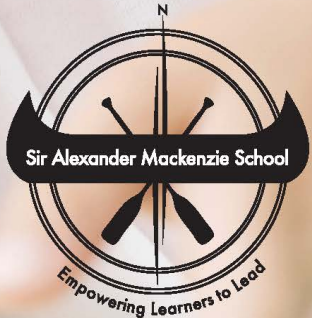


EDUCATION PLAN 2019

Sir Alexander Mackenzie Elementary School



St. Albert
PUBLIC SCHOOLS



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St. Albert Public Schools' Mission, Mandate and Beliefs

<p>Mission</p> <p>Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.</p>	<p>Mandate</p> <p>The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the Education Act and the Education Act Regulations.</p> <p>The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.</p>
<p>Beliefs</p> <p>In our commitment to public education, we believe that:</p> <ul style="list-style-type: none"> • Our students' learning is central to everything we do; • It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance; • By setting high expectations, students are challenged to achieve to their full potential. Schools must be safe and caring environments where students, staff and parents feel connected, valued and respected; • Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all; • The classroom is central to student learning, and • Members of our school community have a shared responsibility and obligation to provide learners with an optimum learning environment. 	

Sir Alexander Mackenzie Elementary School Vision, Mission, Beliefs

Philosophy	Mandate
<p>As leaders, all students and staff can be life-long learners. Parents and teachers together inspire children’s desire to learn and their motivation to be successful.</p> <p>All students are unique, as are all staff members. Sir Alexander Mackenzie (SAM) Elementary School honours every student and staff member as an individual. We embrace diverse teaching, learning, and leading styles.</p> <p>Students and staff learn by doing. Sir Alexander Mackenzie Elementary School provides many opportunities for students and staff to take ownership of their learning. Improvement in language, numeracy and critical thinking are the keys to progress in all areas.</p> <p>In short, we strive to provide the best possible learning opportunities for each student and to help them enjoy their experiences.</p>	<p>Opportunities for leadership and input must be abundant for all stakeholders. Students deserve adult role models around them who are committed to high quality education.</p> <p>Positive role modelling is paramount. We encourage students to be leaders in many ways and incorporate Stephen Covey’s 7 Habits into all curricular areas.</p> <p>Sir Alexander Mackenzie Elementary School staff members enrich learning with co-curricular and extra-curricular activities such as field trips, guest presentations, and numerous athletic and fine arts opportunities. We focus on developing leadership.</p> <p>We also employ a variety of pedagogical strategies to meet students’ diverse learning needs.</p> <p>It is essential for students to make connections with peers and adults. Students must feel “connected.” Strong extracurricular activities help foster these connections.</p>
<p><u>Sir Alexander Mackenzie Elementary School Mission:</u></p> <p style="text-align: center;">Empowering learners to lead.</p>	

Sir Alexander Mackenzie Elementary School Profile

2018-2019 as of September 30, 2018			2019-2020 as of September 30, 2019		
Certificated Staff			Certificated Staff		
Teaching	29.30	FTE	24.99	FTE	
Administration	2.0	FTE	2.0	FTE	
Counselling	1.0	FTE	1.0	FTE	
Total	32.30	FTE	27.99	FTE	
Support Staff			Support Staff		
Clerical	2.33	FTE	2.0	FTE	
Teacher Aides	11.07	FTE	9.63	FTE	
Library Technician	0.93	FTE	0.93	FTE	
Technical Support	0.88	FTE	0.88	FTE	
Total	15.21	FTE	13.44	FTE	
Students			Students		
English	516		English	490	
Special Needs	(31)		Special Needs	(27)	
Academic Challenge	37		Academic Challenge	26	
Total	553		Total	516	

Classroom Configuration	2018-2019	Classroom Configuration	2019-2020
Grade	English	Grade	English
Kindergarten	16, 16 14, 15	Kindergarten: Full Day Half Day	26 24,16
Grade 1	21, 20, 20	Grade 1	24,23,23
Grade 2	23, 23, 22, 22	Grade 2	20,20,20
Grade 3	23, 22, 22	Grade 3	23,23,23,22
Grade 4	21, 21, 21, 19	Grade 4	22, 18, 21
Grade 5	22, 22, 21	Grade 5	27, 25, 28
Grade 6	27, 27, 26	Grade 6	20, 23, 20
4 / 5 AC	13/7	4 / 5 / 6 AC	26
6 AC	21		
Total Homerooms	26	Total Homerooms	23

Sir Alexander Mackenzie Elementary School Profile

LEADER IN ME / 7 HABITS SCHOOL

Sir Alexander Mackenzie (SAM) School staff received professional training from the Stephen Covey Foundation on The Leader in Me philosophy and the 7 Habits of Happy Kids. The Program has been fully implemented since 2012 and has continued to develop every year. A special Leadership Day is featured every spring at SAM School because leadership is truly part of everything that we do. We look forward to establishing even more initiatives under this umbrella.

RECONCILIATION

Reconciliation at SAM is a priority and we have worked hard to become a leader in this area. We are proud that our lead team consists of two teachers and one educational assistant, which helps create a feeling of unity among staff. Through many different initiatives, we have had whole school involvement with students and staff. SAM is proud to have built a relationship with several members of the Indigenous community in our area. We are particularly excited that Elder Ernest Arcand of Alexander First Nation has become part of our school family. Elder Ernest has begun to get to know many of our staff and become involved in their learning, for example, taking the Grade 6's out to a nature area as part of their Trees and Forest unit to learn about plants native to our area and their medicinal properties. Additionally, we are part of the Reconciliation Ambearrister program through the First Nations Caring Society. Elder Ernest guided our students to choose a name for our bear and then participate in a naming ceremony with members of Kipohtakaw at Alexander. Other initiatives we participate in as a whole school include Orange Shirt Day, Métis Week, Blanket Exercises in Grades 2 and 6, Have a Heart Day and Bear Witness Day. Our students are not just learning about the truth of Canada's history, but also to appreciate Indigenous culture and learn directly from members of those communities.

