

EDUCATION PLAN 2022

Sir Alexander Mackenzie Elementary School



St. Albert
PUBLIC SCHOOLS



**Sir Alexander
Mackenzie**
ELEMENTARY SCHOOL

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Sir Alexander Mackenzie Elementary School: Our Story

Our journey at Sir Alexander Mackenzie Elementary School (SAM) weaves together three stories: who we have been, who we are now, and who we might become. The voices of our stories include our students, parents, staff, and community. Through our stories of past, present, and future, SAM is a school that:

- empowers learners to lead
- values equitable and inclusive learning opportunities
- creates environments of mutual respect and belonging
- dedicated to meeting the diverse learning needs of our students
- engages our whole community in the joys of teaching and learning
- prioritizes opportunities for students to discover and explore their passions in learning

Our Yesterday: Who we have been

Sir Alexander Mackenzie Elementary School has been a vibrant neighborhood school since 1958. SAM School has evolved with our surrounding community and has been “a home away from home” for generations of students. For 65 years, our hallways have been filled with the sounds of students, staff, and families laughing and learning alongside each other. You often hear staff speak of their SAM Family (“SAMily”) with pride and it is observed everyday in every classroom. As a result, SAM has a reputation for being a safe, friendly, and welcoming community dedicated to meeting the **diverse learning needs of all our students**. Recognizing that we all have different ways of constructing understanding and connecting to learning, SAM has created spaces that value inclusivity, diversity, innovation, and leadership. SAM is a place where students and staff alike are seen as learners, teachers, and leaders, all having essential, reciprocal impacts on each other. Together, we can take risks in our learning because we have built a solid foundation of trust, respect, and relationship. As such, SAM has been, and will continue to be, a community school that prioritizes opportunities **for students to discover and explore their passions in learning** while becoming our learners and leaders of tomorrow.



