

Profile



Enrolment		Staff FTE		Budget		
Normalized	220.500	Custodial	1.656000	Salaries	\$1,718,238	95%
Weighted	258.426	Exempt	0.000000	Supplies, Equip., Services	\$91,128	05%
Regular	237	Support	3.400000			
		Teacher	<u>12.370000</u>			
Year Opened	1964	Total	17.426000	Total	\$1,809,366	100%

School Philosophy

At Malmö School, we are committed to ensuring our students achieve high levels of academic success in both English and Arabic while supporting them on their journey to become leading citizens. Every student will be supported in their Arabic-English bilingual journey through meaningful learning opportunities with high-quality resources and in partnership with staff, parents, and community members. Teachers work together and focus on shared Essential Learning Outcomes, targeted assessment goals, and implemented intervention cycles for those students who need more time and support. We value all stakeholders and their partnership in creating a positive learning environment where we nurture responsible, respectful, and successful learners. We hold a strong belief that the whole community is necessary for supporting the whole child.

Community Profile

Malmö Elementary School was built in 1964 and is located in Southwest Edmonton. Families located in the Southwest and Southeast of the city join our learning community for the Arabic Bilingual program. Our school mascot is the Malmö Mustang. Our school culture is based on our acronym SHINES (show respect, have a positive attitude, I will work hard, never give up, everyone cooperates, and safety counts). All 242 Malmö students participate in demonstrating the acronym SHINES. Students are recognized as Malmö Shining Stars. 50% of our school population qualifies as ELL and 8% of our school population has special needs coding. Our school collaborates with schools in the Harry Ainlay Catchment. Our school partners with the division's Inclusive Learning Team, the University of Alberta, and Grant MacEwan to enhance our student programming. Malmö School hosts lease space to the Greenfield School Age Daycare Association, and the Malmö Community Pre-School. Our School Council and Parent Society are active and committed to supporting our school. As community partners, we are working collaboratively with the Malmö community to promote programs in the school and the neighbourhood that adhere to Covid regulations and protocols.

Programs and Organization

Malmö provides instruction for 242 elementary students in the Arabic Bilingual program. Our Arabic Bilingual program for students in Kindergarten to Grade 6 is built on teacher teams creating learning goals with a targeted assessment plan. At Malmö, our Kindergarten to Grade 6 literacy program is centred on Fountas and Pinnell Guided Reading, Jennifer Serravallo's Reading and Writing Strategies, and Lucy Calkins Writers' Workshops. At Malmö, assessment is centred on Anne Davie's book titled "Making Classroom Assessment Work". Our school-wide intervention plan supports students who need more time and support in the areas of English and Arabic Literacy and Numeracy. All students receive music instruction from a music specialist. A strong focus is placed on academic achievement and social, emotional and physical development. We implement restorative practices and provide opportunities for student leadership. Malmö staff has built a collaborative environment with the belief that these are all our students. Each teacher in the school belongs to a collaborative team and these teams meet weekly with a focus on improving the teaching and learning at all levels. Staff work closely with the Parent Council who provide support for student learning and experiences. We aspire to excellence in academics, citizenship all the while celebrating diversity.

School Community Relationships

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

Canadian Arab Friendship Association of Edmonton, Edmonton Immigrant Services Association, Greenfield School Age Day Care Association, Malmö Preschool

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 of 2021, all students will show growth in reading and writing. Students will demonstrate improved reading and writing skills in both Arabic and English Language Arts. This will be measured by the use of the Fountas and Pinnell benchmark assessment, HLAT writing test, guided reading intervention, teacher-assigned grades, and common school-wide assessments. Aligned with OECD strategies and practices to improve student achievement, teachers will continue to share student progress and provide multiple opportunities for students to demonstrate learning related to skills and curricular outcomes.

Results Achieved: When looking at the results from the Reading Levels from the dashboard, the results during this year are showing a great sign of improvement and growth in reading. For the 2020-2021 year, 73.9% of students at Malmö were reading English at or above grade level. The previous year, 54.1% of students at Malmö were reading English at or above grade level. For the 2020-2021 year, 70.4% of students at Malmö were reading Arabic at or above grade level. The previous year, 51.7% of students at Malmö were reading Arabic at or above grade level. Thus, there was significant student growth for both English and Arabic reading. The intervention that occurred in Malmö throughout the year provided students with support in literacy. Many OECD strategies and practices were used to improve student achievement in reading and writing.

