



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	324.000	Custodial	2.625000	Salaries	\$2,718,298	96%
Weighted	401.163	Exempt	0.000000	Supplies, Equip., Services	\$110,132	04%
Regular	324	Support	8.800000			
		Teacher	<u>18.089000</u>			
Year Opened	1930	Total	29.514000	Total	\$2,828,430	100%

School Philosophy

John A. McDougall School is a resilient community of learners with a desire for growth. Setting high expectations for all of our students, we focus on improving student achievement and ensuring all children get the support and the resources they need to be successful. We believe in providing our students with strong academic programming using high impact strategies. We believe that our community needs to feel safe and connected for students to contribute to their learning and greater community. At John A. McDougall School we work together to create a caring environment for everyone by fostering kindness and demonstrating respect for self, respect for others and responsibility for all actions.

Community Profile

John A. McDougall is a Kindergarten to Grade 6 school located close to the city centre. We take pride in the diverse nature of our school community. With over 29 languages spoken among the families we serve, our school community truly represents a global village. We respond to the challenges associated with the transiency of our students with intensive, purposeful and responsive teaching and learning to meet the needs of our students. John A. McDougall is an All In For Youth School providing services and supports for families and children to enhance their opportunities for school success. As a result, we are able to offer wrap around supports including: in-school mentoring, a family therapist, a success coach, a Roots and Wings worker, out of school time programming and a school snack and lunch program.

Programs and Organization

At John A. McDougall we offer a comprehensive model of literacy instruction. For our youngest learners, we provide full day Kindergarten to support the development of English language, early literacy and readiness for success in school. Teachers from Kindergarten to Grade 6 work collaboratively to implement high quality instructional practices such as: workshop, design thinking and project based learning. In addition, for those students needing literacy support we also provide multi-tiered intervention. French as a second language is offered in Grades 4 to 6. Students have access to a makerspace and a library with vibrant learning resources. Our students engage in a variety of leadership opportunities.

School Community Relationships

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

Alberta Immigrant Women and Children Centre| Bent Arrow Traditional Healing Society| Boys & Girls Big Brothers Big Sisters| Camp CHANGE| Chimo Animal Assisted Wellness Society (CAAWLS)| E4C| Free Footie| Kids in Action| Multicultural Health Brokers Cooperative| Start2Finish| The Family Centre| The United Way

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 2021-2022, 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.

By June 2022, John A. McDougall students will demonstrate measurable growth in reading and writing, as measured by standardized assessments and teacher professional judgment (informed by observation, conversation and student products).

Results Achieved:

- Teachers participated in the Equity Achievement Project professional learning sessions and implemented literacy best practices including: readers and writers workshop, phonics and word study, small group instruction, and conferring.
- According to the Benchmark Assessment System completed in June 2022, 56% of John A. McDougall students who were enrolled for the entire year achieved a minimum of a years growth in reading. This is a 8% decrease from the 2020-2021 school year. Overall, 79% of our students who were enrolled for the entire year achieved at least a half year or more growth and 63% of students are reading at or above grade level.
- According to the HLAT writing assessment, 67% of students demonstrated a years growth in writing and 61% of students are writing at grade level which is an increase of 7% from the 2020-2021 school year.
- Teachers new to workshop received coaching and co-planning time with our Curriculum Coordinator to build their capacity in implementing high quality literacy instruction
- Intervention continues to make an impact on our at risk students, forty students received targeted intervention.

By June 2022, John A. McDougall staff will enhance their instructional practices through engagement in school and catchment wide opportunities, research focused collaboration and job embedded professional learning. Targeted opportunities will be implemented to support connection and relationship building between staff, community and All in for Youth and community partners. This will be measured by the Assurance and Division surveys, staff participation in collaboration and professional learning opportunities, reflective feedback, and conversations with all stakeholders.

Results Achieved:

- As part of the Equity Achievement Project, literacy and numeracy lead teachers and our Design Team facilitated monthly collaborative meetings, professional learning sessions, and planning opportunities for colleagues. Teacher choice and self-directed professional learning was achieved through Inquiry Based Professional Growth Plans. Staff created a driving question which facilitated their own professional learning which was connected to our school goals.
- 92% of John A. McDougall teachers report that in the past 3-5 years the professional learning received from the Division has been focused, systematic and contributed to their ongoing growth.
- All literacy teachers attended professional learning on foundational literacy skills which provided a consistent understanding of high quality instructional practices for emergent readers and writers.
- According to the Division Survey, 100% of staff agreed that they had the resources and supports they needed when teaching.
- All teachers participated in collaboration and two Instructional Talk Throughs (virtual and in-person) to observe colleagues to provide feedback to improve instructional practices.
- According to the Assurance Survey, we continue to achieve excellent results in the area of Safe and Caring. Overall 88.6% (a slight decrease of 1.6%) of teachers and students felt students were safe, they learned the importance of caring for others, and they were treated fairly during a year of unpredictability due to the COVID-19 pandemic. Assurance Measures show student's engagement 87.5% (increase), education quality 96% (Increase) and citizenship 89.5% (Increase), evidence that our wrap-around supports to engage students in learning are effective.
- On the Division Survey, 91% of students feel teachers know how they learn best and 93% agree that they get help for their learning.
- Our All in For Youth Team worked collaboratively with staff to plan for targeted strategies which were based on the work of Dr. Ungar to respond to student's social and emotional needs. This ensured that collectively we are developing student's resiliency and fulfilling the nine needs of every child. On the Division Survey, 83% of students

feel that they can get the help they need when they have problems not related to learning (decrease of 5%). 47 students received formal mental health support and our mental health therapist worked with 298 students informally, and 40 of our students were supported by a virtual mentor. Our Success Coach provided smudging for seven classrooms on a rotating basis each week to provide opportunity to engage with Indigenous learning and opportunity to be intentional in centering oneself for the day. Our Out of School Time program provided grade 2 classes coaching on emotional regulation strategies and a Junior High Transition program in the Grade 6 classrooms to support preparation for the academic, physical, and emotional changes.

