

Profile



| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------|-----------|----------------------------|-------------|---------------------|
| Normalized | 411.000 | Custodial | 2.625000 | Salaries | \$3,432,954 | 96.07% |
| Weighted | 532.427 | Exempt | 0.000000 | Supplies, Equip., Services | \$140,565 | 03.93% |
| Regular | 411 | Support | 10.400000 | | | |
| | | Teacher | 22.286000 | | | |
| Year Opened | 1930 | Total | | 35.311000 | Total | \$3,573,519 100.00% |

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 near the city centre. We take pride in the diverse nature of our school community. With more than 30 languages spoken among the families we serve, our school community truly represents a global village. 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 morning meal with food *top ups* throughout the day for those in need.

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 writing workshop, design thinking and project-based learning. French as a second language is offered in Grades 4 to 6. Our students have opportunities to 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:

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

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.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, 60% of John A. McDougall students who have been in attendance for the full year will demonstrate one year's reading growth. Achievement of this goal will be supported by:

- Staff implementation of evidence-based high impact instructional practices (workshop approach, University of Florida Literacy Institute (UFLI), Equity Achievement Project strategies) to build knowledge and confidence when working with students who are not yet reading at grade level.
- Monitoring all students for growth using data tracking and the provision of targeted literacy intervention (e.g. phonics instruction or guided reading).
- Collaboration and professional learning to develop teacher capacity in the area of refining phonemic awareness and phonics instruction and apply to reading and writing. This will be supported by John A. McDougall's continued involvement in the Equity Achievement Project with the support of a Literacy Lead teacher and Curriculum Coordinator. This support will include modeling of lessons, co-teaching and providing coaching and feedback.

Results Achieved:**Achievement:**

The goal was not only met but exceeded. 62% of John A. McDougall students who were in attendance for the full year demonstrated at least one year's reading growth as indicated by the triangulation of the Benchmark Assessment System (BAS), Canadian Achievement Test (CAT) and Division assessment resources.

Supporting Strategies:

- **Evidence-based Instructional Practices:** Staff successfully implemented workshop approaches, UFLI strategies, and Equity Achievement Project techniques to enhance instruction for students below grade level.
- **Data-Driven Monitoring:** Regular data tracking and targeted literacy interventions, such as phonics instruction and guided reading, ensured students received appropriate support.
- **Professional Development:** Collaborative efforts and ongoing professional learning focused on refining phonemic awareness, phonics instruction, and their application to reading and writing. The school's continued involvement in the Equity Achievement Project, with the support of a Literacy Lead teacher and Curriculum Coordinator, provided valuable modeling, co-teaching, coaching, and feedback.

Overall, the school's targeted efforts and effective implementation of strategies resulted in improvement in student reading growth.

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to our school community. Achievement of this goal will be supported by:

- Development and implementation of school-wide approaches such as Dr. Ungar's R2 program to support meaningful relationship building between staff and students to support increased sense of belonging and inclusion for students.
- A team of staff will participate in the Creating Schools that Listen professional learning to advance action towards anti-racism, reconciliation, and revitalisation. They will develop the capacity of staff to think and work collaboratively with students, parents, and the broader community.
- Intentional professional development for staff to implement inclusive instructional strategies, culturally responsive practices, recommendations from the OECD Promising Practices, trauma-informed and restorative practices.
- Staff will engage in a school-wide approach to foster positive citizenship, kindness and student leadership that enhances students in feeling connected to our community.
- Continued collaboration with our All in For Youth partners to be responsive to students' needs to support attendance, engagement and student success.

Results Achieved:**Achievement:**

The goal was successfully achieved as evidenced by an increase in student responses to the Division Feedback Survey. The DFS percentage of students who strongly

agreed or agreed that "I feel like I belong at my school" rose from 72.9% in 2022-2023 to 74.4% in 2023-2024.

