



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	581.000	Custodial	2.875000	Salaries	\$3,693,175	96%
Weighted	698.839	Exempt	0.000000	Supplies, Equip., Services	\$172,768	04%
Regular	581	Support	6.600000			
		Teacher	<u>28.790000</u>			
Year Opened	1992	Total	38.265000	Total	\$3,865,943	100%

School Philosophy

At Mary Butterworth School, our staff are committed to providing a safe and positive learning environment to engage students in developing skills, knowledge and attitudes to become responsible, caring and productive citizens, as well as life-long learners. Teachers regularly engage in collaborative professional dialogue focused on literacy, numeracy and comprehensive school health to provide our students high quality learning environments.

Community Profile

Mary Butterworth School is situated in north central Edmonton's Castle Downs Community. Our school population for 2020-21 is 587 students. The school primarily draws students from the Albany, Beaumaris, Baturyn, Chambery/Elsinore, Canossa, Dunluce, Lorelei, Lago Lindo and Rapperswill neighborhoods.

Programs and Organization

Mary Butterworth offers programming for regular grade seven, eight, and nine students. We also provide programming for special needs students through our Opportunity and Behaviour and Learning Assistance programs. We are a district site for the Pre-Advanced Placement Program and offer the Knowledge and Employability Program Grade 9 to qualifying students. Students requiring English language learning support are programmed for throughout the grade levels and in our segregated ELL classroom.

Mary Butterworth is part of the the North Central Catchment Schools (NCCS) cohort which consists of 19 schools whose focus is to develop a community of teaching and learning practice to ensure success of all of our students from Early Education to grade 12. Staff from all schools in the catchment work collaboratively to create successful transitions for students as they move from grade to grade and school to school. Through professional development on collaborative approaches to learning and promoting healthy school cultures and citizenship, the goal of the NCCS is to teach our students to become learners who are resourceful, goal-directed and purposeful.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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.

Through the 2020-2021 school year, during the COVID-19 pandemic, Mary Butterworth staff are committed to both student connection and wellness and academic rigor in teaching and learning. Our goal remains that every student achieve one year's growth in reading, writing, and math, along with experiencing academic success in all of their programs of study. We will use academic tracking measures during the year and at the end of the year, including September MIPI math tool, Fall/Spring HLAT writing test, quarter-end progress results, year-end assessments, June reporting of reading achievement and June final progress results. Teachers will balance instruction on the priority learning outcomes from the Division's new Scope and Sequence map with differentiating instruction and learning activities in response to learning gaps. Teachers will employ high quality assessment and grading practices to flexibly and effectively gather evidence of student learning, using triangulation (products, observations, conversations). Teachers will also support student learning with an additional commitment to post learning topics and activities through their Google Classrooms. For the time our library is closed to student visits, we will intentionally encourage students to read through our online Enterprise book request process. Accountability Pillar Results will be at or above 85% for student outcomes under Education Quality and School Improvement.

Results Achieved:

Student wellness, continuity of instruction and academic rigor were prioritized through the significant challenges and disruptions of the 2020-2021 school year, during the COVID-19 pandemic. Student learning was supported (when students were at home and when classes were pivoted to at-home learning) through following the Scope and Sequence, Google Classrooms, Google Meets, adapted instruction and assessments, and loaning out hundreds of chromebooks. Extra student supports included an Academic Support Room (small group support with an Educational Assistant), Numeracy push-in support (January to June), and Literacy push-in and pull-out support in Quarter 4, along with teachers having additional prep time in quarters 2-4 to support planning and adjusting instruction. Modified literacy initiatives included the Enterprise library system and the "Caught You Reading" challenge. Teachers collaborated on more common assessment practices, including PowerTeacher Pro set up and grading and reporting. As a staff team, we articulated our values and commitments (togetherness, tenacity, trust) so our actions align with those beliefs, including team norms for collaboration. We began and will continue conversations about our academic continuum of supports to outline our tiers for how we will respond to the needs of our students. AB ED Assurance Measure results were above both the province and the division for Education Quality (90.3%), Student Learning Engagement (88%), Program of Studies for At-Risk Students (85.1%), and School Improvement (88.7%). In the Division Feedback Survey, students reported they get help they need (86%), they get helpful feedback (81%), they have opportunities to show what they are learning (84%), and feel supported with technology (85%). We need to continue to focus on improving reading, writing, and math. HLAT writing results indicate 55.7% of students are writing at grade level (5% increase - 50.6% in 2018/19). June reading levels indicate 66.0% of students are reading at grade level (5% increase - 61.1% in 2018/19). The September MIPI math screen indicated 32% of students achieved 60% or more.

