



Enrolment		Staff FTE		Budget		
Normalized	848.000	Custodial	4.750000	Salaries	\$5,313,371	95.46%
Weighted	955.358	Exempt	0.000000	Supplies, Equip., Services	\$252,868	04.54%
Regular	878	Support	12.000000			
		Teacher	36.022000			
Year Opened	2010	Total		52.772000	Total	\$5,566,239 100.00%

School Philosophy

At Dr. Donald Massey School, we believe we must ensure all our students achieve the high levels of learning required for success in school and in life. Our learning environment is grounded in a culture of collaboration. We value classrooms which are diverse in worldview, culture, language and interests. We strive to build strong relationships between staff, students, families and the community.

Community Profile

Dr. Donald Massey School is situated in the centre of Hollick-Kenyon serving students residing in the communities of Matt Berry and Hollick-Kenyon, with Britnell as a secondary attendance area when the school reaches Level One on the Division's Growth Model. Our school is proud to serve these communities and families which represent diverse cultural backgrounds and have come together to become a part of Dr. Donald Massey School.

Programs and Organization

Dr. Donald Massey is a kindergarten to grade 9 school which serves students in an inclusive setting. All students from grade 4 through 6 receive French as a Second Language Programming while students in junior high may explore Spanish as a second language programming option. We offer excellence in programming in all core subject areas as well as a Life Skills option in junior high that is comprised of four individual options that develop life skills in the areas of Foods, Construction, Outdoor Education and Fit for Life. Junior high students also have opportunity to develop skills in full year options like Leadership, STEM and Art. Our programs and excellent instruction engage students and prepare them well for their futures.

School Community Relationships

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

C5 (Northeast Hub) - Collaboration for Change, Sobeys, The Family Center, YMCA

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, an increased number of students will demonstrate at least one year's growth in numeracy and literacy as measured by the following data:

- the number of students achieving the acceptable standard on the Grade 6 and Grade 9 English Language Arts and Math PAT
- levels of writing as measured by the Division's spring HLAT
- the number of students reading at or above grade level in reading
- numeracy skills will increase for students in grades 1 through 3 as measured by annual baseline evidence in September
- students who participate in the CAT4 and who are below the Canadian norm, will demonstrate growth toward average or above average scores (stanine 4 and above)
 - 50% of students who are just below average (stanine of 3) will achieve average or above average (stanine of 4 or higher)

Achievement of this goal will be supported by:

- collaboration time dedicated to the implementation of JUMP Math in Grades 4 - 6
- the implementation of school wide universal strategies focused on supporting literacy and numeracy
- targeted intervention at the Div 3 level supported by additional minutes of instruction per week in Language Arts and Math
- additional resources provided for Div 3 classroom libraries
- engagement in the M.E.LaZerte Catchment's writing prompt process across Grades 1-9
- building connections between learning and real life through a showcase of school wide builds
- the implementation of a whole school Reader Leader program involving both students and community rightsholders

Results Achieved:**Reading:**

- Provincial Literacy Screening Assessments: Of the 59 students in grades 1-3 that were identified as at risk, 32 were no longer considered at risk in June (54%).
- Reading Achievement: 73.3% of DDM students were reported as reading at or above grade level in June 2024. This is a 1.1% decrease from June 2023 (74.4%). Of the elementary students who were assessed as reading below grade level in June 2023, 63% made six or more months of growth in reading between January and June 2024.
- CAT4 (National Stanine 4 and Above): 75.3% of students in grade 2-9 met the national standard of 4 and above of the Spring CAT4. This represents a 5.5% increase from the fall, and an improvement of 4.5% from Spring 2023 results (70.8%).
- Division 1: Students in grades 1-3 received 11 weeks of pull-out reading intervention. Of the 28 students that participated, 60.7% (17) were reported to read at grade level in June. There was a significant increase in students reading at grade level in grade 2 (79.5%) and 3 (77.3%) compared to that cohort's results in June 2023 (61.2% and 67.5%). 70% of grade 1-3 students that said they did not like reading in September, reported they liked reading in June.
- Provincial Achievement Tests:
 - Grade 6 Language Arts and Math results are not available, however we saw increases in the number of students that achieved the acceptable standard and the standard of excellence in Science (excellence: +5.9%, acceptable: +23.4%) and Social Studies (excellence: +0.7%, acceptable: +11.6%) compared to 2023.
 - Grade 9 results indicate increases in all subject areas of the number of students meeting the acceptable standard and the standard of excellence compared to 2023. Specifically in Language Arts Part B (reading), 1.6% more students reached the standard of excellence, and 9% more met the acceptable standard

Writing:

- HLAT: Our spring results of 2023, compared to 2024 indicate that there was a drop in the number of students writing at grade level (-10.2%). While there was modest improvement in grades 1, 2 and 9, a significant number of students in grades 3-5, 7 and 8 did not perform at grade level compared to the previous school year. Despite this we can report that 76.9% of DDM students did improve one full grade level in their writing compared to their 2023 HLAT.
- Provincial Achievement Test: Grade nine results show an increase in the number of students who met the acceptable standard (+0.8%, 79.6%) and a slight decrease in the number of students who met the standard of excellence (- 3.1% 13.0%)

Numeracy:

- CAT4: 83.2% of students in grade 2-9 met the national standard of 4 and above of the Spring CAT4. This represents a 4.9% increase from the fall, and a 3.9% increase from spring 2023.
- Provincial Achievement Test: Grade nine results show a significant increase in the number of students who met the acceptable standard (+27.7%, 60.9%) and the standard of excellence (+10.5%, 17.4%). This was consistent on both Part A and B of the test.
- Division 2 Intervention: 18 Division two students were identified for a daily six week math pullout intervention program. 83% demonstrated improved ability to solve grade level multiplication and division problems with independence.