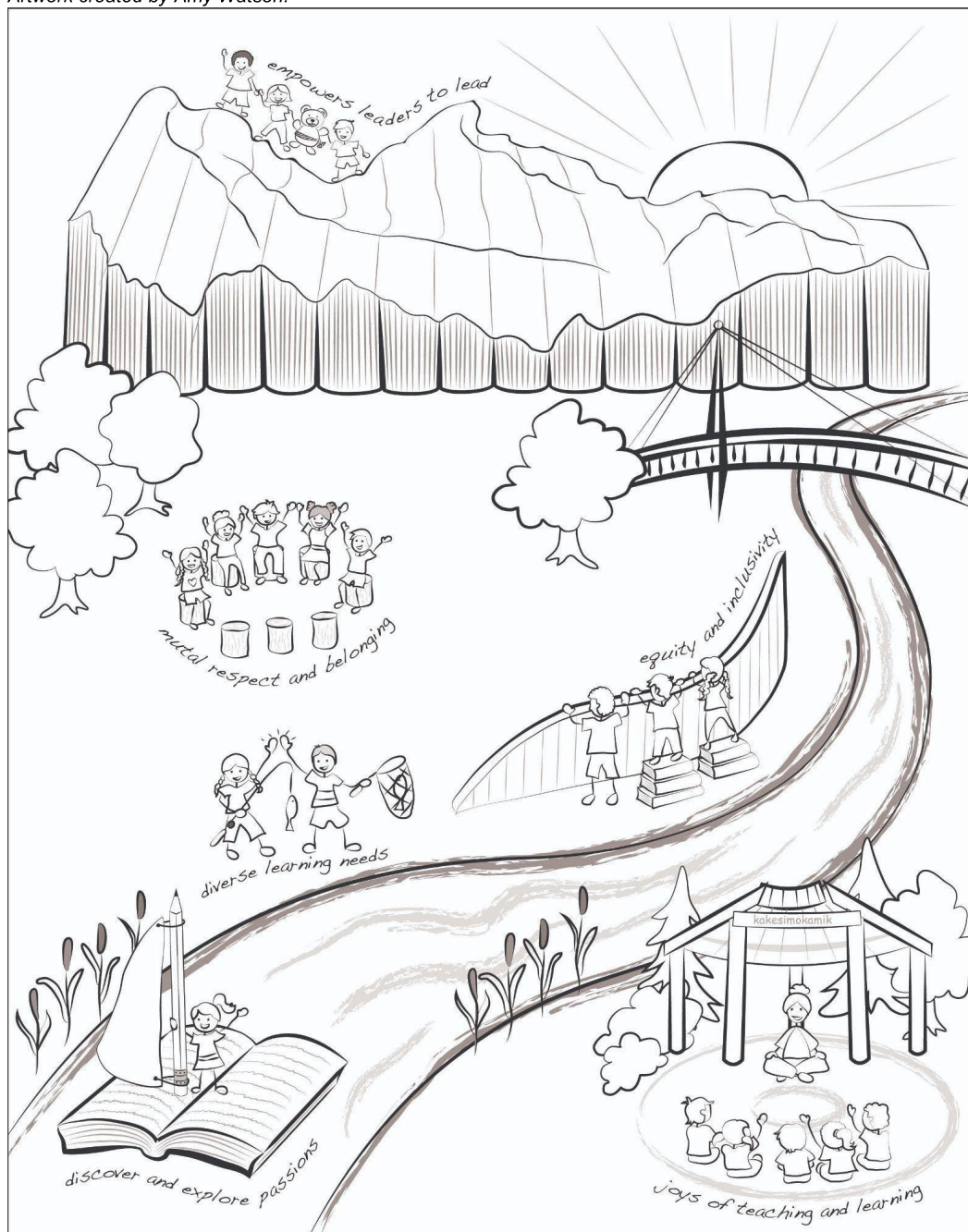
Our Today: Who we are now

At SAM, we continue to have a long standing tradition of both academic excellence and **empowering our learners to lead**. Today, SAM school continues to build upon a legacy of student driven leadership established through our participation in the Leader In Me program. Although SAM has evolved beyond the tenets of the 7 Habits, we continue to recognize the importance of student voice and agency to create opportunities to learn what it means to be a leader and good community partner. Through participation in our Student Leadership Club (formerly known as “Lighthouse”), our students develop their leadership skills, build confidence in their abilities, and foster relationships with our community. Additionally, SAM continues to enrich student learning through varied curricular and extracurricular opportunities throughout the school,

Connected to our strong culture of community and leadership, SAM has made recent commitments to reconciliation and equity in education. Taking the words of the Honourable Murray Sinclair to heart, “Reconciliation is about establishing a relationship of **mutual respect**”, we are in the process of revisioning how we come together, plan together, and engage with each other. Through our growing relationships with our Indigenous communities, we start to understand a variety of viewpoints and ways of knowing that allow us to re-examine our pedagogical and assessment practices. Accompanied on our learning journey by Asiniwacyi, our Ambearrister, we reconsider the ways we can teach with a recognition of diversity of histories, experiences, and learning needs within the classroom.

A photograph showing three students sitting in a circle on folding chairs. On the left, a boy in a grey t-shirt and camouflage pants is looking towards the center. In the middle, a girl in a patterned shirt and dark pants is holding a large brown teddy bear and looking upwards with an open mouth. On the right, a girl in a dark shirt and blue pants is looking towards the center. The background features a blue curtain with a white infinity symbol and a colorful mosaic artwork.

