

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	868.500	Custodial	4.500000	Salaries	\$5,317,446	97%
Weighted	951.478	Exempt	0.000000	Supplies, Equip., Services	\$190,127	03%
Regular	915	Support	13.000000			
		Teacher	<u>38.430000</u>			
Year Opened	2012	Total	55.930000	Total	\$5,507,573	100%

School Philosophy

At Michael Strembitsky School, our priority is student growth and success. We are committed to providing a positive learning environment that will foster and support high academic achievement and behavioral expectations. Through differentiated planning and instruction, students' diverse needs and individual interests are addressed. Focused on engaging in authentic learning for a 21st century world, our teaching faculty provides engaging curricular learning within and across subject disciplines. Students partake in learning and service projects that rely upon and strengthen human spirit and imagination. As a school, we design projects that allow students to engage in in-depth study of real-world problems that they care about and are interested in. Finally, we believe that success is best achieved in an atmosphere of mutual respect and trust. A safe, healthy, welcoming and orderly environment allows for a climate that supports relationship building and authentic partnerships among students and other school members.

Community Profile

Michael Strembitsky School is located in southwest Edmonton. Our school proudly serves Summerside East and grandfathered students from Summerside West communities. This year, only students living in our primary catchment area were permitted to enroll in Michael Strembitsky School. Parents are actively involved in the school and have a School Council, as well as the Strembitsky Parent Foundation.

Programs and Organization

Michael Strembitsky School offers regular programming for students in Grade 2 to Grade 9. Students receive a full complement of core classes as outlined in the Alberta Program of Studies. Starting in Grade 4, students receive instruction in French as a Second Language. Students work in a fully inclusive environment, utilizing the latest resources, to develop cross-curricular competencies. In addition, cross-disciplinary learning enables students to cultivate meaningful knowledge within authentic contexts for learning. At Michael Strembitsky School, students have access to technologies that support our focus on learning, thinking, communicating, collaborating, and working in much more powerful, personalized, integrated, connected and efficient ways.

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, Study Buddy

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.

We engage literacy and numeracy support and enrichment for all students.

By June 2021, there will be an increase of students writing and reading at or above grade level as measured by district HLAT Writing (Grades 2 to 9) and BAS from grades 2 to 6. At MSS our HLAT Writing results will increase by 2% from 86.7 to 88.7% and Reading Achievement at or above grade level will increase 3% from 82% to 85%. This will be achieved by regular, small group work targeting reading and writing growth and increased intervention support during Response to Intervention time in all grades as determined by the results of BAS baseline assessment and HLAT writing assessment.

By September 2021, there will be an increase in the number of students demonstrating a proficient standard (66%-79%) or higher in math as measured by the Fall administration of the MIPI. This will be achieved through regular, small group work targeting areas of need as determined by the MIPI and implementing Math intervention support during Response to Intervention time in all grades.

Results Achieved: According to the spring HLAT writing assessment, our students' achievement in writing at or above grade level decreased from 86.7% to 81.4%. As the BAS was not administered in the spring, Reading Achievement at or above grade level for our students was measured by daily triangulation of reading growth. In comparison with this same measure in 2020 to 2021 our students reading at or above grade level increased 1.8% from 79.3% to 81.1%. These results were achieved by regular, small group work targeting reading and writing growth and increased intervention support during Response to Intervention time in all grades.

In a comparison of the fall 2020 and 2021 MIPI assessments, there was a 3% increase in the number of students demonstrating a proficient standard (66%-79%) or higher in math. The proficient standard increased from 63% in September 2020 to 66% in September 2021. This was achieved through regular, small group work targeting areas of need as determined by the MIPI and implementing Math intervention support during Response to Intervention time in all grades.

We engage catchment staff in targeted job embedded collaboration, professional learning opportunities & collaboration with community partners.

By June 2021, staff will engage in professional learning activities focused on collaborative work related to literacy, numeracy and cross-curricular competency development and will share their learning throughout the year. Staff satisfaction with professional learning will increase 5% from 85% to 90%. At MSS this will be achieved by building in structures and time for researching and implementing best practices that will support student learning and regular sharing and collaboration with colleagues.

By October 2021, J Percy Page catchment schools will maintain and or increase the Accountability Pillar results in the areas of Continuous Improvement, Education Quality, Preparation for Lifelong Learning, World of Work, and Citizenship. Our school overall average in these areas will increase 5% from 85% to 90%. This will be achieved through regular collaboration to share and reflect on areas of student need and growth and strategies to improve student learning. We engage literacy and numeracy support and enrichment for all students.