CHILD CENTRED LEARNING AT SIR ALEXANDER MACKENZIE SCHOOL

Our approach to teaching is founded on the belief that students who experience leadership and success will try harder and take risks by "stepping out of their comfort zone." In every classroom, teachers look for creative ways to promote academic achievement for each child. Beyond the classroom, staff members volunteer to coordinate various clubs and activities that provide many opportunities for each of our students to practice leadership and experience success both as individuals and as members of a group. SAM Fundraising Society provides additional valuable support to offset the cost of field trips, guest presentations, and performances.

POSITIVE ATTITUDE REIGNS AT SIR ALEXANDER MACKENZIE SCHOOL

At SAM School, we are especially proud of our students' positive attitude and focus on learning. Our students are excellent SAM ambassadors in our community (shovelling snow, numerous projects for Me to We, collecting clothing for an inner-city community, building schools in Africa and India, and donations to the animal shelter). We continue with charitable fundraising efforts at the international, national, and local level. Our Spirit Wall serves as a daily reminder of our strong character education programs, and runs parallel to the Leader in Me and 7 Habits Programs. We are proud of our Project of Heart Mosaic and Peace Pole that remind us about historical injustices done to Canada's Indigenous peoples.

ACADEMIC SUCCESS

Sir Alexander Mackenzie Elementary School's history of exceptionally strong performance on Provincial Achievement Tests (PATs) reflects our commitment to students' academic growth and future development. Teaching excellence, careful monitoring of student progress, as well as the consistent recognition of student success and effort help make these outstanding results possible. Staff members employ a variety of strategies to remediate as well as to enrich student learning. We differentiate instruction to meet students' needs, and we treat students with dignity and respect. When feasible, educational assistants (EA's) are assigned to support teachers and students with literacy, numeracy and other initiatives.

BRIGHT FACILITY FOR CHILDREN TO "SHINE" IN

SAM School is a bright and welcoming place. Students have access to a large gym (including a full stage and climbing wall), a technologically enhanced and spacious music room, a computer centre, and an inviting assembly area adjacent to our spacious, centrally located library named "Synergize Place" (formerly known as "The Pit").

SAM School has three playgrounds that challenge and entertain our students.

With the tremendous support of SAM Fundraising Society, we have provided our Division I students with ball courts and a rock climbing structure. We were also able to complete a Division II playground to the east of SAM School for students in Grades 4-6. We continue to search for ways to make SAM School a multifunctional educational facility.

We are fortunate to be located next to Braeside Outdoor Skating Rink and Fowler Track & Field Park. Additionally, we are within walking distance of Fountain Park Pool, the Arden Theatre, the St. Albert Public Library, Profiles Art Gallery and the City of St. Albert Council Chambers. Red Willow Trail is also easily accessible.

EMPHASIS ON ACADEMICS

Sir Alexander Mackenzie School operates on a nine period-per-day, five-day (Monday through Friday) cycle. Our general program consists of eight basic subjects: Language Arts, Mathematics, Science, Social Studies, Physical Education, Music, Art, and Health. In addition, French instruction is provided to students in Grades 4, 5, and 6. This curriculum is delivered through Accelerated Integrative Method (AIM). This methodology promotes a remarkable degree of oral fluency.

Computer instruction is available for all students. Lead teachers and our technical analyst support instruction and professional development (P.D.) for both students and staff to facilitate technology integration throughout all subject areas. We provide additional technology enrichment through a selection of iPads and Chromebook labs. To complement our delivery of technology in learning, all classrooms are equipped with SMARTBoards, accessible mobile computing and document cameras. Our trained technical analyst provides excellent service and advice.

A SAFE AND CARING LEARNING ENVIRONMENT FOR OUR STUDENTS

At SAM School, we create an inclusive and welcoming learning environment for all students. Extracurricular activities in both Physical Education and Fine Arts, as well as an extensive offering of field trips and experiential opportunities contribute to the tradition of academic excellence at SAM School.

Abundant supervision during less structured times (i.e., recess and lunch) helps to minimize problems. In addition to the Leader in Me Program and 7 Habits philosophy, SAM students are taught proactive problem-solving strategies to deal with most issues that arise.

SAM staff members are trained to teach, model, reward, and reinforce positive behaviours that we believe are important for all SAM students to follow. Our Spirit Wall reinforces these beliefs. We have developed a comprehensive strategy for implementing Covey's ideas about leading and experiencing success in school and later in life.

Issues and Trends

STUDENT ENROLMENT

With the opening of new schools and a redesignation of school boundaries, Sir Alexander Mackenzie Elementary School has experienced a decline in enrolment from last year to the current year. Although this decrease in enrolment has allowed for greater use of classroom spaces for meetings and small group work, we will strive to keep our enrolment at a level to ensure the feasibility of programming in both regular and Academic Challenge classes.

RESOURCE ALLOCATION

As overall school funding decreases, we will need to prioritize spending and use funds judiciously to best meet the learning needs of students. Furthermore, we will continue to work collaboratively with our active parent fundraising group and support their fundraising initiatives, as their financial support is crucial to the further development of programming in the school.

TECHNOLOGY

The teaching staff creates opportunities for students to develop and enhance their technological skills and to use technology as a powerful learning tool in daily classroom lessons. In order for this to occur, the technology (specifically Chromebooks) needs to be readily accessible and in good working order. As a result, we have moved to provide one-to-one wireless access in all classes in grades four through six. For the division one classrooms, there are shared carts that classes may use. With the increase in the use of technology, comes a need for increased professional development.

STUDENTS WITH EXCEPTIONAL LEARNING NEEDS

We are committed to providing the best education for all of our students. Although the overall number of students with exceptional learning needs has decreased from the previous year, the severity and complexity of the learning needs have increased. As a result, we assist staff to program adequately to meet the diverse learning needs of students in all classrooms. Where appropriate, we integrate children with exceptional learning needs into regular classrooms and support the specific and diverse learning needs of students placed in the division's Academic Challenge Program. It is always a struggle to provide adequate release time to teachers who are responsible for developing a number of Individual Program Plans for students in their classes in addition to meeting with various specialists that may be involved.

THE FOLLOWING ARE ADDITIONAL TRENDS:

- Focus on collaboration and grade or subject alike meetings
- Exemplary student behaviour and character
- Balance of experienced and novice teachers
- High parental expectations, involvement and satisfaction
- High levels of staff teamwork
- Well maintained physical plant
- Excellence in academics
- Implementing sound research-based instructional strategies to promote academic success

Division Priorities and Outcomes

Division Priority Areas

St. Albert Public Schools has identified five priority areas for consideration in the Three Year Education Plan. They are:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through our enhancing instructional practice approach.