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Sir Alexander Mackenzie Elementary School: Our Living Map*Artwork created by Amy Watson.*

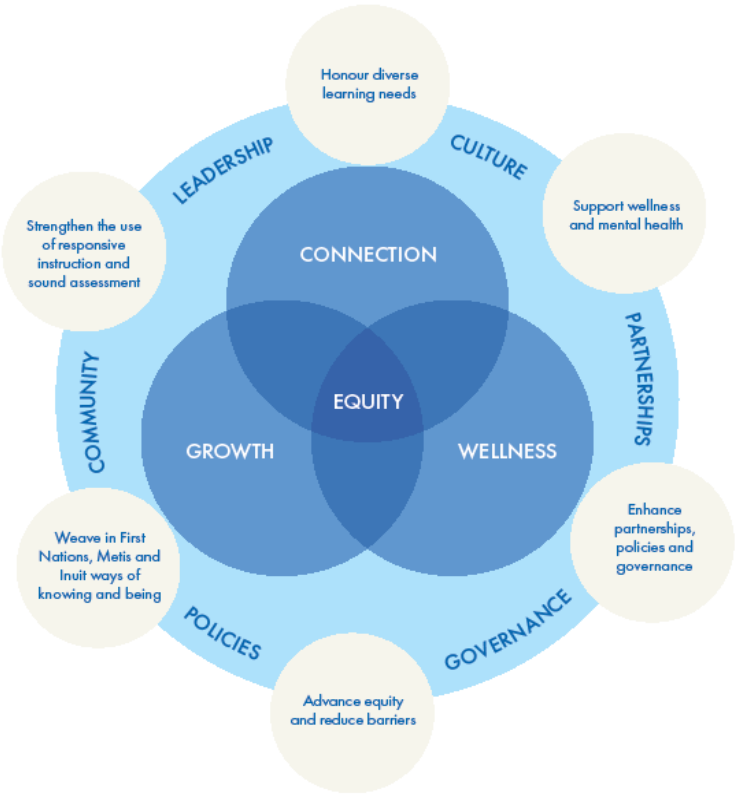
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Sir Alexander Mackenzie Elementary School: Profile

2021-2022 as of September 30, 2021			2022-2023 as of September 30, 2022		
Certificated Staff					
Teaching	20.45	FTE	Teaching	20.31	FTE
Administration	1.6	FTE	Administration	1.7	FTE
Counselling/Learning Supports Facilitator	0.2	FTE	Counselling/Learning Supports Facilitator	0.4	FTE
Total	22.25	FTE	Total	22.4	FTE
Support Staff					
Clerical	2.0	FTE	Clerical	2.0	FTE
Educational Assistants	7.38	FTE	Educational Assistants	6.14	FTE
Library Technician	0.8	FTE	Library Technician	0.7	FTE
Technical Support	0.6	FTE	Technical Support	0.0	FTE
Total	10.78	FTE	Total	8.84	FTE
Students					
English	425		English	418	
Students with Special Needs	(18)		Students with Special Needs	(16)	
Academic Challenge	20		Academic Challenge	12	
English Language Learners	(7)		English Language Learners	(6)	
Self-Identified First Nations, Métis and Inuit	(38)		Self-Identified First Nations, Métis and Inuit	(46)	
Total	445		Total	430	
Classroom Configuration	2021-2022		Classroom Configuration	2022-2023	
Kindergarten: Full Day Half Day	20 19,5		Kindergarten: Full Day Half Day	23 21, 14	
Grade 1	23,23,23		Grade 1	21, 20	
Grade 2	23,22,21		Grade 2	25, 22, 25	
Grade 3	30,30		Grade 3	21, 22, 21	
Grade 4	28,26		Grade 4	26, 25	
Grade 5	26,26,27		Grade 5	23, 25	
Grade 6	29,31		Grade 6	27, 28, 28	
4/5/6 Academic Challenge	13		4/5/6 Academic Challenge	12	
Total Homerooms	19		Total Homerooms	19	

Division Priorities and Outcomes 2022-2026



Sir Alexander Mackenzie Education Plan**Sir Alexander Mackenzie Elementary School: Objectives and Strategies**

The objectives and strategies of Sir Alexander Mackenzie Elementary School's Four Year Education Plan are represented in the concentric circles surrounding the St. Albert Public Schools stated priority areas. Our three overarching *objectives* are surrounded by five interconnected *strategies*. Our Education Plan further breaks our strategies down into stated *actions*, which will take place throughout our four year planning cycle.