By June 2021, all staff at MSS will have completed Kids These Days professional learning by Dr Jody Carrington to support student and staff wellness. Overall satisfaction with MSS as a safe and caring learning environment from the Accountability Survey will increase 5% (from 89.5% to 94.5%).

Results Achieved: Throughout the year, staff engaged in professional learning activities focused on collaborative work related to literacy, numeracy, educational technology and cross-curricular competency development. This learning was shared with colleagues during grade meetings and monthly professional learning sessions. Staff satisfaction with professional learning increased 6.5% from 85% to 91.5%. This increase suggests the positive impact of building in structures and time for researching and implementing best practices while regularly sharing and collaborating with colleagues.

According to the Assurance Measures survey results in the areas of Continuous Improvement, Education Quality, Work Preparation, and Citizenship, our school overall average in these areas decreased 2% from 85% to 83%. At MSS, all staff participated in regular collaboration to share and reflect on areas of student need and growth and

strategies to improve student learning. We engaged literacy and numeracy support and provided enrichment for all students within their cohorts.

All staff at MSS completed Kids These Days professional learning by Dr. Jody Carrington to support student and staff wellness. Overall satisfaction with MSS as a safe and caring learning environment from the Assurance Measures Survey increased 1.5% (from 89.5% to 91%).

Provide parents with a range of opportunities to become increasingly engaged in their child's education.

By June 2021, our Parental Involvement rating will increase by 10% (increasing from 82.9% to 92.9%) as measured on the Accountability Pillar. This will be achieved by School administration collaborating with School Council to elicit input into educational programming and engagement opportunities for the community on a variety of educational topics. We will work to connect families with community supports through our Specialized Learning Support Team as needed. On an on-going basis, parents will also be provided with updates via School Zone postings, teacher newsletters and phone outs. While staff have a variety of online communication tools they use with families, all will be linked to Schoolzone for easier parental access. Each grade-level team will provide opportunities for parents to engage in conferences that highlight students' learning and ways that we are working towards achieving the goals of our School Plan. We will connect with families throughout the year to gather their input into the direction of teaching and learning at MSS, families' current level of involvement and the areas in which families would like further involvement.

Results Achieved: The Parental Involvement rating, as measured by the Assurance Measures survey, decreased by 2.7% (shifted from 82.9% to 80.2%). School administration collaborated with School Council to elicit input into educational programming and engagement opportunities for the community on a variety of educational topics. We connected families with community supports through our Specialized Learning Support Team as needed. On an on-going basis, parents were provided with updates via SchoolZone postings, teacher newsletters and phone outs. While staff had a variety of online communication tools they used with families, all were linked to SchoolZone for easier parental access. Each grade-level team provided opportunities for parents to engage in virtual conferences that highlighted students' learning and ways that we were working towards achieving the goals of our School Plan. Due to the Pandemic, connecting with families throughout the year to gather their input into the direction of teaching and learning at MSS, families' current level of involvement, and the areas in which families would like further involvement, was limited.

What were the biggest challenges encountered in 2020/21? The biggest challenge was teaching and learning in a Pandemic including the many safety protocols, the regular shifts between in-person and online learning and the daily uncertainties. While staff did an excellent job maintaining high quality teaching, in whatever form of delivery required, these interruptions to learning and the inability to connect in the ways we were used to was a huge challenge. We are proud of how our community pulled together to keep the success of all students as the focus in the face of a Pandemic.

What are the implications from 2020/21 that will impact your current year plan? Our Response to Intervention program is entering year 2 of its implementation. The Response to Intervention Committee is exploring ways, with support from our Literacy and Numeracy Committees, to enhance this work within the ongoing safety protocols. We have implemented a number of fall benchmarks (MIPI, CAT4, Resiliency Survey, Learning Loss Assessment, SLA, EYE-TA) that will help to effectively target areas for growth.

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.

We engage in literacy and numeracy support and enrichment for all students.