Supporting Strategies:

- **Relationship Building:** The implementation of Dr. Ungar's R2 program fostered meaningful relationships between staff and students, contributing to a more inclusive and welcoming environment.
- **Anti-Racism and Reconciliation:** A team of staff participated in the Creating Schools that Listen professional learning, developing the capacity to work collaboratively and promote anti-racism, reconciliation, and revitalization.
- **Inclusive and Culturally Responsive Practices:** Staff engaged in intentional professional development to implement inclusive instructional strategies, culturally responsive practices, trauma-informed and restorative approaches, and OECD Promising Practices.
- **Positive Citizenship and Leadership:** School-wide initiatives fostered positive citizenship, kindness, and student leadership, enhancing students' sense of connection to the community.
- **Community Partnerships:** Continued collaboration with All in For Youth partners ensured that the school remained responsive to students' needs, supporting attendance, engagement, and overall success.

Overall, the school's efforts to create a more inclusive and supportive environment resulted in an improvement in students' sense of belonging and connection to the school community.

By June 2024, John A. McDougall students will demonstrate measurable growth in computation and estimation across all operations. Achievement of this goal will be supported by:

- Staff engagement in evidence-based professional learning to build knowledge and confidence when working with students. This will be supported by John A. McDougall's continued involvement in the Equity Achievement Project and the support of a Numeracy Lead teacher.
- Staff will use the Reference & Planning Materials including the scope and sequence, First Steps in Math and resources created by the EAP project
- Targeted professional learning with our Numeracy Lead teacher to triangulate evidence and plan next instructional steps to develop teacher capacity in the teaching of math by implementing high impact approaches (e.g. problem-strings, manipulatives, guided math and math games). This can include modeling of lessons, co-teaching and providing coaching and feedback.
- Using the Canadian Achievement Test 4 (CAT4), provincial screeners, Provincial Achievement Tests and teacher observations and conversations to identify specific areas for targeted intervention.

Results Achieved:

Achievement:

The goal was successfully achieved as students demonstrated significant growth in their computation and estimation skills, as well as positive shifts in their mathematical self-identity. According to the CAT 4 assessment, students' scores in mathematics increased from 54.6% in the fall (148 students) to 65.1% in the spring (157 students). Specifically, their scores in computation rose from 49.6% to 75.2%, and their overall math scores improved from 56.2% to 70.2%. The Equity Achievement Project Math Self-Identity Reflections demonstrated a Division 1 increase in 5 out of 6 self-affirming areas, such as "I can show what I do in numbers." and a Division 2 increase in 7 out of 10 self-affirming areas, including "I solve a problem in more than one way."

Supporting Strategies:

- **Evidence-based Professional Learning:** Staff engaged in targeted professional development to enhance their knowledge and skills in teaching mathematics, supported by the Equity Achievement Project and a Numeracy Lead teacher.
- **Resource Utilization:** The Reference & Planning Materials, including the scope and sequence, First Steps in Math, and EAP resources, provided valuable guidance for instruction.
- **Targeted Professional Development:** Collaborative efforts with the Numeracy Lead teacher focused on triangulating evidence, planning instructional steps, and implementing high-impact approaches like problem-strings, manipulatives, guided math, and math games.
- **Data-Driven Assessment:** The use of CAT4, provincial screeners, Provincial Achievement Tests, teacher observations, and conversations helped identify specific areas for targeted intervention.

Overall, the school's efforts to enhance mathematics instruction and support student growth in computation and estimation resulted in significant improvements in student achievement and positive shifts in their mathematical self-identity.

What were the biggest challenges encountered in 2023-2024?

Classroom Complexity and Resources:

- Teacher Capacity: Although there was an increase in the number of teachers reporting they have the knowledge and skills to support students requiring specialized assistance, it remains a significant challenge, with only 60% of teachers feeling adequately prepared.
- Large Class Sizes: Continued large class sizes contribute to the complexity of classrooms and can impact individualized support for students.

Student Safety and Well-being:

- Perception of Safety: A number of students still perceive a lack of safety within the school environment, as indicated by the Provincial Assurance and Division Feedback Surveys.

Data Challenges:

- Transiency and Absenteeism: High rates of transiency and absenteeism make it difficult to measure consistent student data throughout the school year, impacting accurate assessment and tracking of progress.

Transportation Issues:

- Disruptions and Inconvenience: Late or no bus services continue to create difficulties for families, attendance problems for students, and disruptions to the learning environment.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Building on the Equity Achievement Project:

- Deepen Professional Learning: Continue to engage in monthly professional learning and collaboration to enhance teacher capacity in implementing high-impact instructional approaches that meet the diverse needs of all learners.
- Advance Equity and Inclusion: Continued participation in Creating Schools that Listen to further foster culturally responsive, equity-based, and inclusive practices, enhancing the sense of belonging for all students.