- Despite the restrictions of the pandemic, parent engagement in their child's learning continued to be strong. 76% of families attended both student conferences online and 50 families participated in a virtual literacy evening.

By June 2022, John A. McDougall students will demonstrate measurable growth in mathematics, with a specific focus on number sense and number operations, as measured by standardized assessments and teacher professional judgment (informed by observation, conversation and student products). (Priority 1 and Priority 2)

Results Achieved:

- 100% of K-6 mathematics teachers attended First Steps in Math professional learning as part of the Equity Achievement Project. Two Lead teachers provided instructional support to classrooms to build teacher confidence and capacity in teaching mathematics. Teachers were provided time for collaboration, sharing of strategies and co-planning which supported building teacher's capacity with math pedagogy. Lead teachers modeled best practices, coached colleagues through feedback conversations and reflection.
- Math instruction is becoming more data driven, intentional and responsive to student challenges.
- According to Spring CAT 4 data, 73% of John A. McDougall students in Grades 2-6, who wrote the grade level of enrollment test, were at or above grade level in mathematics, an increase of 19% from the fall assessment.
- 42 % of Division two students achieved at or above 60% on the fall MIPI, 60% on the winter MIPI and 65% on the June MIPI. Students showed growth and 23% more students achieved at or above 60% at the end of the year.
- Our Grade 1-3 students showed growth and improvement on post Provincial Math Assessment scores however, 60% of students who received intervention were still considered at risk at the end of 12 weeks of intervention.
- 22 Grade 5 students received weekly online tutoring in mathematics and 8 Grade 6 students receive math support through virtual tutoring matches.

What were the biggest challenges encountered in 2021/22?

- Supporting the complex mental health needs of students and families
- Supporting positive mental health outcomes for all staff
- Student attendance complicated by pandemic protocols
- Continuity of instruction during a time when staff were required to be absent for long periods of time due to Alberta Health Services mandates
- Supporting students in the classroom environment who had been online for the duration of the pandemic
- Late or no buses created challenges for families, attendance issues for students and students missing critical instruction

What are the implications from 2021/22 that will impact your current year plan?

- We will continue to engage with central departments and catchment colleagues in support of building staff capacity around anti-racism and reconciliation and mental health and well-being. (Equity Achievement Project, Bent Arrow, First Nations, Métis and Inuit team, SOGIE team, Wellness Coach and our All in For Youth expertise)
- We will continue to work with Dr. Ungar to implement Dr. Ungar's R2 Resilience pilot project, strategies and supports that empower students, engage families and foster resilience within our school community.
- We will continue to embed OECD promising practices to support success for all students.
- We will continue to target high leverage instructional and assessment practices; along with evidence based interventions.
- As part of the Equity Achievement Project, we will engage in professional learning to build teacher capacity to ensure high quality numeracy and literacy instruction. All classroom teachers will implement First Steps in Mathematics with the support of two lead teachers who have a combined total of 0.361 FTE to provide coaching, modelling, to build teacher capacity.
- Providing access to literacy intervention to students who are at-risk will continue in the 2022-2023 school year.
- Staff will continue to use the inquiry process to guide their self-directed learning in alignment with our school and catchment goals.
- We will continue to strengthen our school community and engage families through a variety of in-person events and hybrid opportunities.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7521 John A. McDougall School

Assurance Domain	Measure	John A. McDougall School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.5	85.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.5	85.2	87.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	38.3	n/a	52.9	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.0	n/a	8.6	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.0	91.4	96.2	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	86.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.5	87.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.0	80.6	90.0	78.8	79.5	81.5	High	Declined	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, John A. McDougall students will demonstrate measurable growth in literacy and numeracy, as measured by triangulated evidence including: 2022-2023 CAT-4 assessments, Provincial Achievement Tests, HLAT writing, BAS reading levels and Provincial reading and math assessments.

Division Priority 1

By June 2023, John A. McDougall School will engage in targeted action to advance positive change toward anti-racism and reconciliation, as measured by the Assurance Survey, Division survey, All in for Youth data and feedback from all stakeholders.

Division Priority 2

By June 2023, John A. McDougall School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging as measured by triangulated evidence including: the Division Survey, Assurance Survey, All in for Youth partnership data and feedback from all stakeholders.

Division Priority 3



Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,582,876		2,828,430
Internal Revenue		0		0
REVENUE TOTAL		2,582,876		2,828,430
Classroom	15.917000	1,636,777	16.006000	1,645,929
Leadership	2.083000	269,793	2.083000	269,884
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	77,000	.000000	137,442
TOTAL TEACHER	18.000000	1,983,570	18.089001	2,053,255
(% of Budget)		76.8%		72.59%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	333,216	8.800000	479,040
Support (Supply/OT)	.000000	15,000	.000000	5,000
Custodial	2.625000	176,003	2.625000	176,003
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	8.625000	529,219	11.425000	665,043
(% of Budget)		20.49%		23.51%
TOTAL STAFF	26.625000	2,512,789	29.514001	2,718,298
(% of Budget)		97.29%		96.11%
SUPPLIES, EQUIPMENT AND SERVICES		44,037		59,530
INTERNAL SERVICES		26,050		50,602
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		70,087		110,132
(% of Budget)		2.71%		3.89%
TOTAL AMOUNT BUDGETED		2,582,876		2,828,430
Carry Forward Included		0		0
Carry Forward to Future		0		0