

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	378.500	Custodial	2.000000	Salaries	\$2,851,353	95%
Weighted	423.472	Exempt	0.000000	Supplies, Equip., Services	\$159,435	05%
Regular	409	Support	10.000000			
		Teacher	<u>19.563000</u>			
Year Opened	1972	Total	31.563000	Total	\$3,010,788	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. Parents are welcome to participate in our active school council or to volunteer their time during the school day. Volunteers from Steele Heights Baptist Church read with students on a weekly basis. School facilities are used Monday through Friday evenings by the community.

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. 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. Our message is "Friends Learn Here."

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

District 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 2018-2019, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

To increase the number of students demonstrating growth in their academic skills especially in the areas of literacy and numeracy as measured by their grade level of programming. Baseline data in reading and math will be established for each student by mid October. Individualized supports will include: guided reading and writing activities, Daily 5, Leveled Literacy Intervention, numeracy support, leveled home reading materials, and targeted ELL instruction. Additional individual and small group support will be provided by Educational Assistants, buddy readers, and volunteers (community readers, university study buddies). Some staff members will participate in Lucy Calkins training. Active involvement of families with home reading will be encouraged. Students will also have access to supportive websites such as Mathletics and RAZ Kids. By June 2019, the PAT acceptable result will increase by at least 8% from 72 to 80% and 100% of students will make at least one year of growth in literacy and numeracy based on their level of programming.

Results Achieved: Always striving for continuous improvement, this year we noted growth in a number of areas. 89% of students made 1 year of growth in Language Arts and 88% made 1 year of growth in Math. Based on the students who wrote the PAT, 98% met the acceptable standard in LA and 90% in math. There was also an increase in the number of students achieving excellence on the exams. The percentage of students reading at grade level remained consistent with last year at 71% but there were 86% of students who made a year of growth in their reading levels. Guided Reading was in place in all of our classrooms. Our indigenous students reading levels increased by 5% but still many students continue to struggle with comprehension. 76% of our Division 1 students actively participated in our home reading program whereas only 42% of students in Division 2 actively participated. Many students said that they were reading but just not recording their days. We offered Leveled Literacy Intervention and Push In support in classes. Many of our ELL learners received targeted and individualized instruction. Educational assistants and community members also supported students in the area of literacy. Students in grades 1 to 6 used RAZ Kids for additional reading and comprehension practice. The results of the HLAT test increased by 5% to 70% of our students meeting the acceptable standard. Students have access to writing supports including Read and Write for Google. Many staff were trained in Lucy Calkin's Writer Workshop and noticed improvements in the work that their students were creating. On the district survey, 95% of students felt that they could get help with reading and writing. MIPI results were relatively similar to the year before at 70% meeting the acceptable standard. Guided math strategies were used in many classrooms and every student had a Mathletics account. The Literacy and Numeracy Team provided guidance to all staff at our monthly staff meetings. As a staff, we were happy that 95% of our students feel that learning is important.

To build capacity in the school through a culture of collaboration, development of high quality teaching/learning environments and distributed leadership. This goal will be supported through job embedded professional development, catchment collaboration time, school grade level collaboration and leadership opportunities through both curricular and extra curricular school teams. Interested staff will be supported in catchment leadership opportunities. Student leadership skills will continue to be developed through increased student voice and leadership opportunities. Guests, parents, staff, and students will feel welcome and valued for their individual contributions to our learning environment. Staff will continue to practice mindfulness activities and use "Zones of Regulation" in their classrooms to support student health, well being, social relations and academic performance. By June 2019, we will continue to maintain a high level on the "Continuous Improvement" section on the Accountability Pillar.

Results Achieved: Staff collaborated on a regular basis in the school and within the catchment. Accountability pillar results continue to maintain high results in the area of continuous improvement at 91%. All staff participated in professional development in the areas of Trauma and Zones of Regulation. A number of leadership opportunities were available to staff including teacher teams and committees, catchment work as well as FNMI and ELL Lead teacher development. A new initiative that was started this year with great acceptance was smudging. Every morning a dedicated staff member would meet with a number of our aboriginal students to partake in smudging. This seemed to really help many of the students prepare for the day. This cultural practice also increases their sense of belonging at school. Mindfulness activities were practiced in many classrooms. Growth mindset and the power of YET was a topic of discussion during many staff meetings. The book What Do You Do with a Problem? was purchased for all staff to use in their classrooms. Student Leadership opportunities were available throughout the year for all students as the Leader in Me program continues to grow at McLeod. This was our 8th year as a Leader In Me School and this was celebrated on the district message board. Also many of our community projects were highlighted in the media. 80% of students feel that they have chances to be a leader at the school. Family groupings were developed by combining kindergarten through

grade 6 students. These groups met 4 times during the year to participate in a variety of activities to enhance relationships and build leadership skills. This year the McLeod School staff received the District Award for Recognition of Team; a proud moment for all staff. These initiatives may have contributed to 88% of the students feeling that they belong at the school and 98% feeling that the teachers care about them.