Division Outcomes 2019-2022

- Outcome 1: Learning environments facilitate connection, curiosity and competencies.
- Outcome 2: The diverse needs of our students are met in inclusive learning environments.
- Outcome 3: Students demonstrate growth in literacy and numeracy skills.
- Outcome 4: Students are resilient and have the skills to succeed when faced with opportunities and challenges.
- Outcome 5: Staff wellness and resiliency are supported through culture, collaboration and professional learning.
- Outcome 6: Division growth is supported and managed by governance, public engagement, and partnerships.

Sir Alexander Elementary School Objectives

- Outcome 1: Encourage staff leadership and developing leadership capacity in all students.
- Outcome 2: Enhancing Instructional Practice: Refining a balanced approach to literacy in Grade K-6.
- Outcome 3: Staff Wellness and Staff Appreciation (Enhancing Positive School Culture for 2019-2010)

School Objectives

Objective 1: Encouraging staff leadership and developing leadership capacity in all students.

Reporting our Progress (2018-2019)

Highlights

- As an entire staff, we continued to focus on the valuable Leader in Me & 7 Habits Program. Specifically, we:
 - dedicated time at the beginning of every staff meeting for collaboration and to plan Leader in Me initiatives;
 - met several times as a Staff Lighthouse Team to plan and coordinate prominent events throughout the year;
 - met every Friday at lunch as a Student Lighthouse Group to develop and implement various leadership and spirit activities in the school;
 - revisited the teachings of the 7 Habits and the Leader in Me program regularly in grade-level groups;
 - practiced the Mission and Vision statements pertaining to leadership;
 - administered an inventory of coloured 7 Habits t-shirts for staff and students;
 - wore the shirts at every monthly SAM School Assembly;
 - celebrated student leadership through a “leadership card” recognition system;
 - encouraged students to serve as MC’s for monthly assemblies and on SAM AM.;
 - celebrated student achievement each week on SAM AM as well as monthly at assemblies, and
 - linked Me to We activities to the Student Lighthouse Team and Leader in Me initiatives.
- Staff signed up in August & September to lead clubs/activities so that leadership is spread around throughout the school year and to provide for everyone’s involvement.
- Many homeroom teachers worked together to facilitate cross age activities for students.
- In addition to our Lighthouse Team, SAM School hosted a Me to We group consisting of Grades 5 and 6 students; this group focuses on providing support to the community outside of the school as well as some targeted fundraising activities.
- Additional staff members were encouraged to attend this year’s Leadership Symposium.
- We provided release time to Lighthouse Team members to attend events at other Leader in Me schools in the Edmonton area.

Challenges

- Ensuring that all staff embrace the philosophy and practices of Leader in Me continues to be a challenge.
- Providing release time for Staff Lighthouse team members can be very costly.
- More time is needed i.e.: Time to work with students to rehearse the assembly script, time to re-explain roles and duties so students can rotate and learn new jobs, time to discuss class leadership projects, etc.
- Teachers must attend professional development sessions to review and progress with the 7 Habits philosophy. Furthermore, new staff members who join SAM School need to receive the professional training. We are exploring the possibility for our Lighthouse team to provide this training on-site. This professional training costs time and money.

- So many student ideas involve raising money and these service projects compete with school and parent fundraising efforts. Additionally, raising money can put constraints on families who do not have the disposable income for supplemental activities.

Progress toward Meeting Outcome 1: Achieved and ongoing.

Key Strategies for 2019-2020:

- Continue to develop students' internal leadership skills. We will support students and encourage positive mental health approaches to school-related challenges.
 - As relationships and personal connections are important for student success, we will encourage positive relationships between at-risk students and key contact staff members.
 - In dealing with negative student behaviour, we will encourage a focus on restorative justice, where students rebuild relationships inclusive of consequences; here at SAM we focus on turning situations into win-win learning opportunities.
 - Through professional development and staff discussion, we will have a focus on understanding the language of mental health.
 - As a school team, we will explore ways to integrate the language of mental health into our classrooms through stand-alone lessons in addition to whole school events.
- Continue to support teacher coordinators to lead the Student Lighthouse Team; involve younger students (Gr. 1 and 2) who are very keen, optimistic, and energetic!
 - As an entire staff, we will focus on keeping this valuable program alive. Specifically, we will revisit the teachings of the 7 Habits and the Leader in Me Program regularly in grade-level groups,
 - meet as a Lighthouse Group to plan and coordinate prominent events throughout the year,
 - practice the Mission and Vision statements pertaining to leadership,
 - order more and keep an inventory of coloured 7 Habits t-shirts for staff and students,
 - wear the shirts at monthly SAM School Assemblies,
 - collaborate to establish a systemic approach to SAM's leadership recognition program,
 - continue with the "Caught Being a Leader" cards, draws and prizes,
 - expand the leadership recognition program to include staff recognition
 - make weekly and monthly announcements of "Caught Being a Leader" to encourage staff and student participation,
 - allocate funds for the student promotional awards listed above,
 - establish a rotation system for leadership day celebrations, and
 - link Me to We activities to the Student Lighthouse Team and Leader in Me initiatives.
- Explore possibilities to recognize student leadership in a meaningful way (monthly leadership lunches, etc.).
- Continue to meet as a SAM School Lighthouse Team to plan events.
- Provide release time to Lighthouse Team members to attend events at other Leader in Me schools in the Edmonton area.
- Do some lighthearted, team-building activities at our staff meetings that focus on leadership and interactive activities for staff. The Lighthouse Team will be responsible for designing and hosting these.

- Allocate time at every staff meeting for Leader in Me collaboration, planning, and staff leadership building.
- Explore the possibility to expand Leader in Me into the community.

Objective 2: Enhancing Instructional Practice: Refining a balanced approach to literacy and numeracy in Grades K-6.

