seasonal and educational events throughout the year. Last year we did post a Winter Concert to SchoolZone, we continue to find other ways to engage with parents as partners.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

McArthur School (7143)



Assurance Domain	Measure	McArthur School (7143)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.2	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.8	85.8	85.8	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	55.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.7	89.9	92.8	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.3	86.2	85.9	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

In the Ross Sheppard Catchment, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. By June 2022, at McArthur School, our student achievement results will meet or exceed our three-year average as stated on the school's Accountability Pillar results document. Our teachers will engage in collaborative work designed to improve and enhance teaching and learning, specifically in the areas of literacy and numeracy. Students deemed to be at risk will be identified and will have targeted interventions put in place to support success.

We will achieve this through collaboration: agreement on Essential Learning Outcomes, building common assessments and using data to track and support students school-wide to determine best intervention practices. We will also use professional learning to guide our best practices, such as Reading Screeners and 5 Pillars (phonemic awareness, phonetics, vocabulary, fluency, and reading comprehension, ELL intervention, Writers' Workshop, Leveled Literacy Intervention, Middle Years Literacy Intervention, Math First Steps, Numeracy strategies and pro-social skills. As a part of the Equity Achievement Project we are increasing the capacity of staff in the areas of both Literacy and Numeracy with the support of the division consultants and our lead teachers.

We will measure this by using CAT-4 (Reading, Mathematics, Computation and Estimation), Fountas and Pinnell reading levels, Reading Screeners, HLATs, Writers' Workshop, MIPI, and teacher professional judgment Informed by observation, conversation and products.

Priority 1

In the Ross Sheppard Catchment, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating a welcoming, high-quality learning and working environment. By June 2022, 100% of McArthur staff will participate in, and have opportunities to enhance professional capacity and leadership skills through catchment professional development, targeted collaborative work and participation in a community of practice groups. Teaching staff will participate in professional development related to the 5 Pillars of Reading and Math First Steps.

We will achieve this by providing opportunities for professional learning for staff aligned with Professional Growth Plans, attendance at Catchment and school professional learning days, embedded collaboration, and during early Thursday collaborative times. Targeted themes for growth may include: literacy, numeracy, assessment, intervention, differentiation, diversity, and anti-racism.

We will measure this by analyzing feedback (informal and formal) shared by staff regarding their professional learning opportunities, the District Survey (Priority 2/Goal 3) and Accountability Pillar (Effectiveness of Professional Development and School Improvement).

Priority 2

In the Ross Sheppard Catchment, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child. By June 2022, McArthur School will increase opportunities for parental involvement in school events and activities. We will focus on consistent and timely communication with parents and families to support this goal. We will encourage parents to contact teachers to discuss their child's progress at any time.

We will achieve this by inviting our parents and community members to the classroom as well as school-wide events and activities through schoolzone, agendas, school website, 'backpack' notes, classroom/school newsletters, school sign, emails and phone calls. Through our involvement with the Resiliency project we will build our capacity and provide greater support for our students.

We will measure this by including the number of parents attending school events/activities, parental communication and feedback, community partnerships and initiatives, and our results from the Accountability Pillar in the area of Safe and Caring Schools, Modeling Active Citizenship and Parental Involvement as well as the overall positive response levels on items aligned with Priority 3/Goal 1 and 2 on the District Survey.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,938,761		2,207,678
Internal Revenue		0		0
REVENUE TOTAL		1,938,761		2,207,678
Classroom	11.567000	1,189,458	13.319000	1,369,619
Leadership	1.000000	131,339	1.000000	131,610
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	45,000
TOTAL TEACHER	12.567000	1,365,797	14.319000	1,546,229
(% of Budget)		70.45%		70.04%
Exempt (Hourly/OT)	.000000	19,482	.000000	19,482
Support	6.000000	338,151	6.600000	369,399
Support (Supply/OT)	.000000	18,000	.000000	30,000
Custodial	1.625000	119,176	1.625000	119,176
Custodial (Supply/OT)	.000000	2,000	.000000	5,000
TOTAL NON-TEACHER	7.625000	496,809	8.225000	543,057
(% of Budget)		25.63%		24.6%
TOTAL STAFF	20.192000	1,862,606	22.544001	2,089,286
(% of Budget)		96.07%		94.64%
SUPPLIES, EQUIPMENT AND SERVICES		39,655		74,952
INTERNAL SERVICES		36,000		42,640
OTHER INTEREST AND CHARGES		500		800
TOTAL SES		76,155		118,392
(% of Budget)		3.93%		5.36%
TOTAL AMOUNT BUDGETED		1,938,761		2,207,678
Carry Forward Included		0		0
Carry Forward to Future		0		0