



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	260.500	Custodial	1.875000	Salaries	\$2,183,730	96%
Weighted	338.950	Exempt	0.000000	Supplies, Equip., Services	\$94,145	04%
Regular	284	Support	6.555000			
		Teacher	<u>15.000000</u>			
Year Opened	1984	Total	23.430000	Total	\$2,277,875	100%

School Philosophy

Minchau School is a safe and caring place where we believe every child can be successful every day. At Minchau School we create a welcoming, inclusive, safe and healthy community by fostering partnerships, collaboration and citizenship. Minchau School is a safe and caring place where we believe every child can be successful every day.

Community Profile

Minchau School is located in Mill Woods, and serves elementary students from the Ridgewood and Silver Berry East neighbourhoods. Minchau School is part of the W.P. Wagner Catchment, which consists of ten schools, seven of which serve elementary students. Our Catchment work fosters capacity building and culture while recognizing and capitalizing on the strengths of all staff.

We support an open, safe and inclusive community which serves the need for ongoing learning to support our diverse populations. Minchau School students have a complex range of learning profiles including English Language Learners and special needs students. To best serve our diverse population we collaborate with our families to support student needs (academic, physical, social and emotional). As well, we work closely with our Division Specialized Learning Supports team and our other partnerships such as Bs Supporting Youth. Minchau School, located in Mill Woods, serves elementary students from the Ridgewood and Silver Berry East neighbourhoods. The children in our school have a complex range of learning profiles including English Language Learners and special needs students. This diversity creates a school culture of collaboration with a focus on learning and results in order to continuously monitor and adapt programming to meet the needs of individual students. To support students and enhance programming, Minchau has developed partnerships with community businesses and organizations.

Programs and Organization

Minchau School serves children from Kindergarten to Grade 6 and offers French as a Second Language for Grades 4 to 6 students. We have inclusive programming to support our students with identified special needs and designated Behaviour Learning Assistance (Connections) classrooms. We provide enhanced learning and leadership opportunities in order to build citizenship in all students through our work with the WITS program; this school wide program teaches students to manage conflict with strategies: Walk Away, Ignore, Talk it out and Seek help. To support students and enhance programming, Minchau has developed partnerships with community businesses and organizations. We aim to offer various cultural, artist and author residencies each year to enrich programming and heighten student engagement.

School Community Relationships

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

B's Supporting Youth Foundation, BMO Bank of Montreal, Boys & Girls Big Brothers Big Sisters, Edmonton Police Service, Home Depot, Sobeys

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.

Minchau aims to increase student achievement in K-6 by implementing a focus on literacy and numeracy practices. Staff will engage in professional learning, including an emphasis on writing using the Lucy Calkins and Up the Ladder resources. We will continue with school-based collaborative work and interventions where possible, in order to build strategies to support all students.

For Literacy, our goal is to demonstrate growth in the number of students reading at grade level or by increasing their reading level by one year, as measured by BAS by Fountas and Pinnell.

We will demonstrate an increase in the number of students showing improvement in writing, as determined by the Lucy Calkins and Up the Ladder writing progression rubric, and HLAT results.

For Numeracy, 90% of our students will achieve 60% or higher as measured by MIPI results.

Results Achieved:

In response to the COVID-19 pandemic, in-class instruction and the learning environment was modified to follow safety guidelines. At Minchau School, a focus on reading and writing dominated professional learning and collaborative opportunities. Our overall reading levels (as measured by BAS by Fountas and Pinnell) declined by 1.5% compared to the prior 3-year average, however compared to 2019-2020 our reading levels increased by just over 1%. This decline is consistent with the Division's decline in reading levels; however, it is important to note our school reading levels are below the Catchment and Division by almost 7% and remain a priority for our school. We provided targeted interventions to support reading, although due to COVID-19 and the number of online learners we supported, we were unable to reach as many students as we had wished for our targeted interventions. We had the support of three University of Alberta students through our Academic Learning Support Partners (ALSP) program. Additionally, teachers were reimagining the implementation of daily guided reading and home reading programs using COVID-19 protocols for in-person and online students. Although we are concerned by our results, we are extremely proud of our Grade 3 (78% at or above grade level) and Grade 4 (77% at or above grade level) readers and plan to use this data to drive questions to further our growth in the area of reading. Minchau School has a teacher lead team who spearheads the communication around and delivery of common writing tasks, professional learning and collaborative planning relative to Writers Workshop (formerly called the Lucy Calkins lead team). An emphasis on improving student writing was demonstrated using common Writers Workshop writing performance tasks, and staff collected related data and co-assessed and co-planned for continuity.