Reporting our Progress (2018-2019)

Highlights

- We allocated resources to provide for significant educational assistant (EA) time at SAM School.
- We continued to target literacy support by providing educational assistants in classrooms during Language Arts and mathematics, as well for pull out programs.
- We continued to encourage all teachers to fully participate in Fountas and Pinnell benchmark assessment protocols and practices.
- We continued to provide additional numeracy and literacy materials for the library and classrooms.
- Many teachers included numeracy vocabulary on their word walls.
- A number of teachers explored the use of guided math in their classrooms.
- We enabled teachers to work with other teachers through observation, coaching, self-reflection, etc.
- We completed reading benchmark assessments by early October, in anticipation of early interviews. Teachers identified students who need the most help.
- We purchased a number of manipulatives to support numeracy instruction in classrooms.
- We continued to use the Readwell program, a targeted reading intervention system, to support students with notable challenges in reading.
- We continued to utilize our counsellor time and knowledge to direct, support, and guide differentiated learning with a focus on numeracy and literacy.
- We designated grade-level leads and provided materials for “First Steps in Math” numeracy program.
- We held a coding night for families to inform them on classroom numeracy practises.

Challenges

- Providing sufficient resources in terms of kits and levelled reading materials are costly.
- Staff members are doing more benchmark assessments in general.
- Encouraging staff to adopt new strategies can be challenging.
- At times, teachers may teach Language Arts to multiple classrooms at certain grades, thus increasing their assessment workloads.
- Benchmarking students takes time.
- Organizing and keeping track of manipulatives is challenging as sets go missing.
- Finding time to inform and implement the division screening tool for numeracy as well as encouraging the use of the tool.
- Encouraging the use of cross-curricular activities and project-based learning to support differentiated instruction in numeracy and literacy.
- Having students pulled out of class to participate in Readwell can be disruptive to the classroom.

Progress toward Meeting Outcome 2: Achieved and ongoing.

Key Strategies for 2019-2020:

- Continue with integrated (in the classroom) and segregated (Readwell) literacy support.
- Explore ways to work collaboratively with Curricular Services, the division Numeracy and Literacy Leads, and all other division staff in developing and refining our practices in literacy and numeracy.
- Continue to use the Fountas and Pinnell benchmark assessment protocols and practices.
- Upgrade our WiFi access and expand our Chromebook numbers to attain a one-to-one ratio for Division II students and have additional mobile access for Division I
- Leverage our expanded Chromebook coverage to provide ubiquitous digital support for literacy and numeracy, as well as providing professional development around the integration of these digital supports.
- Increase the use of Read&Write for Google to provide support for students with reading and writing.
- Provide additional literacy materials for the library and classrooms.
- Enable teachers to work with other teachers through observation, coaching, self-reflection, etc.
- Continue to assess students' individual reading skills early in the year, in order to drive instruction.
- Explore ways to support teachers who teach Language Arts in multiple classrooms.
- Collaborate as a staff to find ways to benchmark students in a more efficient manner.
- Expand our literacy leadership. We have two Literacy Leads, one for each division.
- Add an additional math lead to help provide direction and organize the math supports.
- Explore ways to develop more cross-curricular activities and project-based learning to support differentiated instruction in numeracy and literacy.
- Allocate staff meeting time to share best practices in literacy and numeracy (organizing centres, math games, etc.).
- Explore the possibility of a great math race, a fun day of math challenges and activities.
- Explore the possibility of a school-wide STEM day.

Objective 3: Staff Wellness and Staff Appreciation (For the 2019-2020 school year, this objective will read, "Enhancing Positive School Culture")

Reporting our Progress (2018-2019)

Highlights

- We continued with implementing and following The Leader in Me Program and the 7 Habits into our personal and professional lives.
- We continued to engage in camaraderie and togetherness through several staff events, i.e., social events after interviews, on random Friday afternoons, and at staff parties throughout the year.
- We provided regular staff meeting lunches in hopes of forming closer relationships while eating together.
- We continued to provide "Bar-b-que Fridays" for all staff in June.
- We continued to recognize staff contributions.

- We continued to provide staff dinners at four Parent-Teacher Interview evenings.
- We continued to provide staff lunches at site-based P.D. days.
- We retained most fundraising endeavours as parent and community-based initiatives, and facilitated events that are less time-intensive for teachers and staff.
- We provided EA time to provide more individualized attention with literacy and numeracy assistance at all grades.
- We were able to establish a relationship with elder Ernest Arcand through the Office of the Child and Youth Advocate.

Challenges

- Time continues to be our biggest challenge! Staff members are so involved with students and other staff, that it is difficult to get together. Student clubs and activities, meetings, Individual Program Plans (IPPs) and other paperwork, numerous assessments, and daily planning are necessary. These examples are large “consumers of time.” If we allocate resources for substitute teachers, lesson planning and organization still have to be considered.
- Students’ learning needs are increasing and becoming more complex.
- Beginning the implementation process for new curriculum required increased teacher workload.
- Resources (including time) are limited and it is difficult to accomplish all tasks.
- Staff and many parents were feeling overwhelmed with the abundant fundraising and charitable donations that are present at SAM School.
- “Me to We” Club attracts many participants. With the Leader in Me focus, so many students want to lead valuable fundraising projects to help charitable causes and this has put a bit of pressure on some SAM School families.
- It was challenging to establish a connection with an elder from the First Nations community.
- Helping teachers to find ways to build their foundational knowledge of Indigenous culture while not adding too much to their already full plates.

Progress toward Meeting Outcome 3: Partially achieved and ongoing. For the 2019-2020 year, this objective has been amended to read, “Enhancing Positive School Culture” from “Staff Wellness and Staff Appreciation.”

Key Strategies for 2019-2020:

- The Sir Alexander Mackenzie Elementary School staff will focus their wellness efforts on the mental health of staff.
 - Hold professional development opportunities throughout the school year to focus on providing support and understanding of mental health, especially in regards to developing a common language.
 - Continue to have a “family” approach within the professional organization of the school; we will develop our relationships in order to support each other in times of need and praise each other’s success.
 - The SAM community will continue to focus on the Leader in Me and the 7 Habits in our personal and professional lives.
 - Engage in camaraderie and togetherness through staff events.
 - Continue to recognize staff contributions.
 - Staff dinners will continue to be offered on all four Parent-Teacher Interview evenings.