Collaboration time will be prioritized for subject team collaboration in order for teachers to share strategies and materials, design common assessments, and support each other with differentiation. Each subject team will identify a wildly important student-focused goal and an action plan to guide their collaboration time. Building shared leadership capacity will continue informally through ongoing coaching and feedback; also, more formally, lead teachers will develop an action plan to support our school plan and will be supported with ongoing reflection and feedback conversations. In our North Central Catchment Schools, by June 2021, staff will enhance their instructional practice through collaboration and job-embedded professional learning. Teachers will be able to direct their learning through their Inquiry-Based Professional Growth Plans and their catchment teacher collaboration groups. Additionally, specialized catchment collaboration groups, including Teacher Leads, Math Cohort Leads, School Leaders, and Principals, will meet frequently to support school improvement. Internal measures, District Feedback Survey results, and Accountability Pillar results will indicate a high level of satisfaction with professional learning and collaboration opportunities. Accountability Pillar Results will be at or above 90% for teacher outcomes under Education Quality and School Improvement.

Results Achieved:

Teachers had more subject team collaboration time and it was focused through a SMART goal from January to June. [L.A. team focus = reading; Math team focus = number

sense; Social team focus = common units for student engagement; Science team focus = science graph literacy; PE team focus = student fitness & wellness] Lead teachers led staff conversations around Equity (supporting sexual minority students, reflecting on anti-racism and inclusive practices during Ramadan, Black History Month and building Indigenous understandings). MBS teachers collaborated with school and NCCS catchment colleagues on their Inquiry-Based Professional Growth Plans' Driving Questions - there were 85 collab groups who met 7 times in the year. Catchment data shows there was a 10% increase from the 2019-20 school year in the percentage of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goal. Of those surveyed, 88% agreed that their IB PGP was a living document that evolved through the year. These results suggest that one of the strengths of the IB PGP—both as a collaborative framework in the NCCS and as a means to support professional growth—is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on the mental health and wellness of students in the qualitative and quantitative results demonstrates the adaptability of the IB PGP to address emergent and pressing issues in EPSB classrooms. Catchment lead teachers, school leaders, and principals engaged in aligned PD. There were 26 catchment Lead Teachers (1 MBS teacher) who met monthly and planned 2 PD Days and 25 catchment staff (2 MBS math teachers) were involved in the catchment math cohort. AB ED Assurance Measure results for teachers indicate Education Quality (98.9%), School Improvement (100%) and In-Service Jurisdiction Needs (100%).

Mary Butterworth staff are committed to creating learning and working environments in which every student feels safe, welcomed, cared for and respected. Staff will clearly and consistently lead our community in our specific COVID-19 safety strategies and we will stay compassionate, flexible, and vigilant. We will intentionally design school-wide strategies to support staff and student health and wellness (including mental health conversations, social-emotional connections, and movement and mental breaks). Pandemic protocols have made it necessary to adapt and modify our usual school culture initiatives; we will plan modified culture-building activities to promote student belonging and engagement. High expectations for student conduct will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, collaborative approach, engaging parents, division resources, Inclusive Learning, and community resources. We will target parent engagement and communication through frequent parent and student surveys and through frequent updates posted to SchoolZone and Google Classroom. Internal measures, District Feedback Survey results, and Accountability Pillar results will indicate a high level of satisfaction (over 85% satisfaction) in Safe and Caring Schools and Citizenship outcomes.

Results Achieved:

