

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	198.000	Custodial	1.938000	Salaries	\$2,219,227	95%
Weighted	260.344	Exempt	0.000000	Supplies, Equip., Services	\$111,416	05%
Regular	212	Support	7.800000			
		Teacher	<u>14.500000</u>			
Year Opened	1966	Total	24.238000	Total	\$2,330,643	100%
				Internal Revenue	\$39,372	

School Philosophy

At McKee School, we highly value our 'home-school-community' partnerships. Our mission is to inspire and instill successful learning for all in a safe, respectful, and culturally responsive environment.

Community Profile

McKee School is located in the southwest part of the city near the Southgate Shopping Centre. We serve the Empire Park Community. We have an outstanding relationship with the community. Our parents through our Friends of McKee Society work with the school to engage families and provide support for students. We also work very closely with Rutherford Health Centre. We are building a partnership with Food for Thought and exploring a garden pilot. McKee Child Care Centre, McKee Out of School Care, Discovery Place PreSchool, and Metro Adult Education LINC all operate in the school.

Programs and Organization

McKee School offers programming from Kindergarten through to grade six. Literacy and Numeracy Intervention will be available for at risk students. Students in grades four, five and six receive instruction in French as a Second Language. McKee School is also a District site for Division I and Division II Behaviour and Learning Assistance Programming spread out over three classes. McKee students are encouraged to participate in a number of extra curricular activities, as permitted during the pandemic.

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, Discovery Place Preschool, EXCEL Program, McKee After School Program, McKee Child Care Centre, Metro's LINC Program

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, 65% of McKee students will be reading at or above grade level and 70% of McKee students will be writing at or above grade level, as measured by school based reading screeners and the District HLAT results. In addition we will see a 5% increase in the overall number of students that score 60% or higher on the MIPI exam from 60% to 65%.

Improvement in Literacy will be accomplished by staff continuing to teach phonemic awareness, phonics activities and new vocabulary daily in every classroom. Numeracy results will be improved by teachers collaborating weekly and engaging in the creation of common assessments, common assignments and intervention strategies. Staff will also participate in a math conference on November 30, 2020 that will lead to future PL and collaboration. ELO's will be clearly communicated to students in daily lessons to ensure a common understanding of learning outcomes and will be reported to parents at each reporting period. New teachers to McKee this year will take part in monthly professional learning on The Five Pillars of Reading with Dr. Georgiou. Existing staff took the PL last year. Also, a cross disciplinary approach to incorporating literacy and numeracy into reading and writing strategies incorporated into daily lesson plans. In the area of reading specifically, school-based reading and assessments (Reading Screeners) will be administered three times a year to inform and guide our practice. Encouraging students to read for pleasure will continue, daily student silent reading, and accessing literacy based websites will continue to be a focus at our school. We will continue Lucy Calkins Writer's Workshop school wide.

Results Achieved:

HLAT scores were at 63%. Below both the Catchment and Division levels.

Reading levels indicated 52% were reading at or above grade level. Below both Catchment and Division levels.

MIPI scores increased approximately 2% from the previous year with 65% of the students scored 60% or greater. In reviewing the data further, an estimated 20% of the students experienced growth from the previous year.

When reviewing the data and considering what staff were expected to undertake, COVID played a significant role in the impact around reading practices and student engagement in the classroom. The ability to provide Reading Interventions was also impacted.

By June 2021, we will see an increase of 3% in School Improvement as measured by the Alberta Education Accountability Pillar. In addition, on the District Survey, we will see a 5% increase in students who believe that students demonstrate kindness outside the classroom. This school year McKee will continue to use The PAX Good Behavior Game. PAX is a powerful evidence-based practice, consisting of proven instructional and behavioral health strategies used daily by teachers and students in the classroom. This universal preventive approach not only improves classroom behavior and academics, but also provides a lifetime of benefits for every child by improving self-regulation and co-regulation with peers. We will continue to embed our five character traits (Respect, Integrity, Compassion, Pride, Perseverance) in our daily work, conversations with students and daily announcements. Students will be recognized and celebrated for behaviours that highlight being a PAX Leader at monthly online assemblies. At McKee we will continue to have the support of several partners such as Big Brothers Big Sisters, Students for Learning, and Study Buddies from the University of Alberta that provide our students with mentors/tutors. These will be done online and in the evenings under parental supervision. We will continue to be a warm and welcoming school that continues to have a culturally responsive environment.

Results Achieved:

As per the Alberta Education Assurance Measure Results, 66.7% of parents indicated that their school or school in the jurisdiction improved or stayed the same. This is lower

than the previous year.

Students were not able to respond to a question around "students demonstrate kindness outside the classroom", however 86.2% of students responded favorably to, "students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school."

Staff engaged students by awarding monthly PAX awards, weekly raffle draws and engaging students in Health lessons focused on citizenship and how to be a valued member in our community.

By June 2021, our parental involvement rating as measured on the Accountability Pillar will increase by 2% from 91% to 93%. We will continue to have an active Friends of McKee Society (FOMS) this year. Staff at McKee will continue to use SchoolZone, google classroom and/or agendas regularly to communicate with parents and monitor parent use of SchoolZone and/or agendas to ensure effective communication. A monthly email will be sent from the Principal directly to parents detailing all the great things that are going on at McKee, as well as back pack letters when needed will continue this year. There will also be BrightSign television messages set up at our two main entrances to share school information with parents and students. We will also ensure that parents are aware of the Accountability Pillar and District Feedback surveys, prior to and during administration. We will continue to inspire and instill successful learning for all in a safe, respectful and culturally responsive environment.