Traditionally, our lead team would have time to mentor new teachers and co-plan mini-lessons. Given the unique challenges that blended online and in-person teaching and learning provided, some teachers were not familiar with the Workshop approach. Our student writing data as measured by the HLAT shows cause for concern with 53% of students writing at grade level (down 18% from the last year the HLAT was administered in 2018-2019). Our Catchment and Division HLAT scores also declined yet Minchau School's decrease is data we will pay attention to. Although we know we still have much work to do in the area of literacy, we are extremely proud of the high quality instruction in all classes and we are particularly proud of our writing results for our grade 2 writers (72% at grade level). Additionally, following and gaining familiarity with the Division's Scope and Sequence became the priority. COVID restrictions also limited our ability to provide targeted reading interventions such as LLI. Although, we believe that teaching and learning during a pandemic affected our scores, we are still well below where we would like to be. Continued work on improving reading and writing growth for our students will remain a focus at Minchau School. We will continue to use assessment tools such as the Fountas & Pinnell BAS, CAT4 and HLAT based writing tasks to discover specific ways to support each student in their reading and writing journey.

Our MIPI (Math Intervention Programming Instrument) results demonstrate an average of 70% of students achieving at or above the 60% threshold for students. This measure demonstrates growth of 3% over the past 3 years. Of note, by June of 2021, 93% of our grade 2's and 83% of our grade 3's (June re-assessment) achieved over 60% on the MIPI. Innovative strategies included the use of games and the implementation of targeted instruction and group work to build vocabulary and to practice basic facts and problem solving. We will continue to have conversations as a school and Catchment staff to collaboratively review assessments and data trends that will give us better information and help us provide universal instruction in the classroom as well as increase targeted interventions.

We will demonstrate an increase in the overall percentage on our parental involvement and citizenship as measured on the Accountability Pillar and our school surveys. We will provide support to our new families by providing the services of a Settlement Worker when possible, and utilizing the services of other EPSB employees such as

intercultural consultants.

To promote parental involvement and awareness of citizenship, we will communicate via school newsletters, SchoolZone, classroom letters, school sign, bulletin boards, agendas, online conferences and Google meets, to inform parents about school events, clubs, partnerships, community initiatives and events, school council meetings, student conferences, and volunteer activities. Staff and students will follow the WITS and Dare to Care programs as taught in the classroom, to reinforce these programs' messages.

Parents will be invited to remotely join the student community for in-class or online activities such as Read-In Week and virtual field trips. Parents will also be invited to attend monthly online school council meetings. Notices will be in student agendas and posted on SchoolZone. We will be asking for parental feedback via parent surveys throughout the year.

Results Achieved:

During the 2020-2021 school year, staff worked tirelessly to provide support for students and families and encourage family involvement. Strategies included increased phone calls, consistent messaging through school and classroom newsletters, via SchoolZone, Google Classroom and availability of google meets, as well as staff presence outside before and after school. School Council and Parent Association meetings were held online. As measured by our Alberta Education Assurance Survey, Minchau School demonstrated an increase in the overall percentage on our parental involvement (increase of 13% from previous year) and citizenship (increase of 9% from previous year) measures. According to our Assurance Survey, 100% of parents surveyed stated they were satisfied with opportunities to be involved with decisions made at their child's school. An interesting comparison to note, is that 67% of parents answered that they are involved in decisions made at their child's school. Given the low number of parent respondents on this measure (six), a goal moving forward will be to increase family engagement in survey completion and provide school-based surveys to collect feedback. With the complexities of the school year and added stress of the pandemic it is reassuring to note that those who chose to complete this survey felt that they had the opportunity to be involved in school decisions if they chose to. According to the Division Feedback survey, 88% of our parents responded that their child had opportunities to connect with their teachers, and 78% felt that their child had the supports and resources they needed to be successful. For this survey, we had much higher parent response rates with 18 respondents. Our Settlement Worker (partner through Edmonton Immigrant Services Association) and Division intercultural consultants provided support to newcomers with both in-person and virtual communications. Minchau School supports student capacity relative to social and emotional resources, including our schoolwide WITS program, supporting common language and problem-solving skills needed to support healthy relationships. Staff reported increased engagement with families and increased efforts to offer various entry points to engage in dialogue, phone, google meet or a quick conversation outside. Families reported increased appreciation for the work of school staff, and noted the increased efforts on all parts. Although many reported feeling disconnected from their school or families, efforts to provide food hampers, communicate in various ways, provide warm clothing for those in need and increase communication was noted. Events such as grade six farewell and a virtual classroom tour for Kindergarten became especially important for our community.

Staff will engage in collaborative work designed to create a more culturally responsive school where students and their families feel welcomed and safe, whether learning remotely or in-person.

Staff will improve and enhance the teaching of research based ELL strategies, and complete action research in the areas of assessment, First Nations, Metis, and Inuit education, project-based learning, student behaviours and supporting mental health, and the use of technology to support a high quality learning environment in our diverse school population.

Teachers will collaboratively meet to ensure the facilitation of the WITS and Dare to Care programs at our school. Students will be encouraged to participate in student leadership opportunities as they arise. Parents will be invited to complete parent surveys throughout the year and will be asked to give feedback on whether Minchau is a safe and welcoming school.

We will use in and out of school suspension data, and results from parent surveys as a measure for this goal.

Results Achieved:

At Minchau School, all staff participated in self-directed, school-based and Catchment professional learning relative to WITS, Mental Health, First Nations, Metis and Inuit foundational knowledge, and the use of technology to support a high quality learning environment in our diverse school population. Teaching staff completed an Inquiry-Based Professional Growth plan supported by Catchment Communities of Practice that best aligned with their goals. After determining a "driving question" staff were matched with colleagues from other Catchment schools with similar areas of focus. Staff had time during Catchment PL Days, Self Directed PL Days and at monthly staff meetings to share insights and build personal capacity in their identified areas of research. In May, staff were asked to present their action research to their Catchment colleagues in topic groupings. Staff also took part in the Jody Carrington series "Kids These Days" and/or Dr. Michael Ungar book study "Change Your World". According to the Division Feedback Survey, 83% of Minchau staff indicated that they felt supported in their work and learning was enhanced by the PL opportunities they participated in. Our Assistant Principal was part of our Catchment AP Network as well as our Catchment Mental Health Committee. Additionally, two teachers from Minchau participated in the W.P. Wagner Catchment emerging leadership professional learning group, a monthly professional series that supported topics related to the LQS. Minchau staff prioritized the creation of authentic opportunities for students to share their culture in multiple ways such as orally, visually and in their writing. Students were encouraged to celebrate their family history and learn more about each other.

This school culture of diversity and fostering celebration remained a priority, one that was challenging to address for all of our learners and classrooms (in-person and online).

What were the biggest challenges encountered in 2020/21?

The unpredictability of the 2020-2021 school year in relation to the global pandemic, COVID-19, was a challenge throughout the year. The interruption to learning as a result of close contacts, quarterly enrollment adjustments between online and in-person, and circuit breaker weeks impacted both the learning environments and mental health of the students, staff and families. One of our biggest challenges in 2020-2021 was to continue to meet the needs relative to emotional wellness for students, families and staff. We accessed mental health resources for our students through our SLS team (social worker and therapist) as well as capacity building supports offered and accessed from our Catchment Wellness Coach. An increase in available support in the second half of the year meant our students and families had physical wellness checks, attendance checks and added family supports. Overall feelings of lack of connection (with school and with others) from students, families and staff were reported. Unprecedented teamwork was required to reimagine teaching and learning and to plan (or postpone) traditional end of year events.