To provide opportunities for parents and the community to be involved in the work and celebrations that happen in McLeod School. Through the Leader in Me program, classrooms will connect with "People in Our Neighborhood" to support them in meaningful ways. School Zone will be used as the primary communication tool for sharing information with parents. Class newsletters, school message board, phone calls, emails, agendas, and in-person conversations will be used to build and maintain clear lines of communication. Parents will be invited to attend student - led assemblies as well as school-wide special events. School Council meetings will be held once a month. Active involvement of families will be encouraged as students will be able to share their educational journey with their parents during Goal Setting and Student Led Conferences. Volunteer opportunities will allow community members to be involved in McLeod School. Educational partnerships will continue with the Junior ATB Program and BMO(Entrepreneurial Adventures) as these compliment Career Pathways through hands on, real world experiences. By June 2019, Work Preparation and Parental Involvement will continue to maintain a high percentage on the Accountability Pillar.

Results Achieved: This year, every class committed to helping community members in some way. Projects varied from snow removal to delivering cards during special occasions to neighboring homes to visiting the elderly and hospital patients during dialysis. Many thanks were expressed by the various recipients. As a school, we also supported the Terry Fox Foundation for Cancer and the Heart and Stroke Foundation. Partnerships with ATB, Steele Heights Baptist Church, and BMO continued this year. Work preparation increased by 7% this year. 90% of students feel that McLeod School is a good place to learn. Communication with home and school continued throughout the year through agendas, phone calls, the school sign, newsletters, conversations, school zone, emails, a new call out system, and a new online school interview sign up process. Invitations were extended for parents to visit and become involved in the school setting. Science Fair, Read in Week, Christmas Concert, Student led and Goal setting conferences, Spring Tea with the Mad Hatter, PAC and various volunteer opportunities were some of the events that families could attend. This year we offered a learning opportunity for parents on internet/online safety. All parents who attended left with valuable insights and information to help protect their children. The PAC met on a monthly basis and supported the school in a variety of ventures including technology purchases and an Artist in Residency. Their support for student activities was always guaranteed.

What were the biggest challenges encountered in 2018/19?

Our population continued to grow and many of our new families arrived with various experiences of trauma. Some students seemed to really struggle with trust and making meaningful connections. This often impacted their behavior as well as learning. Providing mental health supports for these students, as well as many others, continues to be a challenge. We had a 20% mobility rate. We also noted that many more families were living in poverty or on the edge of it. Meeting the diverse needs of the students in each classroom continued to be the biggest challenge.

What are the implications from 2018/19 that will impact your current year plan?

During the 2019/20 school year we will continue to promote student leadership as we teach and model the principles of the 8 habits. This year we will continue to be a positive presence in our community by using our "helping hands" to serve those around us. Student leadership positions will continue to be offered including a Green Team and a revised Recess Leaders initiative. The establishment of "Best Buddies" will help to promote belonging and inclusivity. Self-regulation strategies using the Zones of regulation will continue to be used in classrooms. Our partnership with the Junior ATB banking initiative will continue. Lucy Calkin's writing and reading workshops will be practiced in more classrooms this year. Staff will participate in a variety of school PD to explore opportunities for Concept Based Learning – good teaching skills to have. Funds will be allocated so that staff can meet in their grade groups to discuss intervention strategies, do data analysis, and discuss programming to support our diverse range of learners. Each teacher has also committed to dedicate time each day to build math basic facts. We recognize that all of this work requires commitment and time to create long-term systemic change. At the root of all of this work, we will also work to build and maintain strong relations with all of our students. We will continue to make a positive difference in the lives of kids.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 7200 McLeod School



Measure Category	Measure	McLeod School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.5	89.7	89.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.5	84.4	90.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.2	95.1	95.6	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.3	72.3	75.4	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	17.0	19.5	15.2	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	92.9	85.7	92.9	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	89.0	85.8	83.5	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	91.3	82.3	89.5	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.0	89.5	90.4	81.0	80.3	81.0	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

District 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 2019/2020 school year. Select the District 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.