Results Achieved:

Results from the Alberta Education Assurance Measure regarding parent involvement decreased from 91% to 85%, lower than the 3 year average of 90.4%

Staff indicated that this was challenging due to COVID. There were significantly more emails and phone calls made as families were not able to meet with staff in person. Some physically distant conversations occurred outside during dismissal. Staff attempted to connect with families in meaningful and productive ways to provide not only information, but to share student successes as well.

What were the biggest challenges encountered in 2020/21?

The biggest challenge was the on going situation with the pandemic and the impact this had on learning and the school community as a whole. On the division survey, parents indicated that the majority recognized challenges due to COVID, less than 25% felt that there was significant impact on their child's learning, access to supports, and connection to the school. The impact that was encountered was in limited activities from outside partners, parent volunteers, access to field trips, and whole school activities that allowed students from all grades to connect via an assembly or on the playground. This also impacted opportunities for inclusion for some of our division site students. The second biggest impact was with reduction in funding. With the reduction in funding came limited access to support students in the area of literacy interventions. Students who were identified below grade level did not receive any literacy interventions throughout the year.

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

Our school has been identified as one of 41 schools participating in the Equity Achievement Project (EAP), with our school at 28 on the Vulnerability Index. As such, there is additional funding to support our at risk students. The funding is providing two 0.5 lead teachers in the area of Numeracy and Literacy. These staff members will provide PD, coaching around high impact teaching strategies, and intervention support in our school. Additionally, there will be a 0.5 Roots and Wings worker from the Family Center, who will work with our Kindergarten families to provide targeted early intervention supports for these students. Food for Thought has partnered with McKee to provide targeted nutrition support for students in need. We will also be undertaking a Garden Pilot project through Food for Thought to provide students with a valuable learning opportunity of where food comes from.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

McKee School (7195)



Assurance Domain	Measure	McKee School (7195)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.2	94.4	88.9	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	77.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	12.3	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	91.6	93.4	90.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.1	90.9	90.4	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.

By June 2022, students at McKee school will demonstrate growth in both Literacy and Numeracy. Through high quality teaching practices as identified through the EAP (Equity Achievement Project), along with inclusive learner centered and responsive classroom environments, 65% of students will be reading and writing at or above grade level and 70% of students will be achieving proficient or greater at grade level of programming in numeracy.

Improvement in literacy and numeracy will be accomplished by staff engaging in high quality teaching and assessment practices, additional literacy and numeracy staff support through coaching and professional development. Targeted support for students identified at risk will also be provided through EAP. Assessment in these areas will include: Fountas and Pinnell Benchmark Assessment System, LeNs, CC3, HLAT, School wide writing prompts collaboratively assessed using the HLAT rubric for scoring, Pre and Post writing samples for each term, additional reading and numeracy screeners, FSIM, and teacher professional judgement. Data will be collected using a school wide tracking system that provides term by term evidence of growth and direction for adjusting teaching in the classroom and early identification of students needing additional supports.

Priority 1

By June 2022, staff at McKee will demonstrate increased collaboration that will build capacity to support student centered learning and responsive classroom environments.

This will be accomplished by a 75% increase in participation in IB-PGP, incorporation of recognized high quality teaching practices as identified through EAP (Equity Achievement Project), an increase of 60% participation in catchment collaboration, and 100% participation in school collaboration and learning around school culture. Data will be gathered from the following sources: the Resiliency Survey, Division Survey, and the Alberta Education Assurance Measure Survey. Additional data through school survey collection and collaborative conversations will be considered. This will provide information on the impact collaboration has on how students feel supported in the classroom and with their learning.

Priority 2

By June 2022, McKee school will continue to build community connections to support students. This will be measured by an increase in parent engagement on the Alberta Education Assurance Measure data of 5%. Consideration of data from the Division Survey will be given.

Improvement in this goal will be accomplished by the following:

- Continued engagement with Friends of McKee Society (FOMS) and encouraging the increase in parental involvement
- Partnership with Food for Thought, to provide targeted nutrition for students in need and participation in a Garden Pilot
- Schoolzone for important school and division messaging and monthly newsletters from the classroom and principal posted to Schoolzone
- Use of Google classroom and daily agenda use
- Backpack letters when needed
- Coffee on the tarmac with the Principal on Fridays
- Seeking opportunities to involve, engage, and invite parents to be partners during a pandemic

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,065,469		2,291,271
Internal Revenue		39,372		39,372
REVENUE TOTAL		2,104,841		2,330,643
Classroom	12.000000	1,233,984	13.000000	1,336,816
Leadership	1.500000	196,874	1.500000	197,415
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	53,000
TOTAL TEACHER	13.500000	1,460,858	14.500000	1,587,231
(% of Budget)		69.4%		68.1%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	25,932	.000000	25,932
Support	7.000000	405,541	7.800000	451,154
Support (Supply/OT)	.000000	10,000	.000000	26,926
Custodial	2.000000	126,069	1.938000	122,984
Custodial (Supply/OT)	.000000	2,500	.000000	5,000
TOTAL NON-TEACHER	9.000000	570,042	9.738000	631,996
(% of Budget)		27.08%		27.12%
TOTAL STAFF	22.500000	2,030,900	24.238000	2,219,227
(% of Budget)		96.49%		95.22%
SUPPLIES, EQUIPMENT AND SERVICES		31,942		56,196
INTERNAL SERVICES		42,000		54,020
OTHER INTEREST AND CHARGES		0		1,200
TOTAL SES		73,942		111,416
(% of Budget)		3.51%		4.78%
TOTAL AMOUNT BUDGETED		2,104,842		2,330,643
Carry Forward Included		0		0
Carry Forward to Future		0		0