



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	324.500	Custodial	2.000000	Salaries	\$2,231,282	95%
Weighted	335.215	Exempt	0.000000	Supplies, Equip., Services	\$115,078	05%
Regular	348	Support	3.000000			
		Teacher	<u>16.613000</u>			
Year Opened	1953	Total	21.613000	Total	\$2,346,360	100%

School Philosophy

Mount Pleasant School aspires to be a capable, connected, committed school community where students work to achieve academic excellence and foster leadership skills. In partnership with parents, we strive to provide a structured environment of consistently high expectations for learning and conduct where students demonstrate diligence and self-discipline as they achieve excellent results in all their pursuits.

Community Profile

Located in South Edmonton, Mount Pleasant School is an older school which received major renovation in 1996-97. The Cogito Alternative Program has been offered since the fall of 1995. The Mainstream program was closed effective September 2007. Most students come from communities outside the immediate Mount Pleasant School area. Our school benefits from parental involvement and from the support of our School Council and Parent Advisory Association.

Programs and Organization

Mount Pleasant School provides a K-6 Cogito Alternative Program to 355 students. The Cogito Alternative Program is a knowledge-based program with clearly-defined standards of achievement and measurable learning objectives. Language Arts is taught utilizing the Literacy Meaningful Applied Phonics program in the early years (K-2). Teacher specialists provide Music (K - 6) and French as a Second Language (1 - 6) instruction. Student goal setting is an integral part of learning and involves students, parents and teachers.

School Community Relationships

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

YMCA

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.

By June 2021, teachers will deepen their understanding and skill set in the effective use of technology to support high-quality teaching and learning with a focus on conceptual understanding. As teachers apply these principles in their planning, instruction and regular assessments, students will be better equipped to uncover conceptual relationships and transfer their learning both within and across disciplines. Interim measures will be in place throughout the year to track student academic progress. Tailored supports will be put in place to respond to individual student areas of need in a timely manner. Indicators of success will include an increase in student achievement evidenced by internal school measures.

Results Achieved:

Anticipating a need to pivot to remote learning in response to the pandemic, teachers responded with proactive planning to ensure continuity of high-level instruction. This shift in instructional delivery involved approaching teaching and learning in a different way, with particular attention to student engagement, academic expectations and effective assessment practices in an online platform. Teachers worked collaboratively with Windsor Park School to develop online platforms where students could maintain a high level of rigor and academic success both in person and during remote learning. Internal school measures indicated an increase in student achievement from the previous year, with 99% of students writing at grade level and 98% of students reading at grade level.

By June 2021, teacher capacity to improve student achievement will continue to be enhanced through systematic, targeted collaboration related to the implementation of research-based practices on the use of technology to support quality teaching and learning. Indicators of success will include an increase in our Educational Quality and School Improvement measures evidenced by the Accountability Pillar.

Results Achieved:

Teachers participated in ongoing, targeted professional development and collaboration in partnership with Windsor Park School in relation to embedding technology to enhance quality teaching and learning environments for both online and in person instruction. With a focus on the most impactful, evidence-based practices and opportunities to learn from one another through collaboration, teachers continue to hone their instructional knowledge and skills. According to the Alberta Education Assurance Survey, our results in the Education Quality category maintained an overall level of Excellent, increasing from 91.9% to 93.4%. The new survey did not include a School Improvement domain, therefore there is no data available for this measure.

By June 2021, staff will continue to enhance communication between home and school to promote the active involvement of families in student learning. Communication practices will demonstrate commitment to relationships with parents by using processes that are inclusive, transparent, responsive and accountable. Indicators of success will include feedback from stakeholders and an increase in our Parental Involvement measure evidenced by the Accountability Pillar.

Results Achieved:

Increasing engagement and partnerships in learning was a key priority at Mount Pleasant School. The School Council launched an online parent survey to measure parent

engagement levels and inform strategies to increase and sustain their engagement with the school and in their children's learning journey, especially during the ongoing COVID-19 pandemic. This was an extremely collaborative effort between School Council and the school administration. In April 2021, the survey research culminated in a parent-facing presentation encapsulating survey results and a more extended report to the school with key considerations for enhancing engagement and communication with the parent body. According to the Alberta Education Assurance Survey, our results in the Parental Involvement category increased from 77.8% to 85.0%, maintaining an overall level of Excellent.