By June 2024, we will demonstrate growth in the number of rightsholders who feel safe and demonstrate a sense of belonging as measured by increases in the following data:

- parental involvement
- the number of students, staff and parents who believe their learning environment is a welcoming, caring, respectful and safe learning place
- school initiatives that focus on celebrating and deepening understanding around multi-culturalism
- the number of opportunities for the DDM community to work in partnership with M.E.LaZerte's Catchment Kookum, cultural support workers and community partners
- the number of staff and students who feel they are doing well or very well this year
- the number of students who feel staff at school know them as a person
- the number of students who feel school is a place where all students feel like they belong and that they feel they can be themselves
- the number of students who feel diverse cultures are represented in the books and materials at DDM, and who see their identity/culture reflected in the materials used in class
- the number of students who see our school taking action to support truth and reconciliation, and that believe they have the opportunity to deepen their learning about Indigenous culture and perspectives, treaties and agreements, and residential schools

Achievement of this goal will be supported by:

- creating opportunities for M.E.LaZerte Catchment's Kookum as well as cultural support workers to engage in daily work and activities at DDM
- celebrating multiculturalism and implementing initiatives designed by the school's Diversity Action Team
- incorporating various ethnic foods in the school's Mav Shack
- accommodating students wishing to pray during school hours and alternative eating spaces during Ramadan
- identifying staff team values
- creating a school theme that unites staff, students and community members
- feedback provided from a school teacher mentorship group
- tracking usage data on the school's monthly parent newsletter

Results Achieved:

Students:

- Assurance Survey: 80% of students reported they help each other out when they can, which is up 4% from the previous year. 58% of the students also reported that they felt they respected each other, which was also up 3% from last year.
- Division Survey: 59% of students say they feel like they belong at DDM. 75% of students say they feel diverse cultures are represented in books and materials. 80% of students say they agree that DDM is taking steps toward reconciliation and 82% of students agree our school is doing work in anti-racism. 91% - 93% of students said they are learning about indigenous perspectives, about residential schools, treaties and contributions of indigenous peoples.
- Success Coach and Counselling Support: Our full-time success coach had over 600+ interactions of support with students, including circle conversations and conflict resolution, goal setting, and network mapping. She supported 12 students formally throughout the year meeting with them weekly. Our school counsellor supported 9 students in division 2 formally throughout the year, and conducted risk assessments, and coordinated mental health support including connecting parents with resources and mental health professionals.
- Students were able to participate and join the following clubs; Girls Group, Board Game Club, Weekly Smudging, Talent Hour, OHIO, Science Olympics, Math Masters, Art Club, Library Club, Chess Club and many more.
- Areas set up during Ramadan for students and staff to participate in game activities during the lunch hour and a prayer area. The small gym was used during lunch during Ramadan and students were invited to play card and board games, bringing students together from all grade levels.
- MavShack brought in vegetarian samosas once a week from a local venue, selling out most weeks.
- Multicultural day was held and had the greatest turn out for the Div 3 potluck for meals brought to share with classmates.

Staff:

- Division Survey: 88.5% of staff feel that DDM is a place where all students feel like they belong. 91.4% of staff feel that many diverse cultures are represented in the books and materials used. 91.4% of staff feel that DDM is taking steps to support a sense of belonging and inclusion for everyone. 91.5% of staff either strongly agree or agree that they feel safe at work and 91.4% feel a sense of belonging at DDM.
- During PD, staff went through a values exercise and chose team values that include family, kindness, fun, and health.
- School theme was identified as Top Gun Mavericks. It was a running theme with bulletin boards, school assemblies, PD days with staff, and communication with staff and families.
- The Diversity team shared information to all classes about various multicultural holidays. Increased access to books in the library about different cultural identities and holidays. Leadership option created more special event signs and decorations to celebrate more holidays.

What were the biggest challenges encountered in 2023-2024?