By June 2022, there will be an increase of students writing and reading at or above grade level as measured by district HLAT Writing (Grades 1 to 9), CAT 4 (Grades 2-9) and the BAS Reading assessment (Grades 1 to 9). At MSS, our HLAT Writing results will increase by 2% from 81.4 to 83.4% and Reading Achievement at or above grade level will increase 3% from 82% to 85%. This will be achieved by regular, small group work targeting reading and writing growth and increased intervention support during Response to Intervention time in all grades as determined by the results of the BAS and CAT 4 reading baseline assessments and HLAT writing assessment. Staff will support student learning by selecting resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis and Inuit including the use of the Under One Sun series, resources provided through being a Downie-Wenjack Foundation Legacy School and our shared First Nations, Metis and Inuit resources.

By June 2022, there will be an increase in the percentage of students working at or above grade level in math as measured by a comparison of the Fall and Spring administration of the CAT 4. The percentage of students working at or above grade level will increase by 5% from 57.68% to 62.68%. This will be achieved through regular, small group work targeting areas of need as determined by the fall MIPI, CAT 4, Provincial Numeracy screener and implementing Math intervention support during Response to Intervention time in all grades.

The Response to Intervention Committee, with support from our Literacy and Numeracy Committees, will provide staff with resources and structures to enhance this work within the ongoing safety protocols.

Priority 1**We engage catchment staff in targeted job embedded collaboration, professional learning opportunities & collaboration with community partners.**

By June 2022, staff will engage in professional learning activities focused on collaborative work related to literacy, numeracy, assessment and cross-curricular competency development and will share their learning throughout the year. Staff satisfaction with professional learning will increase 1.5% from 91.5% to 93%. At MSS this will be achieved by building in structures and time for researching and implementing best practices that will support student learning and regular sharing and collaboration with colleagues.

By June 2022, all staff at MSS will have participated in Resilience professional learning, following the work of Dr. Ungar, to support student and staff resilience and engagement. According to a comparison of the fall and spring Resilience survey (Grades 4-9), students demonstrating above average or higher resilience will increase 2% from 63.21% to 65.21%. Student overall above average or higher engagement will increase 2% from 67.64% to 69.64%. This will be achieved through staff implementation of targeted strategies to support and enhance resilience and engagement gained during the Dr. Ungar professional learning. Overall satisfaction of MSS providing Welcoming, Caring, Respectful and Safe Learning Environments from the Assurance Measures Survey will increase 5% (from 88.9% to 93.9%).

Priority 2**Provide parents with a range of opportunities to become increasingly engaged in their child's education.**

By June 2022, our Parental Involvement rating will increase by 5% (increasing from 80.2% to 85.2%) as measured on the Assurance Measures survey. This will be achieved by School administration collaborating with School Council to elicit input into educational programming and engagement opportunities for the community on a variety of educational topics. We will work to connect families with community supports and our Specialized Learning Support Team as needed. On an on-going basis, parents will be provided with updates via School Zone postings, teacher newsletters and phone outs, and provided regular opportunities to engage in meaningful conversations about their child's learning. While staff have a variety of online communication tools they use with families, all will be linked to SchoolZone for easier parental access. Each grade-level team will provide opportunities for parents to engage in virtual showcases and conferences that highlight students' learning and ways that we are working towards achieving the goals of our School Plan. We will connect with families throughout the year to gather their input into the direction of teaching and learning at MSS, families' current level of involvement and the areas in which families would like further involvement.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		5,437,256		5,507,573
Internal Revenue		0		0
REVENUE TOTAL		5,437,256		5,507,573
Classroom	34.430000	3,540,506	35.430000	3,643,338
Leadership	3.000000	391,412	3.000000	392,788
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	107,000	.000000	72,418
TOTAL TEACHER	37.430000	4,038,918	38.430000	4,108,544
(% of Budget)		74.28%		74.6%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	77,930	.000000	77,486
Support	12.000000	687,427	13.000000	744,442
Support (Supply/OT)	.000000	43,000	.000000	43,000
Custodial	4.500000	306,974	4.500000	306,974
Custodial (Supply/OT)	.000000	37,000	.000000	37,000
TOTAL NON-TEACHER	16.500000	1,152,331	17.500000	1,208,902
(% of Budget)		21.19%		21.95%
TOTAL STAFF	53.930000	5,191,249	55.930000	5,317,446
(% of Budget)		95.48%		96.55%
SUPPLIES, EQUIPMENT AND SERVICES		129,507		98,937
INTERNAL SERVICES		116,500		91,190
TOTAL SES		246,007		190,127
(% of Budget)		4.52%		3.45%
TOTAL AMOUNT BUDGETED		5,437,256		5,507,573
Carry Forward Included		0		0
Carry Forward to Future		0		0