



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.938000	Salaries	\$3,991,323	96%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$150,314	04%
Regular	0	Support	6.800000			
		Teacher	<u>30.700000</u>			
Year Opened	1951	Total	41.438000	Total	\$4,141,637	100%

School Philosophy

We encourage students to reach their full potential and develop a strong sense of perseverance, respect, integrity, dignity and empathy. We believe that all students have the right to a high quality education and can be successful learners. We believe that, with the support of the home, the school and the community, students will take advantage of all learning opportunities, set goals for themselves and achieve to the best of their abilities.

Community Profile

McKernan School is located in a mature neighbourhood near the centre of the city and just south of the University of Alberta. Due to our proximity to the University, we often seek involvement with them, their students and staff; past examples include: Study Buddy program, student teaching programs, volunteers, special guests. Our parents are valued partners and provide significant social capital and academic resources to our school. We work closely with McKernan Child Care Society, Edmonton Hispanic Bilingual Association, Metro Continuing Education, the University of Alberta and Change Health Community Program

Programs and Organization

McKernan is a community school with a long standing English Program K-9 and is a District Alternative Program site for French Immersion K-9, Late French Immersion 7-9, International Spanish Academy (Spanish Bilingual 7-9) and Pre-Advanced Placement 7-9. An increasing number of English Language Learners and students with special needs are enrolling at the school and have been very successful in an inclusive environment. The school places a strong emphasis on academic excellence along with outstanding opportunities in fine and practical arts, and athletics.

School Community Relationships

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

EHBA, MacEwan University, University of Alberta, 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 2019-2020, 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 Division's Priorities that were in effect when the goal was set.

District Priority #1, Goal 2: Success for Every Student

By June 2020, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Teachers will deepen their understanding of research-based assessment and instructional practices through ongoing collaborative work. Interim measures will be in place throughout the year to track student academic progress including MIPI, HLAT, and internal tracking documents, with the goal of guiding instructional practice and identifying students in need of intervention.

Results Achieved:

At McKernan School we continue to focus on literacy and numeracy through engaging in targeted initiatives aimed at supporting both our struggling learners as well as building the capacity of our teachers. These include the ongoing use of the Math Intervention/Programming Instrument (MIPI) to inform areas of focus as well as the use of commonly constructed assessments to inform collaboration on next steps of instruction. For the 2019/2020 school year, McKernan designated a portion of a teacher's time to provide push-in Literacy support as well as targeted intervention for students requiring higher level intervention support.

Modest growth or maintenance of results has been realized with students in our French Immersion program. While this is not the most recent data, trends from previous year's PAT results indicate a correction back to results aligned with approximately three years previous. The 3 most recent years' results show a decrease. Key areas of concern are Grade 6 ELA, MATH and Science as well as Grade 9 Math.

District Priority #2, Goal 3: Building Capacity through a Culture of Collaboration and Distributed Leadership

By June 2020, teachers will be provided opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Collaborative meetings will be held each month with a focus on assessment and instructional practices. The McKernan Leadership Team will act as team leads in the implementation of our assessment plan. Team norms and running agendas will be used to track the progress that the collaborative teams are making. Other indicators of success will include staff responses to the District Feedback Survey.

Results Achieved:

Collaboration continues to be a cornerstone of the way that McKernan staff work to support all learners. This was accomplished through a variety of processes used both in the catchment as well as within the school. The following indicators are examples of how this was accomplished throughout the 2019/2020 school year:

- All McKernan teachers participated in the South Central Catchment School's Professional Development Day around First Nation, Metis and Inuit themes.
- All McKernan teachers participated in South Central Catchment School's Professional Development Day centred around teaching and learning for conceptual understanding delivered by Sandra Herbst and Nathalie Lauriault.
- McKernan teachers engaged in weekly collaborative meetings which resulted in the following:
 - Co-teaching classes
 - Sharing of resources
 - Development of common assessments
 - reflecting on practice
 - identifying effective approaches to meet a variety of student needs

It also needs to be noted that the collaborative work continued, and in fact increased in frequency and impact, during the online delivery beginning in March. Teachers met regularly to devise plans for online instruction and to share, in real time, learning and experience with respect to the engagement of students in the online environment, use of Google Classroom as a method of resource and lesson delivery as well as the use of Google Meets for engaging students.

District Priority #3, Goal 1: Families as Partners

By June 2020, parents and staff members will indicate an improvement in communication about assessment as measured by the Accountability Pillar and the District Feedback Survey. Teachers will create plans to be shared with stakeholders, indicating how they intend to communicate with families about programming and achievement.

Results Achieved:

At McKernan School, parents are essential partners in the work that we do with learners each day. During the 2019/2020 school year the following measures were taken to increase parental involvement in their children's learning:

- Teacher created communication plans which were shared in September through SchoolZone. These plans followed a common template to ensure consistency of communication from class to class, grade to grade and program to program.
- Students and parents were engaged in math goal setting with ongoing check-ins at regular intervals.