- Access to M.E LaZerte Catchment Kookum was limited.
- Timing of provincial learning loss funds - difficult to staff and meaningfully intervene when funds became available
- Provincial Achievement Tests in grade 6 were canceled in English Language Arts & Literature as well as Math
- Utilization of space, we had a flood in our kindergarten program that closed the classrooms for 6 weeks and moved students into our learning commons, limiting its accessibility
- 57 families responded to the Division survey.
- JUMP Math implementation ended and collaboration focus shifted to new mathematics curriculum implementation
- New curriculum implementation, 93.5% of staff reported that school-level collaboration enhanced their confidence to help students achieve learning outcomes (Division Survey), and over 50% communicated a need for more time to do this work (school based survey).
- Navigating growing global conflict and its impact on our local learning community

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

- **Increase Student Reading Engagement:** According to our internal data tracker approximately 20% of students indicated that they did not enjoy reading.
- **Improve Student Writing:** HLAT results indicate that more students are struggling with writing than in years past.
- **Improve school community:** Less parents reported they felt that students were helping each other out or respected each other, down 23% and 15% respectively.
- **Increase Staff Wellness:** Only 48.6% of our staff indicated that they were doing well or very well during the 2023-2024 school year on the Division Survey.
- **Catchment & School Professional Learning:** 54.8% of staff reported that catchment level initiatives and professional learning had a small impact on their ability to support students to meet curricular objectives, and 42.9% reported that these initiatives had a small impact on their ability to impact student mental health and wellbeing (Division Feedback Survey).
- **Supporting our newcomers:** Last year we saw an increase in the number of newcomers with limited or no English to DDM. There is an interest among staff to improve our capacity to support these students and families.
- **Accessing Division Initiatives:** We did not access the Division's Mental Health & Wellness Coaches last year and could benefit from this initiative.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1456 Dr. Donald Massey School

Assurance Domain	Measure	Dr. Donald Massey 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	83.0	86.0	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.2	76.9	78.9	79.4	80.3	80.9	Intermediate	Declined	Issue
	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	74.2	62.6	62.6	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	15.5	14.8	14.8	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	70.2	55.2	55.2	62.5	62.6	62.6	Intermediate	Improved Significantly	Good
	PAT9: Excellence	18.0	12.1	12.1	15.4	15.5	15.5	Intermediate	Improved	Good
	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	85.3	89.6	89.1	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	81.8	84.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.2	77.9	78.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	79.8	75.1	73.0	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 1- By June 2025, there will be a 10% or greater increase in the number of student's reading at grade level.

Achievement of this goal will be supported by?

- Collaboration time dedicated to literacy instruction and intervention.
- Continued training for Div 1 teachers in UFLI
- The implementation of school wide universal strategies focused on supporting literacy.
- Targeted intervention at the Div 3 level supported by additional minutes of instruction per week in ELA.
- Targeted intervention at the Div 1 and 2 level supported by grade level differentiation and small group interventions.
- The implementation of a whole school Reader Leader program involving both students and community rights holders
- School wide reading challenge initiatives.

What data will you use to track continuous improvement?

The number of students achieving the acceptable standard on the Grade 6 and Grade 9 ELA & ELA PAT The number of students that are reported at or above grade level in reading in June 2025 students who participate in the CAT4 and who are below the Canadian norm, will demonstrate growth toward average or above average scores (stanine 4 and above) School based surveys and assessment based on reading

Division Priority 3

By June 2025, students and staff at Dr. Donald Massey school will feel more connected and have a greater sense of belonging to their school community.

Achievement of this goal will be supported by?

- Creating opportunities to celebrate and acknowledge our diverse student population, their interests and their cultures
- Creating opportunities for students and staff to celebrate our school and participate in DDM spirit days and competitions
- Providing time for staff to collaborate on important work and building in staff wellness opportunities into our PL Calendar
- Providing students access to a full time success coach as well as a school counsellor
- Providing teachers with collaboration time to plan interventions and connections opportunities for students who are disengaged and needing support
- Accessing the Mental Health Wellness Coach, specifically to support in the area of anti-racism & building school communities

What data will you use to track continuous improvement?

Advisory Leadership Team (ALT) Monthly Feedback School Professional Learning Day Feedback Surveys Division Feedback Survey increase by 2-5% on priority 3 results for staff & students. Alberta Education Assurance Measures increase by 2-5% in Welcoming, Caring, Respectful and Safe Learning Environment results for students and staff. Youth Resiliency Survey Engagement results in grade 4 & 8

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		5,543,315		5,566,239
Internal Revenue		0		0
REVENUE TOTAL		5,543,315		5,566,239
Classroom	32.518519	3,514,373	33.022000	3,568,787
Leadership	3.000000	415,992	3.000000	413,447
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	132,028	.000000	161,628
TOTAL TEACHER	35.518520	4,062,393	36.021999	4,143,862
(% of Budget)		73.28%		74.45%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	74,258	.000000	74,258
Support	12.800000	780,063	12.000000	730,483
Support (Supply/OT)	.000000	30,000	.000000	30,000
Custodial	4.750000	317,523	4.750000	317,523
Custodial (Supply/OT)	.000000	17,245	.000000	17,245
TOTAL NON-TEACHER	17.549999	1,219,089	16.750000	1,169,509
(% of Budget)		21.99%		21.01%
TOTAL STAFF	53.068520	5,281,482	52.771999	5,313,371
(% of Budget)		95.28%		95.46%
SUPPLIES, EQUIPMENT AND SERVICES		139,533		137,268
INTERNAL SERVICES		122,300		115,600
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		261,833		252,868
(% of Budget)		4.72%		4.54%
TOTAL AMOUNT BUDGETED		5,543,315		5,566,239