- Staff lunches will be offered at site-based P.D. Days.
- Encourage and support SAM Soup Club (“Souper Mondays”) for staff.
- Support parent-based fundraising initiatives.
- When possible, EA time will be allocated for more individualized attention with literacy and numeracy assistance.
- With a decrease in funding, we will continue to support adequate student counselling time.
- Explore ways to inform parents about the valuable roles of the school council and SAM Fundraising Society.
- With a decrease in educational funding, we will work together as a staff and support each other.
- Look at ways to streamline our staff meetings to allow for increased grade-level collaboration.
- Find meaningful and authentic ways to recognize and celebrate staff.
- Explore possibilities for increased staff collaborative opportunities.
- Exploring further ways to infuse understanding of Aboriginal culture into our school program.
 - Continue participation in Metis Week, Orange Shirt Day, and the Blanket Exercise.
- Establishing SAM school as an Ambearrister school.
 - Organizing a naming ceremony for our bear.
- Continue to foster our relationship with Elder Ernest Arcand.
- Develop a relationship with Kipohtakaw school on the Alexander reserve
 - Explore the possibility of having SAM students attend special events at Kipohtakaw
- Further empower teachers to infuse Indigenous topics into daily lessons and to move away from approaching them as a stand-alone unit.

Financial Performance 2018-2019

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance for the school.

Year End Balance: \$62, 372

This balance reflects a surplus of approximately 1.5 percent. This surplus has helped to soften the impact of a decrease in enrolment from last year to this year.

Financial Planning 2019-2020

RESOURCE AND DISTRIBUTION

SIR ALEXANDER MACKENZIE SCHOOL

REVENUES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
1. Basic Program Allocation	\$ 3,304,475	\$ 3,309,760	\$ 3,686,331
2. Other Revenues			
2.1 Fees	\$ 213,315	\$ 167,200	\$ 236,200
2.2 Cafeteria			
2.3 Donations	\$ 13,200	\$ 6,000	\$ 6,000
2.4 Fundraising	\$ 800	\$ 800	\$ 800
2.5 Other Revenues	\$ 19,500	\$ 19,500	\$ 17,000
3. Surplus / Deficit Allocation (S/D)	\$ 82,372	\$ 30,000	\$ 141,462
TOTAL REVENUES	\$ 3,633,662	\$ 3,533,260	\$ 4,087,793

EXPENDITURES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
1. Certificated Staff	\$ 2,940,549	\$ 2,852,217	\$ 3,322,041
2. Support Staff	\$ 367,981	\$ 415,141	\$ 408,334
3. Services	\$ 184,557	\$ 165,583	\$ 208,234
4. Supplies	\$ 99,900	\$ 85,319	\$ 121,684
5. Furniture, Equipment & Capital	\$ -	\$ 1,000	\$ 13,000
6. Technology	\$ 40,675	\$ 14,000	\$ 14,500
7. Future Emergent Initiatives	\$ -		
TOTAL EXPENDITURES	\$ 3,633,662	\$ 3,533,260	\$ 4,087,793

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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ENROLMENT	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
FTE Enrolment (ECS @ .5)	483.00	491.00	523.50

STAFFING PERCENTAGES	2019-2020 Fall Budget	2019-2020 Spring Budget	2018-2019 Fall Budget
Certificated Staff FTE	27.99	27.07	32.30
Support Staff FTE	7.54	8.76	8.76
Certificated Staff Percentage	86.8%	85.4%	86.8%
Support Staff Percentage	10.9%	12.4%	10.7%
TOTAL STAFFING PERCENTAGE (with S/D)	97.7%	97.8%	97.5%
TOTAL STAFFING PERCENTAGE (without S/D)	100.1%	98.7%	101.2%

Revenues used for calculating staff percentages do not include Fees, Donations, Fundraising and Other Revenues in the denomination of the calculation.

Fees include instructional, activities, clubs & sports, extracurricular, and required items e.g. agendas, musical supplies, and mandatory clothing.

Other Revenue includes adult and international student fees.

Appendix I – Student Performance and Achievement

Provincial Exam Results - Summary Analysis

When analyzing the 2018-2019 Provincial Achievement Tests (PAT) results in comparison to the five year trend, students at Sir Alexander Mackenzie Elementary School have consistently achieved well at both the Standard of Excellence and Acceptable Standard on all of the exams.

The participation of students writing the Provincial Achievement Tests continues to be consistently high. While the percentage of students meeting the acceptable standard in Language Arts and Mathematics was lower from previous years, the five year trend illustrates consistency and growth across annual results. While we are tentatively concerned by the decline, we will continue to monitor for any trends in future exam results. Teachers have evaluated results to find areas of growth and to utilize best teaching practices to address areas of concern. SAM school continues to be higher than the provincial average in all exams. We are also celebrating our continued success and high achievement in Science and Social where we are significantly higher than the provincial average for the Standard of Excellence.

With positive results that are consistent over the five year trend, the efforts at SAM, in regards to PAT results, are to maintain our consistently high results while strategically reflecting on areas of improvement. Through a deep examination of SAM students' performance on the exams, we have targeted specific areas of improvement to provide individual classroom or individual student supports.

One area of improvement we are looking to focus on is writing, specifically the functional writing. As a school, we will explore the Lucy Calkins approach to writing; this will be a long-term, multi-year approach to improve writing skills.

The following tables provide SAM School's results on provincial achievement tests.