Based on the results for HLAT writing from the dashboard, the results during the year showed a slight decrease in growth. For the year 2020-2021, 60.6% of students at Malmö were writing at and above grade level. In the year 2018-2019, 72.1% of students at Malmö were writing at and above grade level. Due to COVID-19, students missed writing the HLAT in 2019-2020. This decrease in growth reflects the interruption to student's learning due to COVID-19. For the year 2020-2021, there were two school-wide writing measure prompts. Students demonstrated some growth in their writing.

As a school, we will continue to use various assessments to monitor students growth in literacy. We are committed to use multiple strategies to provide high quality teaching and instructional practices.

By June of 2021, all Malmö teachers will engage in collaborative work designed to improve and enhance teaching to support students in both Arabic and English Language Arts. This will be accomplished through collaborative team meetings and professional learning opportunities. Staff will increase their capacity to teach writing strategies in Arabic and English Language Arts as measured by the Accountability Pillar, Division feedback survey, and shared common assessments. Aligned with OECD strategies and practices to improve student achievement, Malmö teachers will ensure educational equity across the school and apply best practices to their instruction.

Results Achieved: 100% of staff participated in catchment and school professional days which focused on supporting students with literacy, numeracy, and mental health and well-being. Collaborative teams have successfully been created and staff have met within their collaborative teams once a week. Within these collaborative teams, staff have successfully created essential learning outcomes, common assessments, and engaged in professional discussion around intervention and meeting student needs. Teams collaborated within the catchment. Staff participated in several workshops such as Lucy Calkins Writer's Workshop, Mindfulness Series, and Approach to Writing workshop for Arabic and English. Staff did book studies on Jennifer Serravallo's Reading and Writing Strategies. Staff collaborated to lead professional development days to support building their capacity on literacy strategies such as Heggerty, Words Their Way, and FlyLeaf. All staff had opportunities to participate in professional learning offered by our catchment. With the pivot to online learning, each lead teacher took on more of a leadership role in supporting staff, students, and families. The professional development opportunities and the collaborative work in school and within the HAC were instrumental in this transition.

By June 2021, all Malmö students will be able to verbally express how they feel and use strategies to problem solve and self-regulate behaviour. To support our student

growth in the areas of wellness, self-regulation and citizenship, all staff will enhance their knowledge and understanding of trauma-informed practices as well as additional strategies to support mental health. All students at Malmo and their families will have access to the school, catchment, division, and external agencies to assist in the delivery of mental health supports and training. Aligned with OECD strategies and practices to improve student well-being, teachers will continue to provide a strong emphasis on honouring and supporting all students, cultures, races, and backgrounds.

Results Achieved: A school-wide theme and student recognition program was implemented during the year of 2020-2021 to develop academic and emotional resilience. All staff participated in catchment professional learning days with psychologist Dr. Jody Carrington and Sandra Woitas that touched on supporting the mental health of school aged children and staff mental health. All staff participated in the Mindfulness Series where they learned mindfulness practices that were implemented in the classroom. The mindfulness practices implemented in the classroom provided students with ways to self-regulate their behaviour. In the Division Survey, 53 students responded. 72% said they are doing well during the pandemic. Of the 57 students that participated in the Youth Resilience Survey by Dr. Ungar, 54 out of 57 students displayed overall resilience. Malmo provided families with opportunities to access the Caregiver Education (free mental health webinars through AHS), Rutherford Health Centre, and various mental health and wellness consultants through the Division.

What were the biggest challenges encountered in 2020/21?

The pandemic caused multiple disruptions to in-person learning and a shift to online learning. There were families that had difficulty accessing technology or internet, especially when they have multiple children needing to participate in online learning. At times, staff felt that there was a loss of connection to some of the students at Malmo, specifically students with special needs as many did not connect online at all or very little. Students did not engage in daily reading as often during online learning. There seems to be learning loss that needs to be recovered due to the pandemic. The classroom complexities continue to be a challenge. There continues to be a growing number of students that require additional support with academic and mental health needs.

