



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	897.000	Custodial	4.813000	Salaries	\$5,705,653	94.35%
Weighted	1023.237	Exempt	0.000000	Supplies, Equip., Services	\$341,657	05.65%
Regular	929	Support	14.800000			
		Teacher	<u>37.960000</u>			
Year Opened	2010	<b>Total</b>	<b>57.573000</b>	<b>Total</b>	<b>\$6,047,310</b>	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 SMART goals that were established for 2022-2023, 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 2023, there will be an increase in student achievement and growth in literacy and numeracy. Success in achieving this goal will be measured by examining student performance on a writing project, HLAT scores, CAT4 results, Provincial Achievement Tests, the number of students reading at or below in June 2023 relative to June 2022 and growth through the DDM Tracker.**

New strategies we will aim to implement this year include:

- implementing JUMP Math resources in grades K - 8
- supporting initiatives by DDM's Literacy and Numeracy Action teams
- activating DDM's Literacy and Numeracy Commitments while continuing to build teacher capacity to provide Tier 2 and 3 interventions
- building staff capacity in using DDM's Maker Space resources
- increasing consistency and timeliness in communicating student progress to parents

**Results Achieved****LITERACY****Writing:**

Our students continue to be better writers than readers. Students are struggling the most at the Division 2 level and although more than half of our Division 3 students finished the year writing below grade level, we are seeing substantial growth in their progress over the past 4 years.

- **PAT** - More students achieved the acceptable standard in writing than reading (79% vs 69%). This has typically been the case for years.
- **HLAT** - With almost 80% of our students writing at grade level in both Divisions 1 and 3, dedicated work continues to be needed in Division 2 where only 61% of our students are writing at grade level. Although 45% of Gr 9s finished writing at a proficient or above level, only 25% of them were proficient or above level when they were in Gr 5. In Gr 8, over the last 4 years, we've seen a 10% growth in the numbers demonstrating proficiency, Gr 7 a 21% growth. Relative to other students in our Catchment, 10% less of our students are writing below standard.
- **CAT4** - Although almost all grades were within the range of the national standard, we are showing modest gains in reading.

**Reading:**

At DDM, elementary students truly enjoy reading; however, at the junior high almost half do not despite the number of students reading at grade level increases as we move up the grades. Targeted supports provided at the Division 1 level continues to result in the greatest growth overall.

- **DDM Tracker:** Over 80% of our students in grades 1 - 6 enjoy reading and increased in that level of enjoyment over the year; however, a significant drop in these numbers are seen once students hit junior high (52%). We celebrate an increase in junior high by the end of June (58%).
- **Reading At, Above or Below:** Relative to other students in the M.E.LaZerte Catchment, more DDM students finished the year reading above grade level (+3%), at grade level (+7%) and less below grade level (-10%). Grades 1 - 3 is where we see a significant number of students reading below grade level (31%) however the number of students reading at grade level increases as we move up the grades, finishing the year with almost 80% of our junior high students reading at or above grade level.
- **Reading Intervention Initiative:** 10/18 grade 1 students that were identified by screeners as being "at-risk" were no longer considered so in June after receiving 10 weeks of intervention.
- **Division Feedback Survey:** Over 80% felt they were getting better in reading as well as writing. 8% didn't know.

**NUMERACY**

Although most students felt they were getting better at math this year, students continue to struggle in the area of numeracy at all grade levels. School results are well below division and provincial results at both the grade 6 and 9 levels.

- **CAT4:** DDM students demonstrated the most growth in the area of computation across grades 4 - 8. Students in grades 4 and 5 improved their skills at a faster rate than students across Canada and finished well above the national median. Modest gains were made in mathematics across all grade levels. School results were impacted by the order concepts were taught. For ex, in Gr 5 the exam had many questions on two strands that had yet to be taught.
- **PAT** - In both Gr 6 and 9, a significant difference was seen in the # of students who achieved below the acceptable standard in both Math and Science (almost 20%)

relative to the division and province. 92% of DDM students wrote the Math and Science exams whereas only 84% wrote them province wide. Just over half of DDM's students achieved a passing grade on their provincial math exam. ESL data did not skew school results and results were otherwise comparable to provincial averages. We are unable to see growth by the Gr 9s as they did not write a PAT in their Gr 6 year.

- **JUMP Math** - Teacher capacity is growing as they learn to implement JUMP Math resources. Teachers observe student confidence increasing. An increase is seen in the number of teachers using the school's maker space to create learning connections.
- **Division Feedback Survey:** 3 out of every 4 students felt they were getting better at math this year.