Sir Alexander Mackenzie Elementary Objectives 2022-2026

School objectives are based on the themes of connection, growth and wellness.

Objective 1: Enhance connection, community and culture.

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Objective 2: Cultivate learning relationships.

Objective 3: Harness pedagogy and assessment as tools for equity.

Key Strategies for 2022-2026:

1. Create equitable and inclusive experiences that reduce barriers for student success.
 - Consider a variety of cultural perspectives when examining our pedagogical and assessment practices.
 - Notice whose voices are present and missing when collecting feedback, actively seek out the voices that are quiet (or silent) to further inform our decisions regarding teaching and learning.
 - Examine and challenge our assumptions regarding our systems and approaches by questioning: How do we know what we know? Why do we value what we value? Who is represented and served with this decision? What are my responsibilities?
 - Consider the ways literacy and numeracy experiences can engage learners with diverse backgrounds and abilities.
 - Inform pedagogical decisions with a variety of evidence about students' learning.
2. Cultivate relationships of trust and mutual respect, fostering a sense of belonging, community, and pride.
 - Seek to understand a variety of perspectives, viewpoints, and ways of knowing as we develop a shared sense of community and culture.
 - Create opportunities for all members of our community to contribute to conversations as we look for ways to better meet the needs of our students and families.
 - Foster a sense of belonging and connection by creating opportunities for leadership and community contribution.
 - Cultivate safe and trusting spaces where all members of our community feel comfortable and encouraged to take risks and be vulnerable in their learning.
 - Create opportunities for our school community to come together, to celebrate, and find joy in our joint journey of teaching and learning.
3. Emphasize the joys of teaching and learning through the ways we enliven the new curriculum.
 - Support staff learning around the ways curriculum is organized and structured to support student learning through competency, literacy, and numeracy progressions.
 - Understand the different ways curriculum is enlivened by pedagogy and assessment.
 - Seek feedback from students and families regarding their experiences with the delivery of the new curriculum.
 - Continue to explore ways of delivering curriculum that allow students to discover and explore their passions in learning.

4. Engage in a variety of learning relationships that strengthen our understanding of reconciliation, decolonization, and Indigenization.
 - Engage with knowledge keepers, Indigenous Elders, and expertise throughout and around the St. Albert community.
 - Develop a shared understanding amongst staff regarding the language of reconciliation, decolonization, and Indigenization.
 - Engage in a variety of professional learning relationships to deepen our understanding of our roles and responsibilities in reconciliation, decolonization, and Indigenization.
 - Examine the ways decolonization and Indigenization interact to remove barriers to equitable educational experiences.
5. Nurture opportunities for developing leadership capacity.
 - Create opportunities for students to learn and apply leadership skills through student-led events and initiatives.
 - Encourage shared and distributed leadership opportunities for staff.
 - Strengthen staff leadership development in the areas of literacy and numeracy instruction and assessment, whereby staff take up opportunities to inquire and learn alongside each other, guided by evidence from their classrooms.

Key Actions for 2022-2023

Connection, Community, and Culture

- Restore and revitalize opportunities for our school community to connect and gather.
- Engage students in a *Student Voice* to gather information about what is important to our students in regards to their learning experiences.
- Engage families in a *Family Voice* to gather information about family priorities for their children's education.
- Re-engage staff, parents, and students in the advisory process of school-based decision making.
- Revitalize student leadership initiatives in the school as we transition from the Leader In Me program.
- Pilot the Mental Health Literacy elementary curriculum.