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

Due to a learning loss in the year of 2020-2021, there is a rise in the diverse needs of students that will need additional support to recover their learning loss. Staff will continue to work collaboratively to meet the needs of the students. Staff will continue to use the scope of sequence, teacher support packs, and strategies to support the continuity of learning. Staff will continue to use a variety of resources to support the academic and mental health needs of students.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Malmo School (7186)



Assurance Domain	Measure	Malmo School (7186)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.6	79.4	82.6	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	85.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	26.7	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	85.8	83.6	86.4	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.5	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.5	66.8	75.1	Low	Maintained	Issue

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.

By June 2022, most students will demonstrate growth in achievement in areas of literacy and numeracy in both English and Arabic. Ongoing formative assessment practices such as observation, conversations, and products will be used to monitor student progress. Data from CAT-4, HLAT, PAT, Fountas and Pinnell, as well as teacher created tasks and assessments will inform teacher instruction and evaluate student growth throughout the year.

Priority 1

By June 2022, all staff will develop high quality teaching and instructional practices through engagement in staff collaboration in school, catchment collaboration, and job embedded professional learning. The areas of focus will include: assessment, literacy, numeracy, mental health, and Indigenous education. This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at development opportunities, and teacher reflective feedback based on self-identified goals.

Priority 2

By June 2022, our students at Malmö will demonstrate increasing positive mental health and resilience. This will be measured by the Division survey, resilience survey, school-generated surveys, and teacher observations. Malmö will foster a shared language around comprehensive school health in our school community and with families to ensure all know the pathways for support. Staff will further professional learning on self-regulation, trauma informed practice, and the development of resilience.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,610,102		1,809,366
Internal Revenue		0		0
REVENUE TOTAL		1,610,102		1,809,366
Classroom	10.350000	1,064,311	11.957000	1,229,562
Leadership	1.000000	131,249	1.000000	131,610
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	43,000	.000000	31,000
TOTAL TEACHER	11.350000	1,238,560	12.957000	1,392,172
(% of Budget)		76.92%		76.94%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,200	.000000	30,000
Support	2.400000	143,272	3.400000	194,847
Support (Supply/OT)	.000000	8,000	.000000	6,500
Custodial	1.650000	113,241	1.656000	113,582
Custodial (Supply/OT)	.000000	3,500	.000000	3,500
TOTAL NON-TEACHER	4.050000	299,213	5.056000	348,429
(% of Budget)		18.58%		19.26%
TOTAL STAFF	15.400001	1,537,773	18.013000	1,740,601
(% of Budget)		95.51%		96.2%
SUPPLIES, EQUIPMENT AND SERVICES		35,958		35,994
INTERNAL SERVICES		35,621		32,021
OTHER INTEREST AND CHARGES		750		750
TOTAL SES		72,329		68,765
(% of Budget)		4.49%		3.8%
TOTAL AMOUNT BUDGETED		1,610,102		1,809,366
Carry Forward Included		0		0
Carry Forward to Future		0		0

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,610,102		1,809,366
Internal Revenue		0		0
REVENUE TOTAL		1,610,102		1,809,366
Classroom	10.350000	1,064,311	11.370000	1,169,199
Leadership	1.000000	131,249	1.000000	131,610
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	43,000	.000000	60,000
TOTAL TEACHER	11.350000	1,238,560	12.370000	1,360,809
(% of Budget)		76.92%		75.21%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,200	.000000	35,000
Support	2.400000	143,272	3.400000	194,847
Support (Supply/OT)	.000000	8,000	.000000	8,500
Custodial	1.650000	113,241	1.656000	113,582
Custodial (Supply/OT)	.000000	3,500	.000000	5,500
TOTAL NON-TEACHER	4.050000	299,213	5.056000	357,429
(% of Budget)		18.58%		19.75%
TOTAL STAFF	15.400001	1,537,773	17.426000	1,718,238
(% of Budget)		95.51%		94.96%
SUPPLIES, EQUIPMENT AND SERVICES		35,958		54,150
INTERNAL SERVICES		35,621		36,228
OTHER INTEREST AND CHARGES		750		750
TOTAL SES		72,329		91,128
(% of Budget)		4.49%		5.04%
TOTAL AMOUNT BUDGETED		1,610,102		1,809,366
Carry Forward Included		0		0
Carry Forward to Future		0		0