Significant challenges included communicating with families, providing equitable online experiences and access to school/community events. It was particularly challenging to maintain connections with Minchau families who chose to participate in an online learning model. Some students had a teacher who was under the supervision of a different school. Tracking progress and communicating with the teacher and administration from another school created complexity with home and school communication. As well, involving our students and families in traditional school activities and communications was increasingly challenging considering COVID-19 protocols. Creating a sense of community was a challenge. Given all of the complexities, our Division Feedback Survey indicates that 72% of students felt they were able to stay connected with other students during school (92 respondents). For teachers of in-person students with combined grades assignments, it was challenging to follow the scope and sequence provided by the Division. While staff were grateful for the resources and the year plan, some areas of the curricula were ill-suited to be taught in tandem, causing undue stress for teachers. Not knowing who would be in your class from one quarter to the next, indeed not knowing what you might be teaching from one quarter to the next put staff resilience to the test. At Minchau we were fortunate to have stable teaching assignments for staff, which supported continuity for students and families as well. We also recognize that this was the mirrored stress some families may have felt when they were choosing whether to be online or in-person each quarter, and the worry about not only the pandemic, but the new relationships. Given all of the unknown from quarter to quarter we are extremely proud that 100% of our parents responded that they received enough information to choose online or in-person for their child. As well, 100% of our parents stated they knew what their school was doing to keep their child safe during the pandemic.

Challenges for implementing targeted interventions included:

- ensuring cohort protocols were in place while planning interventions made it less efficient as often we could only work with one student when in past years we would work with three or more students at one time, thus creating time constraints and students received fewer intervention hours
- Interruptions to planned interventions due to the fluidity and transition between in-person and online learning such as cohorts going online and planned circuit breakers
- balancing the needs of the whole school relative to programming, class sizes and space as well as providing small group pull-out and push-in interventions for literacy and numeracy.

Although efforts were made to reduce suspension data, our suspensions rates last year did not drastically reduce from the previous year (down to 18 from 21). Staff professional learning relative to building a restorative culture, with inspiration from Dr. Michael Ungar, Ross Greene and Jody Carrington began to challenge some school responses to unexpected and dysregulated behaviours.

That said, we saw incredible growth in staff capacity and confidence. We discovered personal and professional reserves as we found innovative solutions and moved beyond our self-perceived limitations.

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

Supporting student academic, emotional and physical health while maintaining a connected community and positive school culture (with limitations imposed by protocols) are our priorities this year. Given the learning disruptions that occurred in both the 2019-2020 and 2020-2021 school years, we will continue to concentrate our efforts in catching students up when they demonstrate measurable learning gaps in literacy and numeracy. Information provided from the CAT 4, HLATs, BAS and Learning Loss assessments highlight the need to continue our intentional work in the areas of reading, writing and mathematics. Using data collected from a variety of sources including teacher professional judgement, we are identifying students who require numeracy and literacy intervention or extension. This year we will continue to use Google classroom to support students who are absent from school and we will use Mathletics and Razz Kids to provide students with opportunities to build their skills in the areas of literacy and mathematics both in school and at home. In addition we are identifying priority areas for staff professional learning. Inquiry based professional growth plans support evidence and research-based professional development. School-wide professional learning plans target literacy, numeracy, wellness and building an increased foundation of and vision for a restorative culture at Minchau School. Looking beyond the effects of COVID-19 on student achievement and growth, all staff of Minchau School will be engaging in professional learning targeting anti-racism and mental health throughout the school year.

As a school community we understand the importance of providing our students with opportunities to build empathy and community and as such we will be re-introducing traditions such as Culture Day and reimagining student leadership programming. We are conducting video announcements available to in-person and online students and have student organized and led monthly assemblies, where we highlight classroom learning. In June, staff were invited to submit theme ideas for the 2021-2022 school year. enCOURAGE, this year's theme weaves together two ideas proposed by staff. Both ideas spoke to promoting a culture of growth mindset, resilience and being brave. Staff at Minchau embrace opportunities for our students to fail, and tell themselves "not yet" as we all exercise our personal courage and build a growth mindset. We were inspired by a quote from Geraldine McCaughean, "Maybe Courage is like memory - a muscle that needs to exercise to get strong. So I decided that maybe if I started in a small way, I could gradually work my way up to being brave like the others." Let's all exercise our muscle of courage, by being positive, kind and brave in small ways.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Minchau School (7274)



Assurance Domain	Measure	Minchau School (7274)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.9	75.3	75.1	Very High	Improved	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	80.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.2	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	92.0	90.5	94.1	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.7	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.5	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.4	72.6	76.0	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. 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.