Strengthening Family Engagement:

- Expand Engagement Opportunities: Explore new ways to engage families through a variety of in-person events and opportunities.

Promoting Student Resilience and Belonging:

- Continue R2 Program Implementation: Continue working with Dr. Ungar to implement the R2 program, focusing on teaching students the rugged qualities and needed resources to develop resilience and strengthen their sense of belonging.
- Enhance Collaboration with All in for Youth: Maintain daily collaboration with All in for Youth partners, providing targeted strategies that incorporate Dr. Ungar's nine things all students need to build stronger relationships and a stronger community of safety and care.

Celebrating Diversity and Inclusive Learning:

- Increase Diverse Resources: Continue to recognize and celebrate the diversity of families by purchasing more diverse texts, stories, and other resources to ensure all students see themselves reflected in library and classroom materials.
- Career Pathways: Invite diverse guests, speakers and mentors to support projects and possibilities for students.

Improving Literacy Instruction:

- Strengthen Foundational Skills: Provide ongoing and consistent Equity Achievement Project (EAP) support and best practices to build students' foundational literacy and numeracy skills. English as Additional Language (EAL) students and Grade One Level readers will continue to complete assessments in phonics, phonemic awareness, and letter identification. Track progress each term.

Enhancing Curriculum Implementation:

- Increase Embedded Planning Time: Allocate more time for grade teams to collaborate and plan, supporting the implementation of the new curriculum.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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 | 87.6 | 87.6 | 87.6 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 83.2 | 83.5 | 86.5 | 79.4 | 80.3 | 80.9 | Very High | Maintained | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | 55.1 | 43.2 | 43.2 | 68.5 | 66.2 | 66.2 | Very Low | Improved | Issue |
| | PAT6: Excellence | 10.2 | 2.7 | 2.7 | 19.8 | 18.0 | 18.0 | Low | Improved | Acceptable |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.6 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.4 | 15.5 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 81.5 | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.6 | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 97.0 | 92.6 | 94.3 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 83.6 | 84.5 | 86.6 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 83.9 | 82.1 | 84.8 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 79.1 | 75.6 | 77.3 | 79.5 | 79.1 | 78.9 | High | Maintained | Good |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1**Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes**

By June 2025, the number of John A. McDougall students in attendance for the 2024-2025 school year who were identified as at-risk will demonstrate at least one year's growth in reading.

Achievement of this goal will be supported by:

- **Evidence-Based Instruction:** Staff will implement evidence-based, high-impact instructional practices, including the workshop approach, University of Florida Literacy Institute (UFLI) strategies, and Equity Achievement Project approaches, to enhance their knowledge and confidence in working with students who are not yet reading at grade level.
- **Data-Driven Monitoring and Intervention:** To ensure targeted support, student progress will be monitored closely. Phonics instruction and guided reading will be implemented based on the Equity Achievement Project's evidence-based practices.
- **Ongoing Professional Development:** Staff will continue to engage in collaborative professional learning to refine their skills in phonemic awareness, phonics instruction, and their application to reading and writing. The literacy lead teacher and curriculum coordinator will provide ongoing support through modeling, coaching and feedback.
- **Parent Involvement:** Parents will be invited to *Celebrations of Learning* and given opportunities to learn more about how to create literacy-rich environments at home.

What data will you use to track continuous improvement?

We will use Canadian Achievement Test 4 (CAT 4), provincial screening assessments, Division reading observation surveys, teacher-awarded grades, Provincial Achievement Tests, teacher/student perceptions from the Division Feedback Survey, and family engagement results from the Alberta Education Assurance Measures.

Division Priority 3**Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being**

By June 2025, John A. McDougall students will demonstrate a 5% increase in 'strongly agree/agree' responses on the 2024 Division Feedback Survey, indicating a stronger sense of belonging and connection to the school community. Additionally, there will be a 2% increase in Welcoming, Caring, Respectful, and Safe Learning Environment scores on the 2025 Alberta Education Assurance Survey.