Learning Relationships

- Engage staff to participate in experiential Indigenous learning opportunities (*e.g. sweat, dry sweat, attend Sundance and Powwow, guided walks of the land*).
- Learn alongside Dr. Dustin Louie, exploring how colonization has impacted our education system, and how the SAM staff can examine our perspectives and practices to become more equitable and inclusive for all students.
- Staff participate in a variety of division based learning opportunities to support our learning in the areas of equity, inclusion, curriculum, pedagogy, and assessment.
- Provide opportunities for parents to learn more about our work at SAM by hosting student-led activity evenings.

Pedagogy and Assessment as Tools for Equity

- Engage staff in their learning of responsive instruction approaches to better meet the diverse needs of our students.
- Engage the staff in monthly thinking routines, [*See, Think, Wonder*](#), to further explore understandings of curriculum, pedagogy, and assessment.
- Engage the staff in the co-construction of criteria by which we collectively make pedagogical and assessment decisions.
- Engage the staff in the triangulation of evidence, gathering information about students' learning from various sources and using evidence to inform next steps in instruction.
- Renew our land acknowledgement to better reflect the values and commitments we are making as a school community to reconciliation.
- Continue to weave various cultural perspectives into our students' learning experiences, considering both what we do and how we do it.
- Create spaces for the literacy lead teacher to collaborate with colleagues around ways to infuse Levelled Literacy Intervention (LLI) resources and practices.

School Reflection 2021-2022

With many of us anticipating a school year with significantly fewer restrictions following the schooling-during-a-pandemic of the 2020–2021 school year, our responsiveness and resiliency continued to be tested with continued restrictions. Classroom cohorts, staggered recess schedules, “A” and “B” week timetables (alternating music and physical education), and heightened cleaning procedures maintained safety for students and staff. In spite of extra demands managing resources during the second year of a pandemic, we endeavoured to prioritize our objectives of encouraging staff leadership and developing leadership capacity in all students, refining a balanced approach to literacy and numeracy in Grades K–6, and enhancing positive school culture.

Staff leadership in reconciliation and Indigenization continued to grow, creating new indoor and outdoor spaces to decolonize our educational experiences. The creation of the REC (Reconciliation, Education, Community) room, led by two leaders in Indigenous learning experiences at SAM, intentionally defronted a former classroom space and replaced traditional chairs and desks with furniture encouraging sitting in circle. Round carpets and stools create a flexible space where large and small groups can work together in ways acknowledging shared values and leadership. Similarly, our new outdoor classroom space, created with the support of the SAM Fundraising Society, features a ring of tree stumps whereupon students and staff can gather in circle for various experiences—from reciting and performing French as a second language scripts, to playing math games, to learning to drum and dance.



Student leadership opportunities were fostered within and beyond the classroom, in particular through a weeks-long residency with Rooney and Punyi Educational Theatre Productions. Maureen Rooney and Paul Punyi worked with students in Kindergarten through Grade 6 to learn about and craft kinesthetic experiences weaving literacy, drama, storytelling, and student agency.



Alberta Education initiatives focused through a learning disruption grant supported small group, targeted strategies for students identified as benefiting from **literacy and numeracy interventions**. Two teachers worked with students in grades 1–3 using *Levelled Literacy*

Intervention (LLI) to provide specific reading, writing, and word study instruction. A numeracy lead teacher worked with students in grades 2 and 3 using rich mathematical tasks and activities from *First Steps in Mathematics* to develop stronger number and operation sense.

Looking at **positive school culture** through a lens of reconciliation and Indigenization, a group of SAM staff enlivened a National Indigenous Peoples Day celebration by inviting SAM families to connect over a campfire, cook bannock, and learn about the land with a scavenger hunt. Inspired by their learning from the First Nations, Métis, and Inuit Education Gathering in March, a cohort of SAM educators worked in partnership with Elder Ernest to consider how we might engage Michael Redhead Champagne's "Four Fs"—free, food, family, and fun. Centering the experience in our outdoor classroom, families gathered to connect and cook bannock together amidst engaging in a scavenger hunt to learn about the Métis history of St. Albert and the land on which Sir Alexander Mackenzie Elementary School lives.