Our students and staff are commended for their exceptional diligence with respect to COVID-19 safety strategies and for showing exceptional "Maverick mettle" and flexibility. By moving to a 4-period, 3-day rotating timetable, we minimized transitions and teacher contacts, and also added a Wellness option when students explored individual activities (snowshoeing, sledding, yoga, workout videos, community walks) and when students were engaged in health topics including relationships, diversity, digital hygiene, resiliency, and dimensions of wellness. Teacher counselling time supported students part-time in quarter 1 and full-time in quarter 4. Through our student leadership lead teachers and leadership option, we engaged students in modified school culture initiatives and events, including Terry Fox, Homeroom Cahoot Challenges, Orange Shirt Day workshop, Halloween Costume Day & Pumpkin Art Challenge, Pink Shirt Day workshop, Valentine's Wall & Matchmaker, and St. Patrick's Day coins. We supported transitions through our Grade 9 high school workshops, our Virtual Open House, and our Grade 7 Virtual Welcome Night. We finished the year strong with 2 amazing Grade 9 Farewell celebrations (drive-thru and homeroom in-person with a live streamed ceremony, photo session, individual recognition awards, pizza & pop, and a high school survival gift. On the last day of classes, we held Homeroom Olympics. AB ED Assurance Measure results indicated 80% (Citizenship), 85.4% (Welcoming, Caring, Respectful, Safe Learning Environments), and 88.0% (Safe and Caring). Student Assurance Measures indicate 76.8% (Citizenship), 79.6% (Welcoming, Caring, Respectful, Safe Learning Environments), and 82.4% (Safe and Caring). In the Division Feedback Survey, 79% of students reported they can get help from someone at school for problems not related to learning, 86% of students report they feel safe, 76% of students report they feel included, 77% of students report my school helps me learn how to keep trying when things are hard, and 88% of students know what my school is doing to keep me safe during the pandemic.

What were the biggest challenges encountered in 2020/21?

In the 2020-2021 school year, due to the COVID-19 pandemic, there were many significant disruptions, including risk mitigation management, staff absences, supply teacher shortages, student absences, and multiple class and provincial pivots to online learning. These disruptions impacted: 1) School initiatives to build school spirit and school culture. 2) Instructional time and time for learning, practice and feedback. 3) Quality of assessment evidence teachers were able to gather. 4) Professional learning time for improving instruction and common practice. 5) Option programming needed to be modified (no speciality classrooms could be used) which required more teacher planning. The new scope and sequence mapping meant changes to unit and lesson plans and teachers had to balance student readiness needs with the pacing guide. Teachers moving from class to class was a challenge - constantly cleaning stations, logging in and out of tech, and staying organized with class materials on carts. Staff miss being able to interact with students freely, and being able to have in-person collaboration with colleagues. Lunch supervisors were hired for quarters 2 to 4 to support greater supervision needs and teacher lunch breaks and will continue into this year. When K to 12 pivoted to at-home learning, staff had to balance caring for their families at home and teaching online full-time. In the Division Feedback Survey, many students reported missing opportunities, including sports, options, lockers, changing classrooms, being able to see friends from other classrooms, and leaving the school campus at lunch time. Highlights students mentioned included gym, Dodgeball, and breaks outside, longer breaks between classes, 4 progress reports to tell them how they are doing, some of the unique options, and getting close with their homeroom friends.

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

For the 2021-2022, we continue to face significant challenges as we return to school during COVID-19. The back to school uncertainties and Family Choice in August and September are still leading to compromises between COVID-19 considerations and optimal organization for instruction. At Mary Butterworth, we have reflected on the following priorities:

- Creating a Back to School Plan (COVID-19 safety strategies) and adjusting this plan and being flexible as needed
- Seeking first to connect with our students and support their overall health and wellness
- Providing meaningful and manageable student engagement opportunities through athletics, clubs, modified school events
- Strategically finding ways to provide social-emotional and academic supports outside of the classroom with less resources this year
- Collaborating on building social-emotional and academic tiers of support to help us respond to student needs
- Subject team collaboration so teachers can support each other to meet diverse learning needs
- Providing a Google Classroom for every course to support students regarding absences
- Learning resilience-promoting strategies through the Division's Resilience Project
- Learning how to use CAT-4 data to support instruction and student growth through the Division's new CAT-4 implementation

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Mary Butterworth School (7572)



Assurance Domain	Measure	Mary Butterworth School (7572)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.9	77.9	80.3	High	Maintained	Good
	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	76.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.1	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	90.3	88.7	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.0	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.7	70.2	71.7	High	Maintained	Good

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.

