

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	352.500	Custodial	2.000000	Salaries	\$2,524,347	94%
Weighted	400.435	Exempt	0.000000	Supplies, Equip., Services	\$155,847	06%
Regular	378	Support	8.000000			
		Teacher	<u>17.140000</u>			
Year Opened	1972	Total	27.140000	Total	\$2,680,194	100%

School Philosophy

We strive to provide a safe and caring school where students are engaged and grow as learners and leaders. We believe that all members of the community are important in supporting students. Friends belong here. Friends learn here. Friends succeed here.

Community Profile

McLeod School is located in a predominantly residential area in north-central Edmonton. Our student population consists of children from the communities of McLeod and Miller. Bussing is provided for students in the Miller area. Parent involvement in the school decision-making process is encouraged. The parent council financially supports field trips, technology and in-school presentations. The parent council continues to meet to provide feedback in co-curricular programming. Parents are welcome to participate in our active school council. Due to COVID-19, we are not able to have parent volunteers or members from Steele Heights Baptist Church read with students weekly. We hope to re-engage our community partners once restrictions relax.

Programs and Organization

McLeod offers Kindergarten through grade six programming. French as a Second Language is taught to students in grades four, five and six. We offer an inclusive environment where students with special needs are integrated into our classrooms. We have strong intervention programs to support literacy, numeracy, mental health and social skills through programs like the *Zones of Regulation* and *Rainbows*. Learning and living as responsible citizens is directly taught and woven throughout our school culture. The *Leader in Me* habits and principles are taught and reinforced to support student leadership and overall success. Student leadership roles include; patrols, playground leaders, student council, green team, and many other opportunities.

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, BMO Bank of Montreal, Steele Heights Baptist Church, Study Buddy, University of Alberta

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 M.E.LaZerte Catchment, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. By June 2021, at McLeod 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. Using the Pyramid of Intervention, 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 5 Pillars, ELL intervention, Writers' Workshop, Leveled Literacy Intervention, Middle Years Literacy Intervention, numeracy strategies and pro-social skills. Through the use of technology, teachers will use different platforms to reach students in-person and online to support differentiated instruction. **We will measure this** by using Fountas and Pinnell reading levels, HLATs, Writers' Workshop: On-Demand writing assessments, MIPI (two times/year), and teacher professional judgment Informed by observation, conversation and products.

Results Achieved:

McLeod Internal Data:

Reading: Fountas and Pinnell benchmark: the fall (56% were at or above grade level) and in the spring (79% were reading at or above grade level)

Numeracy: MIPI - 58% of our students were at or above grade level. Our internal MIPI showed substantial growth to 76% in the spring.

Writing: HLAT practice assessments: November (42% at or above) and February (51% at or above) showed an increase of 9%.

Grades 4-6 English Language Learners received additional 120 minutes of small group support for literacy intervention. Students with this additional support saw an increase of 1.5-2.5 years of growth in reading.

Embedded literacy and numeracy intervention times supported all at-risk (Tier 2) students. We believe this is one of the reasons we saw a 20% increase in reading (BAS/ Reading At/Above) and numeracy (internal MIPI).

80% of our Division 1 and 60% of Division 2 students participated in the whole school reading program.

Online vs In-person data: Throughout the 4 quarters, approximately 125 of our students chose online learning during the year. Comparing our online and in-person reading scores, 78% of the online students are reading below grade level (currently).

Division Data:

HLAT: We had a decrease from 70% to 62% in the annual HLAT writing.

Division Reading Levels: In June, 71.3% were at/above, a 13% increase from the previous year.

Fall MIPI: 63.5% of our students were at or above grade level, a 5.5% increase from the previous year.

Due to changes in the Provincial AEA, some data is not available on student achievement.

Due to Covid, PAT results are unavailable.

Education Quality (95.2%) was maintained at a 'very high' level.

The focus of the Division Feedback survey changed to include a pandemic wellness check-in; therefore, literacy and numeracy results are unavailable.

92% of the students feel they had opportunities to show what they are learning.

89% of our students felt that they got the help they needed for their learning.

In the M.E. LaZerte Catchment, all catchment staff will be able to identify and describe the ways that collaboration has improved student success. By June 2021, 100% of McLeod 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, embedded collaboration, and during early Thursday collaborative times. Targeted themes for growth may 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 Division Survey (Priority 2/Goal 3) and Accountability Pillar (Effectiveness of Professional Development and School Improvement).