All students will be provided high quality instruction, whether in-class or online. By June 2022, 90% of all students will improve their literacy and numeracy skills by one or more years of growth, as measured by the EYE-TA, BAS, HLAT and CAT4 scores, in addition to classroom assessments. To accomplish this goal we will:

- Provide high quality, tailored and responsive early learning experiences to develop language skills and emotional stability needed to build a strong and positive foundation for lifelong learning
- Use quarterly data analysis to diagnose learning strengths and needs
- Continue our emphasis on writing using a common Writers Workshop approach using school-based collaborative work and interventions in order to build strategies to support all students.
- Through collaborative discussions, structure learner supports based on targeted instructional strategies designed to build successful learning opportunities for all students
- Provide coaching and mentoring specifically around using intervention resources in the classroom environment
- Implement research based daily practices in a school-wide approach to strengthen literacy and numeracy instructional strategies
- In recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students.

Priority 1

By June 2022, 100% of our staff members will agree that their opportunities for collaboration within their program, catchment or professional learning groups will contribute to welcoming, high quality learning and working environments as measured by responses on the Assurance Survey and Division Feedback Survey. We will target this goal through our Catchment Communities of Practice, our Inquiry-based Professional Growth Plans as well as school based supports and professional learning relative to mental health and restorative practices. By June 2022, Minchau School staff will work collaboratively with Division staff, community partners and agencies (including SLS, EISA and Engage Consulting), to learn, engage in and reflect on the principles of anti-racism and restorative culture to improve stakeholder satisfaction, as measured by the Division survey and the Alberta Education Assurance Measure Results report. We will demonstrate an increase in the overall percentage on our Welcoming, Caring, Respectful and Safe Learning Environments measure on the Assurance Survey and student and family feeling of reported safety and belonging based on our Division Feedback survey.

Priority 2

By June 2022, 80% of our students, families and staff will report positive perceptions around parent involvement in our school as measured by Assurance Survey and Division Feedback Survey results. Strategies for addressing this goal include providing opportunities for parents and families to participate in school wide events, continuing to promote and invite parent participation on our School Council and Parent Association, using a range of communication methods and continuing to establish external partnerships that enhance and promote public education. We continue to be innovative and reimagine our sense of community and deepen relationships with our existing partners. Staff will engage in collaborative work designed to create a more culturally responsive school where students and their families feel they belong at Minchau School.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,146,753		2,277,875
Internal Revenue		0		0
REVENUE TOTAL		2,146,753		2,277,875
Classroom	13.400000	1,377,949	13.400000	1,377,949
Leadership	1.600000	208,787	1.600000	208,897
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	15,000	.000000	51,658
TOTAL TEACHER	15.000000	1,601,736	15.000000	1,638,504
(% of Budget)		74.61%		71.93%
Exempt (Hourly/OT)	.000000	27,275	.000000	27,275
Support	5.800000	342,058	6.555000	385,104
Support (Supply/OT)	.000000	8,000	.000000	8,000
Custodial	1.650000	108,651	1.875000	119,848
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	7.450000	490,984	8.430000	545,227
(% of Budget)		22.87%		23.94%
TOTAL STAFF	22.450000	2,092,720	23.430000	2,183,731
(% of Budget)		97.48%		95.87%
SUPPLIES, EQUIPMENT AND SERVICES		30,683		64,775
INTERNAL SERVICES		23,350		29,370
TOTAL SES		54,033		94,145
(% of Budget)		2.52%		4.13%
TOTAL AMOUNT BUDGETED		2,146,753		2,277,876
Carry Forward Included		0		0
Carry Forward to Future		0		0