Priority 1: As part of the NCCS catchment, our academic goal is that by June 2022, all of our students will demonstrate growth in reading, writing, and mathematics, along with experiencing academic success in all of their programs of study. We are monitoring and measuring academic growth through our homeroom spreadsheet, tracking reading (GLP, intervention benchmarking, June reading reporting, CAT-4), writing (GLP, class assessments, HLATs), and math (GLP, CAT-4). Through monthly subject team meetings, each subject team is targeting a critical learning outcome and collaborating on Tier 1 universal strategies and Tier 2 differentiated strategies to support students. As a whole staff, we are articulating our school-wide academic continuum of supports to capture how "we are collaboratively responding to student needs" to further equity of instruction and differentiation. We are optimizing our timetable to maximize both push-in and pull-out literacy and numeracy intervention, tracking this on our homeroom spreadsheet, and we will be learning together how the CAT-4 can help us with instructional planning and measuring growth. School-wide literacy strategies include: You Decide reading challenge, frequent library visits during L.A., read-alouds during Maverick Minutes, and monthly literacy strategy sharing. Student academic data will reflect growth (HLATs, June Reading, CAT-4, PATs, GLP). AB ED Assurance Measure results continue to be 85% or higher overall and 85% or higher for student results in the areas of Student Learning Engagement, Education Quality, Program of Studies for At-Risk Students, and School Improvement.

Priority 1

Priority 2: As part of the NCCS catchment, our goal is that by June 2022, collaboration and job-embedded professional learning will enhance high quality teaching and learning practices. MBS teachers will collaborate with school and catchment colleagues around their Driving Question inquiry six times this year. To foster distributed, responsive leadership, MBS lead teachers will participate in a monthly Leadership Huddle; lead teachers are planning staff collaboration and school initiatives in areas that include Equity (Indigenous Understandings, Anti-Racism, Supporting Sexual Minority Students), Catchment, Resiliency, Athletics, Subject Teams, and Social Committee. During Leadership Huddle, we will also reflect on strategies for supporting staff wellness. Internal measures, Inquiry-Based Professional Growth plan data, District Feedback Survey results, and Alberta Assurance results will indicate a high level of satisfaction with professional learning and collaboration opportunities. AB ED Assurance Measure results will continue to be at 90%+ for teacher outcomes under Education Quality, School Improvement and In-Service Jurisdiction Needs.

Priority 2

Priority 3: Our MBS staff team is committed to working closely with students, families, and community partners (eg. Cultural Coach through Family Centre) to ensure our school is a safe, welcoming, caring, respectful, equitable, and inclusive space. This year we are co-constructing "What it means to be a Maverick". To support students socially-emotionally, we have four homeroom periods a week for one hour of Maverick Minutes when the homeroom teacher leads conversations about collaboration/teamwork, goal-setting, resiliency, and reading. Additional Wellness option programming is supporting student health this year. As a staff, we are articulating our social-emotional continuum of supports, including participating in our Division's Resilience Project to learn resilience-promoting strategies. Robust school culture initiatives to promote belonging and engagement, include athletics, student leadership, and key school events. We will frequently recognize students through Maverick Awards, and we will have frequent, collaborative conversations to determine next steps to support struggling students. High expectations for student conduct will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, restorative justice, collaborative approach, engaging parents, Division resources, our Specialized Learning Support Team, and community resources. We will target parent engagement and communication through frequent principal and teacher updates, parent surveys and SchoolZone posts. Internal measures and District Feedback Survey results will reflect high levels of satisfaction with student satisfaction over 85%. AB ED Assurance Measure results continue to be 85% or higher overall and 85% or higher for student results in the areas of Citizenship, Welcoming, Caring, Respectful and Safe Learning Environments, and Safe and Caring.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,841,344		3,865,943
Internal Revenue		0		0
REVENUE TOTAL		3,841,344		3,865,943
Classroom	25.550000	2,627,358	25.790000	2,652,037
Leadership	3.000000	383,172	3.000000	382,420
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	72,000
TOTAL TEACHER	28.549999	3,090,530	28.790001	3,106,457
(% of Budget)		80.45%		80.35%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	19,370
Support	6.600000	369,904	6.600000	369,904
Support (Supply/OT)	.000000	7,000	.000000	4,000
Custodial	2.875000	188,444	2.875000	188,444
Custodial (Supply/OT)	.000000	8,000	.000000	5,000
TOTAL NON-TEACHER	9.475000	573,348	9.475000	586,718
(% of Budget)		14.93%		15.18%
TOTAL STAFF	38.025000	3,663,878	38.265001	3,693,175
(% of Budget)		95.38%		95.53%
SUPPLIES, EQUIPMENT AND SERVICES		115,066		116,888
INTERNAL SERVICES		62,400		55,880
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		177,466		172,768
(% of Budget)		4.62%		4.47%
TOTAL AMOUNT BUDGETED		3,841,344		3,865,943
Carry Forward Included		0		0
Carry Forward to Future		0		0