Results Achieved:

100% of staff participated in Catchment and School professional development days.
Individual or other collaborative professional learning consisted of: Readers/Writers Workshop, Guided Math, FSIM, Assessment, Mental Health, FNMI, Zones of Regulation, Rainbows.

Monthly committees include Literacy, Numeracy, STEM, Wellness (staff and students), Leadership (Book study, *Taking Action*, Buffum, Mattos, Malone.)
Embedded Grade level collaboration (HLAT marking, looking at data, building common assessment using Assessment cycles, planning, intervention best practices)
Yearly catchment and school-wide surveys (feedback about Professional Learning days, wellness check-in)

Curriculum Team Leads continued where staff supported leadership roles within the school.
Our Diversity Team celebrated our diverse population by sharing information on children's literature, providing cultural announcements, supporting smudging protocols with students and staff and planning our Culture Week.
Leader in Me, Zones of Regulation, Rainbows supported the leadership, resiliency and well-being of students.

Staff feedback on professional learning and collaboration:

- provided consistency, opportunities for professional dialogue about all of 'our' McLeod students, school-wide HLAT marking
- leadership team engaged in decision making, planned professional learning, and supported staff with interventions
- individual PD, grateful for the variety of opportunities

AEA:

94% of staff feel that professional development contributed to their professional growth.

Division Survey Results:

79% of our in-person teachers felt supported in their work.
100% of our support staff thought they had access to the resources and supports needed for work.

In the M.E. LaZerte Catchment, we will foster the growth and success of students and families by establishing community partnerships to provide supports and services. By June 2021, McLeod School will increase opportunities for parental involvement in school events and activities when COVID-19 restrictions ease. 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 'virtual' classroom as well as 'virtual' school-wide events and activities through schoolzone, agendas, school website, 'backpack' notes, classroom/school newsletters, school sign, emails and phone calls. We will continue to promote our School-wide reading incentive program to support our school/home partnership.

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 Division Survey. We will also include school generated surveys to elicit feedback around specific topics such as Leader in Me, Zones of Regulation, literacy and numeracy supports.

Results Achieved:

School data:
79% of parents participated in Goal setting conferences

62% of our parents shared they participated in 'virtual' events, i.e. parents viewing assemblies, concerts, special events. Survey (fall and spring) "I think that McLeod School has handled this year in the best possible way. There are no improvements I could see as an outsider considering the extreme respect we have for you all and what you are all doing and risking for our children." McLeod Parent from Q3.
80% of our Division 1 and 60% of Division 2 students participated in the whole school reading program.

AEA:

Parent 'N' is too small to share data.
100% of the teachers felt that parents had the opportunity to be involved in decisions at the school.

Division survey:

From the families qualitative data.

"More information is being shared with parents over School Zone over the planned events at the school and classroom learning. As a parent, this information has been helpful."

"I want to say that I have been super impressed with my kid's online teachers. They have been great at responding to me right away when I send emails or calling me to talk. I have felt comfortable talking to them about my kids, and I am so happy that my kids have them as their teachers this year. On behalf of this parent, I want to thank all online teachers."

What were the biggest challenges encountered in 2020/21?

At McLeod, growing numbers of English Language Learners and Refugee families who've experienced various levels of trauma struggle to make meaningful connections at school, which has impacted their behaviours and learning. The diverse needs of the students in each classroom continue to be a challenge. However, we are starting to have programs and targeted interventions available for student improvement.

We are unable to have school-wide intervention where ability groups may support students in each division.

Citizenship declined this past year as we could not plan school-wide activities, such as buddy classes, family groupings, in-person assemblies, or wellness projects due to Covid protocols.

Covid protocols were taxing and stressful on most staff and students. The mental health/wellness of staff declined due to the constant changes over the year. Some staff felt the expectations of having high levels of learning were too high during a pandemic.

Many staff and students moving to online/in-person throughout the year was by far the biggest challenge; however, staff were able to embrace the challenges and continue to have high levels of teaching and learning and staff increasing their capacity with technology.

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

- We will continue to focus on the safety of students, staff, and families.
- Communicating our 'back to school plan' was most important to all stakeholders.
- We will be focusing on a vertical and horizontal alignment of resources, focusing on best practices in literacy and numeracy to support intervention and extension.
- We will continue building a collaborative response model to support all students and staff.
- We will continue to support and celebrate our diverse population, build capacity with staff by focusing our Professional Learning on diversity and equity.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

McLeod School (7200)



Assurance Domain	Measure	McLeod School (7200)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.5	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.4	86.2	87.0	High	Declined	Acceptable
	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	77.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.3	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	95.2	90.9	93.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.0	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.6	79.5	84.4	Very High	Improved	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.