**By June 2023, we will increase our capacity to create a safe, welcoming space that respects diversity and fosters a sense of belonging. Success in achieving this goal will be measured by reflecting on results from Division Feedback and Resiliency Surveys as well as the Assurance Survey.**

New strategies we will aim to implement this year include:

- using the Division's Multi Faith calendar to action learning about and celebrating various cultural beliefs
- increasing awareness about Community Helpers and a safe meeting place for LGBTQ+ staff and students
- incorporating hiring practices that support diversity
- increasing connections and communication about supportive community agencies
- using parent/community to build staff and student capacity around anti-racism and diversity

### **Results Achieved**

Although parents and staff feel a sense of belonging at DDM, almost half of our grade 4 - 9 students do not. Most see opportunities being provided that support their sense of belonging yet many feel they do not. Many see diversity represented in books and materials yet only half see their own cultures in those resources and only 65% feel safe going to an adult in the building for help with racism or discrimination. Student Success Plans have been created for students struggling with resilience and engagement but they have yet to be actioned as they were made in the Spring of 2023. Building staff capacity in the area of First Nations, Metis and Inuit continues to be an area of focus moving forward; however staff and parents feel connected and a sense of belonging. Students seeking support through the GSA group increased last year, while numbers this year have dropped from approximately 25 students per meeting to 3 or 4.

- **Youth Resilience Survey:**
  - 5% of the grade 4 - 9 students who completed the survey (591 in total) demonstrated overall low resilience and low engagement. One third of these 32 students were in grade 7.
- **Assurance Survey:**
  - Only 24 parents completed the Assurance Survey. This is less than half the year prior.
  - A 3% increase in the number of students who felt they have access to the appropriate supports and services at school.
- **Division Feedback Survey:**
  - Only 60% of the students surveyed felt they belong at DDM and that they can be themselves. Approximately 14% did not know. There is a strong correlation between these numbers and the formal connections being made between our Success Coach and students.
  - 75% of the students felt diversity in cultures was represented in the books and materials at our school (28% strongly agree) yet only half of the students saw their own identity/culture reflected in the materials used in class. 26% of the students responded with "Don't know" greatly skewing results. Almost 75% felt our school takes action that supports truth and reconciliation while approximately 90% or higher feel they have the opportunity to learn about Indigenous peoples, perspectives, residential schools, as well as treaties and agreements with First Nations.
  - 76% of our students are aware of the work we are doing at school to support anti-racism and create a sense of belonging
  - Almost 80% of our students feel there are activities they can be involved in that support their sense of belonging
  - 65% feel safe going to an adult for help if experiencing racism or discrimination
  - 69% of staff felt they had the knowledge and skills to program for/support students who are First Nations, Metis and Inuit
  - 75% of staff felt the staff in our school reflects the diversity of the students we teach
  - 89% of staff feel a sense of belonging at work while 80% of the parents surveyed feel their child feels they belong at school, 85% feel that diverse cultures are represented in events, activities and the environment at school
- **OHIO Club (GSA):**
  - Large increase is seen in the number of students coming together weekly.
- **School Survey (August Meet the Staff Event)**
  - Over 700 students attended this event.

- 83% of the 59 parents that completed the survey felt this event was extremely successful in deepening connections between community and school

- **Spirit Team Data:**

- Overall increased engagement in Division 1 (observation)
- Culture Day: At least one third of DDM's students participate in Culture Day, with a major increase seen in the number of junior high students participating in this event.

**By June 2023, staff and students will demonstrate an increase in their social, emotional and physical well-being. Success in achieving this goal will be measured by reflecting on results from Division Feedback, Resiliency and Assurance Surveys.**

New strategies we will aim to implement this year include:

- hiring a full time Success Coach for the entire year
- focusing catchment PL days on building staff capacity in Health and Wellness
- engaging in initiatives put forth by DDM's Health and Wellness and Spirit teams
- incorporating a targeted response to children who demonstrate low resiliency and low engagement in Dr. Ungar's survey
- providing opportunities and experiences for students to engage in actions demonstrating empathy, gratitude and citizenship within the school and the greater community
- deepen our understanding on using restorative practices

### **Results Achieved**

In a school of 1000, we had approximately 70 students who felt they were not doing well last year. Many feel they have an adult they can go to for help but only two thirds feel the adults at our school care about them. These results were impacted by the number of students who stated they did not know. Having a Success Coach at the school played a key role in supporting the emotional and social well-being of many students. Staff felt respected, connected, and that they belonged.

#### **Division Feedback Survey**

##### **(Students - 588)**

- 7% students feel they were not doing well yet 72% feel we help them develop skills that support their wellness.
- Approximately 70% feel safe at school, feel like they belong, that the school helps them keep trying when things get hard.
- 76% have at least one adult they can go to for help
- 66% feel the adults at DDM care about them; however 1 in every 5 stated they did not know.