According to the Accountability Pillar for 2019/2020 indicators around quality of education at McKernan, from the parent perspective, increased by 10%. Teacher's perception of the involvement and impact that parents have on school-based decisions remained high for the 2019/2020 school year.

While these indicators are the beginning stages of a demonstration of growth, the Accountability Pillar also indicates that parent perception of the impact that they have on school based decisions would suggest that this remains an area of need going forward.

What were the biggest challenges encountered in 2019/20?

- PAT results in grade 6 ELA, Math, Science and grade 9 math illustrate a need to continue exploring best practices in ensuring that our students meeting their learning targets.
- The emergence of COVID 19 and the subsequent closing of schools and moving to online presented students and staff a challenge with the movement to online learning.
- Planning for maintaining high quality programming in light of shifting financial circumstances especially in light of COVID 19 protocols and the uncertainty around in-person vs. online learning.

What was most important for your school community as you prepared for the 2020-2021 school year?

As McKernan School staff and administration prepared for re-entry the key strategy was to ensure good communication of timely information relative to our division's 3 key themes of mitigating risk, family choice and continuity of learning. While the ever changing and frequent updates to recommendations created some uncertainty the feedback that we have received has been overwhelmingly positive about the efforts made to ensure that communication was maintained. This was accomplished through a virtual town hall with the Principal (which has continued monthly), videos regarding measures and new procedures around all new protocols, as well as a video or email orientation from all homeroom teachers. McKernan Administration also benefitted from having open dialogue with School Council members as re-entry continued and gained feedback which informed our next steps around continued strategies for health and safety as well as communication. This overall approach has served us well to ensure that students, parents and staff have a common understanding and approach to ensuring everyone's physical and emotional well-being is addressed.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7523 McKernan School



Measure Category	Measure	McKernan 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	88.5	90.8	88.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.1	85.1	83.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	91.1	89.4	90.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.1	2.4	2.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	86.3	86.9	88.4	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	40.3	36.5	35.9	20.6	19.9	19.6	Very High	Maintained	Excellent
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	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	82.5	82.9	78.8	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	80.7	84.4	81.5	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	77.4	78.6	75.6	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	76.9	85.2	82.4	81.5	81.0	80.9	High	Declined	Acceptable

- 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. 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.
 4. 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).
 5. 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.
 6. 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.
 7. 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.
 8. 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.
 9. 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.
 10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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 2020/2021 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.

District Priority #1, Goal 2: Success for Every Student

By June 2021, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Teachers will deepen their understanding of research-based assessment and instructional practices through ongoing collaborative work. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include MIPI, HLAT, and internal tracking documents, with the goal of guiding instructional practice and identifying students in need of intervention.

Priority 1

District Priority #2, Goal 3: Building Capacity through a Culture of Collaboration and Distributed Leadership

By June 2021, teachers will be provided opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Teachers will focus on elements of citizenship, safe and caring, writing as well as ensuring positive transitioning through a collaborative model. Indicators of success will include Division Feedback Survey and Accountability Pillar survey results as well as ongoing feedback opportunities of all stakeholders.

Priority 2

District Priority #3, Goal 1: Families as Partners

By June 2021, parents and staff members will indicate an improvement in the engagement of parent voice. Indicators of success will be measured by the Accountability Pillar and the District Feedback Survey as well as attendance and engagement in School Council, Parent-Teacher Interviews and other informal engagement opportunities.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,141,637		4,141,637
Internal Revenue		0		0
REVENUE TOTAL		4,141,637		4,141,637
Classroom	27.700000	2,847,311	27.700000	2,847,311
Leadership	3.000000	382,908	3.000000	382,908
Teacher Supply	.000000	110,000	.000000	110,000
TOTAL TEACHER	30.700001	3,340,219	30.700001	3,340,219
(% of Budget)		80.65%		80.65%
Exempt (Hourly/OT)	.000000	20,000	.000000	20,000
Support	6.800000	354,526	6.800000	354,526
Support (Supply/OT)	.000000	13,000	.000000	13,000
Custodial	3.938000	240,880	3.938000	240,880
Custodial (Supply/OT)	.000000	22,700	.000000	22,700
TOTAL NON-TEACHER	10.738000	651,106	10.738000	651,106
(% of Budget)		15.72%		15.72%
TOTAL STAFF	41.438001	3,991,325	41.438001	3,991,325
(% of Budget)		96.37%		96.37%
SUPPLIES, EQUIPMENT AND SERVICES		99,450		99,450
INTERNAL SERVICES		45,864		45,864
OTHER INTEREST AND CHARGES		5,000		5,000
TOTAL SES		150,314		150,314
(% of Budget)		3.63%		3.63%
TOTAL AMOUNT BUDGETED		4,141,639		4,141,639
Carry Forward Included		0		0
Carry Forward to Future		0		0