In the M.E.LaZerte Catchment, staff will continue to build capacity to support the diverse learning needs of students in the areas of literacy and numeracy. By June 2022, at McLeod School, our student achievement results will meet or exceed our three-year average as stated on the *Alberta Education Assurance Measure Results (AEA)* document. 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 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 and extension activities. Additional supports for students through extra assistance and coaching outside of regular classroom instruction will be identified and supported. We will support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of all our students. We will also use professional learning to guide our best practices, such as 5 Pillars, ELL intervention, Writers' Workshop, LLI, MYLI, First Steps in Mathematics, numeracy strategies and pro-social regulation skills. We will be participating in a catchment-wide writing focus in which all students in kindergarten to grade 9 will write 3 common practice HLATs throughout the year. **We will measure this** by using the data from PATs, CAT-4, HLAT, Reading Screeners, Fountas and Pinnell reading levels, as well as teacher professional judgment to triangulate assessment of literacy and numeracy growth, patterns and trends. The overall categories of Student Growth and Achievement (AEA) will remain constant or show an improvement. Division Feedback Survey: Goal Two - Success for every student - Instructional supports will remain constant or show improvement. All students will show one or more years of growth on McLeod's internal measures.

Priority 1

In the M.E. LaZerte Catchment, catchment staff will continue to engage in meaningful collaboration to support each other and students By June 2022, 100% of McLeod 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. The theme for our catchment this year is Diversity and Equity. At McLeod, we are doing a whole-school book study, *Biased* by J.L. Eberhardt which will provide us with a better understanding of racial disparities and inequities. **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. Teachers will engage in catchment-wide common marking of practice HLATs. Other targeted themes for growth may include literacy, numeracy, assessment, intervention, wellness, leadership, and diversity/anti-racism. **We will measure this** by analyzing feedback (informal and formal) shared by staff regarding their professional learning opportunities, the Division Survey (Priority 2/Goal 3) and the AEA (In-Service Jurisdiction Needs and School Improvement).

Priority 2

In the M.E. LaZerte Catchment, we will foster a sense of wellbeing for students and families through connections to school and community partnerships, with a focus on Mental Health to provide supports and services. By June 2022, McLeod School will increase opportunities for parental involvement in school events and activities when COVID-19 restrictions ease. Until then, parents will be involved 'virtually' when available. 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 and have opportunities to provide feedback to the school. **We will achieve this** by inviting our parents and community members to the 'virtual' classroom as well as 'virtual' school-wide events and activities through schoolzone announcements, agendas, classroom/school newsletters, school sign, social media, emails, google-forms, and phone calls. We will continue with our annual 'culture week', where students, staff and families learn about and celebrate the many cultures we have at McLeod. We will continue to promote our School-wide reading incentive program to support our school/home partnership. We will continue having a wellness committee to support MH initiatives, staff wellness, and student wellness. We will continue with our Zones of Regulation, Leader in Me, and Rainbows programs. **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 AEA in the area of Learning Supports: WCRSLE, and Governance: Parental Involvement where we will maintain our 'very high' level of achievement. We will also measure our success with the overall response levels on items aligned with Priority 3/Goal 1 and 2 on the Division Feedback Survey.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,391,682		2,680,194
Internal Revenue		0		0
REVENUE TOTAL		2,391,682		2,680,194
Classroom	15.031000	1,545,668	15.140000	1,556,877
Leadership	2.000000	252,043	2.000000	251,921
Teacher Supply	.000000	40,000	.000000	70,000
TOTAL TEACHER	17.031000	1,837,711	17.139999	1,878,798
(% of Budget)		76.84%		70.1%
Exempt (Hourly/OT)	.000000	38,964	.000000	38,964
Support	5.000000	291,512	8.000000	452,686
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	7.000000	484,375	10.000000	645,549
(% of Budget)		20.25%		24.09%
TOTAL STAFF	24.031000	2,322,086	27.139999	2,524,347
(% of Budget)		97.09%		94.19%
SUPPLIES, EQUIPMENT AND SERVICES		39,200		117,450
INTERNAL SERVICES		30,397		38,397
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		69,597		155,847
(% of Budget)		2.91%		5.81%
TOTAL AMOUNT BUDGETED		2,391,683		2,680,194
Carry Forward Included		0		0
Carry Forward to Future		0		0