What were the biggest challenges encountered in 2020/21?

The ongoing pandemic continues to have an impact on our school faculty, our students, and the families we serve. Although teachers worked diligently to respond to a changing class roster and subsequent learning needs each quarter, there is a degree of learning loss this year that is new to our school. For students, the constant changes during the school year has impacted their mental health resulting in increased levels of stress and anxiety. For parents, one challenge they identified was in their ability to keep engaged in their child(ren)'s learning journey and school activities.

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

Supporting students who are performing below grade level in reading, writing and mathematics will be a top priority in the coming year. Teachers will identify those students who require additional supports and put interventions in place to address their specific needs.

Student mental health is another area we will address, helping them navigate through adversity and negotiate for the resources they need throughout the upcoming school year. Using data from Dr. Ungar's survey on Youth Resilience, Mount Pleasant faculty will assess the needs of our students and identify research-based strategies to incorporate in their classroom to support student resilience.

To discover potential avenues for enabling engagement during these times, parents were asked for their recommendations on what Mount Pleasant can do to help them stay engaged. Many barriers to parent engagement may be overcome by offering parents opportunities to engage virtually and increase the regularity of home/school communication. Mount Pleasant will explore more meaningful opportunities that would have the most significant impact on overall engagement.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Mount Pleasant School (7524)



Assurance Domain	Measure	Mount Pleasant School (7524)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.2	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.3	84.2	87.9	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	100.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	88.0	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	93.4	91.9	93.9	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.5	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.0	77.8	83.9	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. 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.

Goal 2: Success for every student

By June 2022, teachers will continue to deepen their understanding and skill set in the area of literacy and numeracy interventions. Teachers will apply research-based practices in their planning, instruction and regular assessments. Tailored supports will be put in place to respond to individual student areas of need in a timely manner. Interim measures will be used throughout the year to track student academic progress. Indicators of success will include an increase in student achievement evidenced by Division and internal school measures.

Priority 1

Goal 1: A focus on well-being and student citizenship

By June 2022, teacher capacity to support student well-being will be enhanced through ongoing professional development and collaboration related to research-based practices in the area of youth resilience and engagement. Strategies will be implemented to help students build their self-confidence, increase their desire to learn and grow, and advocate for their social and emotional needs. Indicators of success will include an increase in our Welcoming, Caring, Respectful and Safe Learning Environments and Citizenship measures evidenced by the Alberta Education Assurance Survey.

Priority 2

Goal 1: Parents as partners

By June 2022, staff will continue to enhance communication between home and school to promote the active involvement and engagement of families in student learning. Communication practices will demonstrate commitment to relationships with parents by using processes that are engaging, transparent, responsive and accountable. Indicators of success will include feedback from stakeholders and an increase in our Parental Involvement measure evidenced by the Alberta Education Assurance Survey.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,300,751		2,346,360
Internal Revenue		0		0
REVENUE TOTAL		2,300,751		2,346,360
Classroom	13.890000	1,428,337	14.942000	1,536,516
Leadership	1.671000	215,217	1.671000	216,082
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	50,000
TOTAL TEACHER	15.561000	1,723,554	16.613001	1,802,598
(% of Budget)		74.91%		76.83%
Exempt (Hourly/OT)	.000000	50,653	.000000	50,369
Support	3.000000	182,416	3.000000	182,416
Support (Supply/OT)	.000000	30,000	.000000	45,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	5.000000	413,968	5.000000	428,684
(% of Budget)		17.99%		18.27%
TOTAL STAFF	20.561000	2,137,522	21.613001	2,231,282
(% of Budget)		92.91%		95.1%
SUPPLIES, EQUIPMENT AND SERVICES		50,545		47,138
INTERNAL SERVICES		112,685		67,940
TOTAL SES		163,230		115,078
(% of Budget)		7.09%		4.9%
TOTAL AMOUNT BUDGETED		2,300,752		2,346,360
Carry Forward Included		0		0
Carry Forward to Future		0		0