Achievement of this goal will be supported by:

- **Foster Positive Relationships:** Continue working with the R2 (Rugged and Resourced) program, focusing on teaching students the rugged qualities and needed resources to develop resilience and strengthen their sense of belonging and inclusion.
- **Enhance Collaboration with All in for Youth:** Maintain daily collaboration with All in for Youth partners, providing targeted strategies that incorporate Dr. Ungar's nine things all students need to build stronger relationships and a stronger community of safety and care.
- **Advance Equity and Inclusion:** A team of staff will continue to participate in the *Creating Schools that Listen* professional learning to develop the capacity to work collaboratively and promote anti-racism and reconciliation.
- **Implement Inclusive Practices:** Provide professional development for staff to implement inclusive instructional strategies, culturally responsive practices, trauma-informed and restorative approaches and Organization for Economic Co-operation and Development (OECD) Promising Practices.
- **Strengthen Community Partnerships:** Continue collaborating with All in For Youth partners to address students' needs and support attendance, engagement and success.

What data will you use to track continuous improvement?

We will use a variety of data sources, including school staff and All in for Youth Agency staff observations, Alberta Education Assurance Survey results, Division Feedback Survey results, student attendance data, and Youth Resiliency Survey data.

Division Priority 1

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes

By June 2025, John A. McDougall students will demonstrate measurable growth in developing students' mathematical reasoning, with an average increase of 10% in overall math scores and 5% in computation scores compared to their Fall 2024 Canadian Achievement Test 4 (CAT 4) results.

Achievement of this goal will be supported by:

- **Engagement in Evidence-Based Professional Learning:** Staff will participate in professional learning to strengthen their mathematical knowledge and instructional confidence, supported by John A. McDougall's ongoing involvement in the Equity Achievement Project and the guidance of a numeracy lead teacher.
- **Utilization of Reference & Planning Materials:** Staff will use resources such as the scope and sequence, *First Steps in Math* and materials developed through the Equity Achievement Project to support consistent, high-quality math instruction.
- **Targeted Professional Learning with the Numeracy Lead:** Staff will collaborate with the numeracy lead teacher to triangulate evidence and plan instructional steps. This professional learning focuses on high-impact approaches, including problem strings, manipulatives, guided math and math games, with opportunities for lesson modeling, co-teaching and feedback.
- **Targeted Assessments for Intervention:** Data from the Canadian Achievement Test 4 (CAT 4), provincial screeners, Provincial Achievement Tests (PATs) and teacher observations will be used to identify areas requiring targeted intervention.

What data will you use to track continuous improvement?

We will use a variety of data sources, including the Canadian Achievement Test 4 (CAT 4), provincial screening assessments, Provincial Achievement Test (PATs) results, teacher observations, and student math identity surveys.

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | 2,994,715 | | 3,573,519 | |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | 2,994,715 | | 3,573,519 | |
| Classroom | 15.886000 | 1,716,848 | 19.586000 | 2,116,718 |
| Leadership | 2.700000 | 351,059 | 2.700000 | 354,091 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 83,448 | .000000 | 105,010 |
| TOTAL TEACHER | 18.586000 | 2,151,355 | 22.286001 | 2,575,819 |
| (% of Budget) | | 71.84% | | 72.08% |
| Exempt | .000000 | 0 | .000000 | 0 |
| Exempt (Hourly/OT) | .000000 | 0 | .000000 | 15,000 |
| Support | 9.200000 | 532,822 | 10.400000 | 626,187 |
| Support (Supply/OT) | .000000 | 1,500 | .000000 | 21,000 |
| Custodial | 2.625000 | 185,948 | 2.625000 | 185,948 |
| Custodial (Supply/OT) | .000000 | 6,000 | .000000 | 9,000 |
| TOTAL NON-TEACHER | 11.825000 | 726,270 | 13.025000 | 857,135 |
| (% of Budget) | | 24.25% | | 23.99% |
| TOTAL STAFF | 30.411000 | 2,877,625 | 35.311001 | 3,432,954 |
| (% of Budget) | | 96.09% | | 96.07% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 79,180 | | 102,655 |
| INTERNAL SERVICES | | 36,710 | | 36,710 |
| OTHER INTEREST AND CHARGES | | 1,200 | | 1,200 |
| TOTAL SES | | 117,090 | | 140,565 |
| (% of Budget) | | 3.91% | | 3.93% |
| TOTAL AMOUNT BUDGETED | | 2,994,715 | | 3,573,519 |