##### **(Staff)**

- 87% felt confident in helping students build skills that support their wellness and that their were community services available to support the mental health needs of our students yet almost half of them felt the professional learning provided at the Catchment level supported their confidence in supporting students with mental health and well-being needs to a small extent.
- Overall increase in staff feedback:
  - Safety (2022-23): 89% strongly agree/agree
  - Sense of Belonging (2022-23): 89% strongly agree/agree
  - Feeling respected (2022-23): 86% strongly agree/agree

##### **(Parents - 54)**

- 71% of the parents who completed the survey felt their child had built relationships that supported their wellness
- 87% felt their child has a positive relationship with one or more adults at school

#### **Success Coach/Counseling Data**

- 648 check-ins were made by Success Coach with students over a 10 month period, formal support was provided to 12 students, 5 groups were supported regularly (OHIO, Community Helpers, Smudging, Division 2 and 3 Lunch Bunch, plus built student and staff capacity through classroom presentations and circle conversations
- 20 students were counseled on a regular bases

#### **Community Helpers**

- 24 members were trained in addressing situations of crisis/suicide, building healthy boundaries, self-care, having helping conversations with other students and recognizing when help may be needed.
- member participation continues to increase over the last 3 years: 20 - 24 - 35

What were the biggest challenges encountered in 2022-2023?

- **There has been a 72% turnover in staff at DDM since September 2019. We continue to build connections and establish culture as we navigate implementng**

**systems and structures in order to work effectively as a team.**

- **Learning how to incorporate JUMP Math in a meaningful and effective way takes time and although collaboration time was built in for all teachers implementing this resource, more time is needed.**
- **Staff shortages, particularly in the area of educational supports, impacted teachers' abilities to meet the needs of all kids while complex needs continue to increase in classrooms.**

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

**Foster an Increased Sense of Belonging**

- An increased number of students must see themselves in all things at DDM. It is critical that staff see the children in their data.
- Staff will continue building their capacity in the area of anti-racism and reconciliation work, and effectively working with rightsholders to ensure DDM is a safe, warm, welcoming space for all. Doing so, should result in the overall health and wellbeing of DDM staff and students.
- Student Success Plans must be actioned for all students who demonstrated low overall resilience and engagement on the Youth Resilience Survey.

**Numeracy**

- Increasing student achievement particularly at the junior high level is critical as students begin transitioning to high school.
- Teacher capacity in numeracy must continue to grow. Additional collaboration time is necessary to support those incorporating JUMP Math resources, increasing understanding around how to use the resources provided and how to support students working below grade level.

**Literacy**

- Continue working on building a love for reading at the junior high level.
- Continued improvement in writing across all grade levels is critical to increasing overall student success, particularly in the number of students meeting the acceptable standard on provincial achievement exams.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	86.0	86.4	86.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.9	81.0	78.8	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	56.6	66.4*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	12.6	16.5*	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.6	88.6	89.0	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.8	86.1	86.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	77.9	78.4	78.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.1	71.0	72.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.



**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, five reflective questions have been included in the Budget 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**

**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

**What data will you use to track continuous improvement?**

PATS (Grade 6 and 9 Math and Language Arts), the spring HLAT, BAS, Lens, Castles & Cohort, CAT4, Division Reading Levels

**Division Priority 1**

**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 identify/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

**What data will you use to track continuous improvement?**

Assurance Survey, Division Survey, internal school data, staff/student/parent surveys



# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		5,829,128		6,047,310
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>5,829,128</b>		<b>6,047,310</b>
Classroom	34.800000	3,747,021	34.960000	3,764,248
Leadership	3.000000	413,554	3.000000	414,379
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	150,000	.000000	197,694
<b>TOTAL TEACHER</b>	<b>37.799999</b>	<b>4,310,575</b>	<b>37.959999</b>	<b>4,376,321</b>
<b>(% of Budget)</b>		<b>73.95%</b>		<b>72.37%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	61,154	.000000	69,890
Support	12.800000	766,314	14.800000	885,490
Support (Supply/OT)	.000000	20,000	.000000	46,915
Custodial	4.813000	317,037	4.813000	317,037
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>17.613001</b>	<b>1,174,505</b>	<b>19.613001</b>	<b>1,329,332</b>
<b>(% of Budget)</b>		<b>20.15%</b>		<b>21.98%</b>
<b>TOTAL STAFF</b>	<b>55.413000</b>	<b>5,485,080</b>	<b>57.573000</b>	<b>5,705,653</b>
<b>(% of Budget)</b>		<b>94.1%</b>		<b>94.35%</b>
SUPPLIES, EQUIPMENT AND SERVICES		231,990		203,286
INTERNAL SERVICES		112,060		138,371
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>344,050</b>		<b>341,657</b>
<b>(% of Budget)</b>		<b>5.9%</b>		<b>5.65%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>5,829,130</b>		<b>6,047,310</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0