Five Year Trends

Grade 6 English Language Arts

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.9	90.6	96.9	90.6	99.0	90.2	97.9	90.6	97	90.5
Results Based on Number Enrolled										
Acceptable Standard	95.8	82.8	96.9	82.9	99.0	82.5	93.7	83.5	94	83.2
Standard of Excellence	21.1	19.5	33.7	20.4	33.3	18.9	32.6	17.9	28	17.8
Results Based on Number Writing										
Acceptable Standard	97.8	91.3	100.0	91.5	100.0	91.5	95.7	92.2	96.9	91.9
Standard of Excellence	21.5	21.5	34.7	22.6	33.7	20.9	33.3	19.7	28.9	19.6

Grade 6 Mathematics

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.9	90.2	94.9	90.4	100.0	89.9	97.9	90.5	98.0	90.2
Results Based on Number Enrolled										
Acceptable Standard	87.4	72.5	92.9	71.4	96.2	68.4	96.8	71.9	86.0	71.6
Standard of Excellence	24.2	13.8	26.5	13.8	24.8	12.3	30.5	13.5	22.0	14.8
Results Based on Number Writing										
Acceptable Standard	89.2	80.4	97.8	79.0	96.2	76.2	98.9	79.5	87.8	79.4
Standard of Excellence	24.7	15.3	28.0	15.2	24.8	13.7	31.2	15.0	22.4	16.4

Grade 6 Science

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.9	89.7	96.9	90.0	99.0	89.1	97.9	90.3	98.0	90.1
Results Based on Number Enrolled										
Acceptable Standard	96.8	76.0	96.9	77.6	98.1	76.6	96.8	78.4	90.0	77.4
Standard of Excellence	47.4	25.9	51.0	27.7	57.1	29.5	56.8	31.2	45.0	29.2
Results Based on Number Writing										
Acceptable Standard	98.9	84.8	100.0	86.1	99.0	86.0	98.9	86.8	91.8	85.9
Standard of Excellence	48.4	28.8	52.6	30.8	57.7	33.2	58.1	34.5	45.9	32.4

Grade 6 Social Studies

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	School	Prov.	School	Prov.	School	Prov.	School	Prov.	School	Prov.
	%	%	%	%	%	%	%	%	%	%
Participation: Writing	97.9	89.2	95.9	89.6	99.0	89.3	97.9	90.1	97.0	90.0
Results Based on Number Enrolled										
Acceptable Standard	84.2	69.6	90.8	71.1	94.3	72.6	87.4	74.9	89.0	76.0
Standard of Excellence	30.5	18.7	41.8	22.6	36.2	22.4	35.8	23.7	37.0	25.1
Results Based on Number Writing										
Acceptable Standard	86.0	78.0	94.7	79.4	95.2	81.3	89.2	83.1	91.8	84.5
Standard of Excellence	31.2	21.0	43.6	25.3	36.5	25.1	36.6	26.3	38.1	27.9

Appendix 2 - Survey Results

Survey Results - Summary Analysis

The satisfaction survey results for Sir Alexander Mackenzie Elementary School continue to demonstrate high levels of satisfaction among all surveyed stakeholder groups. When contrasting the most recent survey results with previous results and trends, stakeholder groups are consistent in their positive perspectives from year to year as well as between groups.

Comparing the student survey results from the 2018-2019 school year with the previous three years of survey results and within the context of the total four-year trend, results are relatively comparable. Of the questions surveyed, nine of the twelve have results of 80% or greater. There is little statistical significance when examining the difference in results across surveyed years. Areas that had decreased in the 2017-2018 survey results have now increased to be more in-line with the median 5-year trend. Based on our growth, we will continue to implement our leadership recognition program through our Lighthouse team to have students recognized weekly on SAM AM as well as recognition of student leaders at monthly assemblies. Additionally, we are developing supportive resources for classrooms to encourage positive behaviours with others. This will be an area to further monitor in future surveys to ensure stability with survey results.

Our staff results, for the current survey as well as the trend, indicate that Sir Alexander Mackenzie Elementary School is a positive and inclusive work environment that is conducive to student learning. There are a few areas of growth as suggested by the staff survey results. Twenty-four percent of staff have indicated dissatisfaction with the allocations of support and resources to meet the diverse needs of students. We have made efforts to ensure that we are flexible with our resources, such as EA time, in order to maximize the effectiveness and support of these key assets. A second area of development is the use of professional growth plans to improve staff skills. We will make efforts to support certificated staff with updates to the updated Teacher Quality standards as these will guide the growth plans of teachers. With support staff, we will make efforts to use the support staff Code of Conduct as a starting point to guide growth plans. The last notable area of development as indicated by the staff survey results is the need for more collaborative time. For this current year, we are endeavouring to streamline staff meetings to allow more time for structured and unstructured collaborative time. Additionally, when we are developing the timetable for the following school year, we will try to develop some collaborative time with the schedule, such as aligning prep times, when possible.

The results from the parent satisfaction surveys continue to demonstrate positive parent satisfaction with the education within our school and division. Within this overwhelming positive response, there are a few threads to guide improvement. One area is ensuring that we are effectively dealing with any discipline issues in a timely manner and ensuring parents are aware that any concerns are being addressed. Additionally, in response to the questions with answers of "I don't know" we as a school community will explore additional opportunities to inform parents of the efforts and roles of groups, such as school council and the division. Beginning with this school year, we have moved to have parent fundraising committee and school council on the same night to increase attendance and participation in both committees. Additionally, since we had a low number of respondents to the parent survey, we will explore initiatives to increase our response rates.

Student Survey Results

(Based on the Accountability Pillar Survey and Our School Survey conducted with Grades 4, 5 and 6)

Accountability Pillar Survey Questions	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
The teachers at my school are	94	100	96	95	98
My school is	96	98	95	96	97
	% of students who responded yes	% of students who responded yes	% of students who responded yes	% of students who responded yes	% of students who responded good/very good
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
At school, I am encouraged to try my best.	96	98	93	93	95
At school, most students follow the rules.	67	76	70	67	74
At school, most students help each other.	78	83	80	74	77
At school, most students respect each other.	78	82	82	66	76
I am proud of my school.	87	93	88	83	92
I am treated fairly by adults at my school.	80	89	88	82	88
Other students treat me well.	80	86	81	72	78
I feel safe at school.	86	93	88	89	89
I feel safe on the way to and from school.	88	87	87	88	87
My teachers care about me.	86	92	90	85	91

	School Year				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Student Respondents	280	290	281	247	258

Additional Questions (based on local survey)	% of students who agree
	2018-2019
That they respect and follow school rules.	98
That they follow classroom routines and expectations.	99
That they have chances to be a leader at school.	96
That they work hard to do their best at school.	96
That their teachers make the topics they learn about interesting.	90
That their teachers and school staff show they care about their success.	95
That their teachers and school staff provide a variety of ways for them to learn.	97
That their teachers provide feedback that helps them learn.	96
That their school provides them with opportunities to be creative.	95
That they have friends at school.	97
That they like being at school.	86
That they feel accepted for who they are.	90
That their school is a place where they feel like they belong.	82
That they are kind to others at school.	99
That students at school are kind to them.	90
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	96
That <i>all</i> students are welcome to participate in school activities (e.g. clubs, teams).	95
That when they make a mistake, they try again.	96
That they know at least one adult in my school who they could go to for help.	97
That their school encourages them to be physically active.	95
That their school encourages them to make healthy food choices.	80