Sprouting from the experiences of the 2021–2022 school year, reconciliation and Indigenization efforts are growing into decolonization and equity objectives; student and staff leadership experiences are expanding to shared leadership practices; and literacy and numeracy initiatives are catalyzing the comprehensive ways we weave together pedagogy and assessment.

Financial Performance 2021-2022

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$111,224

2021-2022 Carry Forward Amount: \$166,964

Key elements contributing to this surplus include:

- spending patterns in the 2021-2022 school year were still greatly impacted due to COVID-19 pandemic, including reduced school activities and professional development opportunities, resulting in a year end surplus of \$166,964.
- the surplus helped to alleviate the financial strain for the 2022-2023 school year resulting from lower than predicted student enrollments.
- \$26,802 pulled from restricted operating reserves to further cover a Fall Budget deficit from a lower than predicted student enrollment and a high staffing percentage.

Financial Planning 2022-2023**RESOURCE AND DISTRIBUTION****SIR ALEXANDER MACKENZIE SCHOOL**

	2022-2023	2022-2023	2021-2022
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,621,477	\$ 2,643,658	\$ 2,792,725
2. Other Revenues			
2.1 Fees	\$ 147,855	\$ 135,484	\$ 138,814
2.2 Donations	\$ 20,000	\$ 3,500	\$ 3,500
2.3 Fundraising	\$ 800	\$ 800	\$ 800
2.4 Other Revenues	\$ 21,923	\$ 20,923	\$ 10,460
3. Surplus / Deficit Allocation (S/D)	\$ 193,766	\$ 175,000	\$ 164,415
TOTAL REVENUES	\$ 3,005,821	\$ 2,979,365	\$ 3,110,714
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,495,245	\$ 2,438,124	\$ 2,418,436
2. Support Staff	\$ 305,601	\$ 315,061	\$ 382,183
3. Services	\$ 124,867	\$ 130,104	\$ 154,347
4. Supplies	\$ 62,608	\$ 59,478	\$ 98,748
5. Furniture, Equipment & Capital	\$ -	\$ -	\$ -
6. Technology	\$ 17,500	\$ 36,598	\$ 57,000
7. Future Emergent Initiatives	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 3,005,821	\$ 2,979,365	\$ 3,110,714
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	401.00	408.00	426.50
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	22.40	21.90	22.25
Support Staff FTE	6.14	6.55	7.38
Certificated Staff Percentage	88.6%	86.5%	81.8%
Support Staff Percentage	10.9%	11.2%	12.9%
TOTAL STAFFING PERCENTAGE (with S/D)	99.5%	97.7%	94.7%
TOTAL STAFFING PERCENTAGE (without S/D)	106.8%	104.1%	100.3%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

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Appendix I –Performance Indicators**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% 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
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
The teachers at my school are.	95	98	96	98	93
The school is	96	97	98	93	93
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	89	89	87	84	83
That their teachers care about them.	85	91	89	87	85
That their school is a place where they feel like they belong.	NA	82	84	82	78
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	96	97	97	97

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
With the quality of education that their child is receiving.	93	96	93	96	95
With the choice of courses and programs available in their school.	96	94	96	94	84
With the support and resources available to meet the diverse needs of students.	89	82	78	80	74
That the school helps their child become a good, caring citizen.	95	95	93	95	91
That the school is safe.	91	88	93	96	93
That their child's school is a positive, caring, and welcoming place.	94	93	96	94	92

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That their input is considered, respected, and valued by their school.	76	84	85	86	72
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Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
With the quality of education that students are receiving in their school.	90	100	90	95	100
With the provision of the support and resources needed to meet the diverse needs of students.	67	76	55	81	70
That the school helps students become good, caring citizens.	95	100	95	100	100
That their input is considered, respected, and valued by my school.	90	97	85	90	86
That they feel safe in the school.	95	94	90	100	95
That the school is a positive, caring, and welcoming place.	91	100	95	100	100