To increase the number of students demonstrating growth in their academic skills especially in the areas of literacy and numeracy as measured by their grade level of programming. Baseline data in reading, writing, and math will be established for each student by mid-October. Individualized supports may include: guided reading and writing activities, Daily 5, daily math facts practice, literacy intervention support, leveled home reading materials, and targeted ELL instruction. Additional individual and small group support will be provided by Educational Assistants, buddy readers, and volunteers (community readers, university study buddies). Some staff members will implement Lucy Calkins work in their classrooms. Active involvement of families with home reading will be encouraged with our theme being "Emojin" where reading will take you. Grade 5 students will be trained as Reading Buddies. They will learn how to work together with younger students on how to build literacy skills and the joy of reading. Students will also have access to supportive websites such as Mathletics and RAZ Kids. By June 2020, the PAT acceptable result in all four core areas will increase by at least 8% from 82 to 90% and 100% of students will make at least one year of growth in literacy and numeracy based on their level of programming and using the BAS.

Priority 1

To build capacity in the school through a culture of collaboration, development of high quality teaching/learning environments and distributed leadership. This goal will be supported through job embedded professional development, catchment collaboration time, school grade level collaboration and leadership opportunities through both curricular and extra-curricular school teams. Student leadership skills will continue to be developed through increased student voice and leadership opportunities. Smudging will be done on a daily basis to help support our indigenous students with a positive start to their day. Guests, parents, staff, and students will feel welcome and valued for their individual contributions to our learning environment. Staff will be encouraged to continue to practice mindfulness activities, use "Zones of Regulation" and encourage a Growth Mindset with their students to support student health, well-being, social relations and academic performance. Some staff have committed to read Jody Carrington – Kids These days. A PD presentation led by Jody Carrington will be attended by all staff. Some staff are participating in the Learning Leaders presented by our M. E. LaZerte Catchment. By June 2020, we will continue to maintain a high level on the "Continuous Improvement" section on the Accountability Pillar.

Priority 2

To provide opportunities for parents and the community to be involved in the work and celebrations that happen at McLeod School. Through the Leader in Me program, classrooms will connect with the community through our "Helping Hands – Serving Hearts" project in order to support them in meaningful ways. School Zone will be used as the primary communication tool for sharing information with parents. Class newsletters, school message board, phone calls, emails, agendas, and in-person conversations will be used to build and maintain clear lines of communication. Staff have been asked to participate in a Gratitude Challenge whereby they call one family a week with good news about their child. Parents will be invited to attend student-led assemblies as well as school-wide special events. A World Beat Hip-Hop Dance Residency will be offered in November. School Council meetings will be held once a month. Active involvement of families will be encouraged as students will be able to share their educational journey with their parents during Goal Setting and Student Led Conferences. Volunteer opportunities will allow community members to be involved in McLeod School. Educational partnerships will continue with the Junior ATB Program as this compliments Career Pathways through hands on, real world experiences. By June 2020, Work Preparation and Parental Involvement will continue to maintain a high percentage on the Accountability Pillar.

Priority 3

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		2,808,926		3,010,788
Internal Revenue		0		0
REVENUE TOTAL		2,808,926		3,010,788
Classroom	16.504000	1,696,463	18.063000	1,856,714
Leadership	1.500000	200,504	1.500000	200,565
Teacher Supply	.000000	50,000	.000000	55,000
TOTAL TEACHER	18.004000	1,946,967	19.563000	2,112,279
(% of Budget)		69.31%		70.16%
Exempt (Hourly/OT)	.000000	42,062	.000000	44,065
Support	10.000000	543,074	10.000000	543,074
Support (Supply/OT)	.000000	9,000	.000000	10,000
Custodial	2.000000	134,935	2.000000	134,935
Custodial (Supply/OT)	.000000	7,000	.000000	7,000
TOTAL NON-TEACHER	12.000000	736,071	12.000000	739,074
(% of Budget)		26.2%		24.55%
TOTAL STAFF	30.004000	2,683,038	31.563000	2,851,353
(% of Budget)		95.52%		94.7%
SUPPLIES, EQUIPMENT AND SERVICES		68,421		79,993
INTERNAL SERVICES		57,467		79,442
TOTAL SES		125,888		159,435
(% of Budget)		4.48%		5.3%
TOTAL AMOUNT BUDGETED		2,808,926		3,010,788
Carry Forward Included		0		51,350
Carry Forward to Future		0		0