Parent Survey Results _

(Based on an annual online survey available to all parents in a school)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that my child is receiving.	2016-17	1	1	6	33	59	92
	2017-18	0	2	5	35	58	93
	2018-19	0	0	4	32	64	96
With the choice of courses and programs available in your school.	2016-17	3	0	5	40	52	92
	2017-18	2	0	2	45	51	96
	2018-19	0	0	6	38	56	94
With the support and resources available to meet the diverse needs of students.	2016-17	9	0	13	37	41	78
	2017-18	5	1	5	47	42	89
	2018-19	6	0	12	34	48	82
That my child is encouraged by his or her teachers to achieve at their personal best.	2016-17	1	2	5	29	63	92
	2017-18	2	3	3	33	58	91
	2018-19	0	2	5	27	66	93
That my child's learning needs are being met.	2016-17	1	1	9	35	54	89
	2017-18	1	2	4	42	51	93
	2018-19	0	3	6	31	60	91
With the extra help available, if my child requires it.	2016-17	26	0	10	30	33	63
	2017-18	20	2	6	35	37	72
	2018-19	15	1	8	32	44	76
That teachers help my child to achieve learner outcomes.	2016-17	3	1	8	37	51	88
	2017-18	8	2	3	33	54	87
	2018-19	2	1	7	32	58	90
That my child is developing the skills and attitudes to become a lifelong learner.	2016-17	0	3	14	32	51	83
	2017-18	0	3	6	38	53	91
	2018-19	2	2	5	31	60	91
That the school helps my child become a good, caring citizen.	2016-17	0	1	3	41	55	96
	2017-18	1	1	3	37	58	95
	2018-19	1	0	4	36	59	95
That the school provides my child with activities that promote volunteerism and community contribution.	2016-17	14	1	1	45	39	84
	2017-18	6	1	8	48	37	85
	2018-19	9	1	2	50	38	88
That my child enjoys going to school.	2016-17	0	0	9	41	50	91
	2017-18	0	3	8	34	55	89
	2018-19	0	0	9	26	65	91
That the school provides students opportunities to assume leadership roles.	2016-17	1	0	2	36	61	97
	2017-18	5	1	4	49	41	90
	2018-19	5	1	5	36	53	89
That my child's progress is reported in an ongoing and timely manner.	2016-17	1	0	3	43	53	96
	2017-18	1	3	2	39	55	94
	2018-19	1	1	2	40	56	96

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
That the school is safe.	2016-17	1	2	5	32	60	92
	2017-18	1	1	7	34	57	91
	2018-19	3	3	5	28	60	88
That my child's school is a positive, caring, and welcoming place.	2016-17	0	1	5	24	70	94
	2017-18	0	1	5	35	59	94
	2018-19	1	2	4	26	67	93
That expectations for student behavior are clear and well-communicated.	2016-17	2	0	2	37	59	96
	2017-18	2	4	5	34	55	89
	2018-19	2	0	6	34	58	92
That discipline matters are dealt with in a reasonable and timely manner by school staff.	2016-17	21	2	5	34	38	72
	2017-18	16	5	9	35	35	70
	2018-19	10	7	8	35	40	75
With the image of the school in the community.	2016-17	3	0	2	34	62	95
	2017-18	8	1	2	33	56	89
	2018-19	8	0	1	33	58	91
That the information I receive about my child's learning at school tells me if my child is being successful in school.	2016-17	1	2	8	39	50	89
	2017-18	1	5	6	42	46	88
	2018-19	0	2	8	38	52	90
That my input is considered, respected, and valued by my school.	2016-17	14	0	7	41	38	79
	2017-18	15	2	7	32	44	76
	2018-19	7	3	6	33	51	84
That the leadership at my school effectively supports and facilitates teaching and learning.	2016-17	6	0	5	40	49	89
	2017-18	6	2	5	38	49	87
	2018-19	9	2	7	30	52	82
That the School Council plays a meaningful advisory role my school.	2016-17	40	1	4	24	31	55
	2017-18	53	2	5	24	16	40
	2018-19	39	3	7	31	20	51
That there are opportunities for me to have meaningful input into decisions that affect my child's education.	2016-17	15	0	11	43	31	74
	2017-18	18	3	7	45	27	72
	2018-19	10	3	7	40	40	80
That leadership at division level effectively supports and facilitates teaching and learning.	2016-17	37	0	5	28	30	58
	2017-18	40	0	3	32	25	57
	2018-19	36	1	5	25	33	58
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	32	3	9	30	26	56
	2017-18	24	2	6	43	25	68
	2018-19	34	2	7	28	29	57
With the St. Albert Public School Board's policies and processes.	2016-17	24	0	5	44	27	71
	2017-18	40	0	3	39	18	57
	2018-19	31	1	7	35	26	61
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	31	1	4	34	30	64
	2017-18	42	2	3	32	21	53
	2018-19	41	1	6	28	24	52

	Year	Yes	No
Are finances a barrier to your child's participation in classroom activities.	2016-17	17%	83%
	2017-18	10%	90%
	2018-19	11%	89%
If yes to the above, do you feel supported by the school so your child can participate in classroom activities.	2016-17	67%	33%
	2017-18	68%	32%
	2018-19	62%	38%

	School Year		
	2016-2017	2017-2018	2018-2019
Number of Parent Respondents	87	97	88

Staff Survey Results

(Based on an annual online survey available for all staff)

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the quality of education that students are receiving in this school.	2016-17	0	2	0	32	66	98
	2017-18	0	10	0	33	57	90
	2018-19	0	0	0	35	65	100
With the choice of courses and programs available for students in the school division.	2016-17	2	2	0	40	56	96
	2017-18	0	9	0	48	43	91
	2018-19	0	0	6	29	65	94
With the provision of the support and resources needed to meet the diverse needs of students.	2016-17	2	2	12	48	36	84
	2017-18	0	0	33	38	29	67
	2018-19	0	3	21	44	32	76
With the services offered to students by teachers, counselors, administration, and other staff in my school.	2016-17	0	0	7	47	46	93
	2017-18	0	0	14	57	29	86
	2018-19	0	0	9	59	32	91
With professional learning opportunities that are supported by the division.	2016-17	0	7	7	43	43	86
	2017-18	0	0	0	67	33	100
	2018-19	0	0	9	41	50	91
With the technology support and training that is supported by the division.	2016-17	0	4	5	45	46	91
	2017-18	5	0	5	71	19	90
	2018-19	0	0	12	56	32	88
With the opportunities to learn about First Nations, Metis, and Inuit worldviews, histories and cultures.	2016-17	n/a	n/a	n/a	n/a	n/a	n/a
	2017-18	0	0	0	55	45	100
	2018-19	3	0	0	38	59	97
With the opportunities to collaborate with colleagues.	2016-17	2	3	16	58	21	79
	2017-18	0	14	29	43	14	57
	2018-19	0	6	36	34	24	58
That the professional growth plan process helps me improve my skills.	2016-17	7	9	2	56	26	82
	2017-18	5	0	24	52	19	71
	2018-19	3	0	15	53	29	82
That students are developing the skills and attitudes to become lifelong learners.	2016-17	0	2	2	40	56	96
	2017-18	5	0	9	43	43	86
	2018-19	0	0	0	50	50	100
That the school helps students become good, caring citizens.	2016-17	0	7	0	34	59	93
	2017-18	5	0	0	43	52	95
	2018-19	0	0	0	35	65	100
That discipline is dealt with in a reasonable and timely manner within the school.	2016-17	0	4	14	43	39	82
	2017-18	0	0	0	76	24	100
	2018-19	0	0	0	50	50	100
That the school provides opportunities for students to develop leadership roles.	2016-17	0	9	0	23	68	91
	2017-18	0	0	0	29	71	100
	2018-19	0	0	0	18	82	100

Questions Level of Satisfaction	Percentages						
	Year	Don't Know	Very Unsatisfied	Unsatisfied	Satisfied	Very Satisfied	Total Percentage Satisfied
With the opportunities that I have to assume leadership roles.	2016-17	0	2	0	43	55	98
	2017-18	0	0	0	57	43	100
	2018-19	3	0	0	41	56	97
That my input is considered, respected, and valued by my school.	2016-17	0	5	5	40	50	90
	2017-18	0	0	10	47	43	90
	2018-19	0	0	3	53	44	97
With the support necessary to be effective and successful in my job.	2016-17	0	5	5	37	53	90
	2017-18	0	0	5	57	38	95
	2018-19	0	0	9	49	42	91
That the expectations of my assignment are clearly defined.	2016-17	0	2	2	42	54	96
	2017-18	0	0	10	43	47	90
	2018-19	0	0	9	35	56	91
That my work or teaching assignment matches my knowledge and skills.	2016-17	0	7	7	27	59	86
	2017-18	0	0	5	52	43	95
	2018-19	0	0	9	29	62	91
That I feel safe in the school.	2016-17	0	7	2	23	68	91
	2017-18	5	0	0	33	62	95
	2018-19	0	0	6	21	73	94
That the school is a positive, caring, and welcoming place.	2016-17	0	5	4	20	71	91
	2017-18	0	0	9	29	62	91
	2018-19	0	0	0	30	70	100
That the facilities are well maintained.	2016-17	0	2	14	57	27	84
	2017-18	0	9	5	67	19	86
	2018-19	0	3	6	53	38	91
That the image of the school in the community is positive.	2016-17	5	2	0	32	61	93
	2017-18	14	0	0	48	38	86
	2018-19	6	0	0	45	49	94
That the leadership at school effectively supports and facilitates teaching and learning.	2016-17	0	2	5	45	48	93
	2017-18	0	0	9	62	29	91
	2018-19	0	0	0	41	59	100
That the leadership at division level effectively supports and facilitates teaching and learning.	2016-17	5	0	2	52	41	93
	2017-18	0	0	0	67	33	100
	2018-19	0	0	3	44	53	97
That St. Albert Public Schools uses its financial resources to best meet the learning needs of students.	2016-17	11	0	11	48	30	78
	2017-18	19	0	5	48	28	76
	2018-19	9	0	9	53	29	82
With the St. Albert Public School Board's policies and processes.	2016-17	7	0	4	66	23	89
	2017-18	5	0	5	66	24	90
	2018-19	9	0	9	47	35	82
That my input is considered, respected, and valued by the St. Albert Public School Board.	2016-17	16	0	7	52	25	77
	2017-18	0	0	5	76	19	95
	2018-19	3	0	12	50	35	85

	School Year		
	2016-2017	2017-2018	2018-2019
Number of Staff Respondents	44	21	34

Appendix 3 - Other Indicators of Student Performance

The Provincial Achievement Test (PATs) results and Satisfaction Survey results provide us with great information to help guide improvement at Sir Alexander Mackenzie. With that said these tools are only one means of information to guide us and can only inform us within their quantitative limitations. On a day-to-day basis, we can measure student performance in qualitative ways as well.

Smiles are on the faces of SAM stakeholders: students, parents, community volunteers, visitors, guest speakers, and bus drivers. Students are genuinely happy and are enthusiastic about attending SAM School on a daily basis.

As much as possible, walking to and from field trips provides an opportunity to satisfy Daily Physical Activity requirements, save money and connect with the community. SAM Fundraising Society recognizes, as do teachers, the importance and effectiveness of off-site learning opportunities and allocates money to support field trips at all grades.

SAM stakeholders are quite involved and knowledgeable with regard to educational issues. While we have relatively few negative issues, we do have stakeholders who communicate their concerns in order to solve problems and/or to better meet the needs of students and the community. SAM School Council and SAM Fundraising Society are productive and function very collaboratively. At these meetings, all stakeholders are able to discuss issues openly and to make informed decisions.

When our students are in the community, we often receive positive feedback regarding the positive behaviour and manners. SAM School staff and community members set high expectations for safety, academics, and pro-social skills. We are truly proud of our students' leadership and will continue to focus on these three areas.