

Profile



Enrolment		Staff FTE		Budget		
Normalized	1082.000	Custodial	4.938000	Salaries	\$7,142,777	96.33%
Weighted	1252.120	Exempt	0.000000	Supplies, Equip., Services	\$272,005	03.67%
Regular	1,133	Support	25.800000			
		Teacher	44.766000			
Year Opened	2017	Total 75.504000			Total \$7,414,782	100.00%

School Philosophy

David Thomas King students are encouraged to be active participants both in the classroom and in the variety of extracurricular activities offered at our school. Student learners, leaders, athletes, and artists will all find activities to exercise their body and their mind.

We will challenge students to be the best that they can be; to accept their own and others' strengths and areas for growth. Students at David Thomas King School are expected to be accountable for their conduct as they develop positive relationships with their peers, school staff, and parent volunteers.

At David Thomas King we value the important relationships we have with our parents, guardians, and community stakeholders. The success of our students can only be accomplished when we all work together. Your involvement in our school community is critical to our work!

Community Profile

Proudly serving the vibrant communities of Secord, Hawk's Ridge, Trumpeter, Starling, and Kinglet, David Thomas King School provides an engaging and inclusive learning environment where students are provided with endless opportunities to grow into capable, connected and contributing members of our community. Students experience supportive and innovative learning environments where they are challenged to strive for excellence in all that they do.

Programs and Organization

David Thomas King School offers regular programming in an inclusive setting for students in kindergarten to grade nine.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**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, all students at David Thomas King will demonstrate growth in literacy and numeracy. Professional Learning opportunities will be provided for all staff to build efficacy and to implement high quality instructional and assessment practices. Targeted intervention opportunities will be provided for students in response to data collected.

**Achievement of this goal will be supported by:**

- Catchment and school based professional learning
- Dedicated time for teacher collaboration regarding new curriculum implementation
- Monthly collaborative conversations with Division 3 teachers on literacy interventions and instructional best practices
- Implementation of the UFLI literacy resources in all Division One classrooms
- Identification and sharing of high impact numeracy strategies school wide
- In class visitation to share numeracy best practices
- Building school wide common mathematical language for vertical alignment of numeracy
- Collaborative staff working groups focused on literacy and numeracy with representatives from each division

**Results Achieved:**

Collaborative efforts of the David Thomas King staff both in school and as part of the Jasper Place Catchment Communities of Practice, have led to improved student literacy and numeracy results. At the school level all teachers in grades one through six were provided with three half days of collaboration and planning to review and plan for the implementation of new curriculum. In support of both literacy and numeracy instructional best practices, school based cross divisional literacy and numeracy leadership groups were created and met monthly to guide literacy and numeracy work at DTK. School wide monthly grade level conversation included dialogue about literacy intervention and instruction. In support of literacy intervention at the division one level, resources were aligned to provide a .8 literacy intervention teacher while at the division three level, a timetable was created to provide daily whole division literacy intervention and enrichment; this time became known as "King Time".

As a result of the intentional efforts of staff in the classrooms and the collaborative efforts as mentioned, David Thomas King students achieved growth in both literacy and numeracy. Teacher assigned reading levels indicated an increase in students reading above grade level, 2.4% to 13.8%, however also reported an 11.8% decrease of students reading at grade level to 55.8%. CAT4 reading results indicate a whole school increase of students reading at or above the stanine 4 of 3.1%. While there was a slight decrease of 2.9% in the percentage of students writing at or above grade level on the HLAT Writing Assessment. Overall writing performance remained strong with 71.1% of students writing at or above grade level. Comparing the Spring 2023 to Fall 2024 CAT 4 Numeracy data, David Thomas King students demonstrated a whole school increase of 1% of students achieving above the stanine in the Mathematics Tasks; an increase from 82.7% to 83.7%. Examining the Grade 9 Provincial Achievement Test results, students demonstrated improved reading comprehension and writing skills. The Grade 9 Provincial Achievement Test results at the Acceptable Standard were consistent with the previous year in both Language Arts and Mathematics, with a notable increase in students achieving the standard of excellence in Mathematics; an increase of 13.8%.

By June 2024, students at David Thomas King will demonstrate growth in their sense of belonging and connection to school. School staff will implement a comprehensive approach focussing on meeting the diverse needs of students.. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments for all stakeholders.

**Achievement of this goal will be supported by:**

- Intentional professional development for staff to implement inclusive instructional strategies, culturally responsive practices, recommendations from the OECD Promising Practices, trauma-informed and restorative practices.
- All school staff will engage in a three part SOGIE professional learning series.
- A staff working group will engage with division consultants to incorporate anti-racism and equity professional development for all staff.
- Staff continue to engage in a multi session PL on neurodivergency in education delivered in partnership with catchment experts

- 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.
- Jasper Place catchment Principals will participate in year long professional learning focusing on the consideration, recognition, and effect of personal bias.

**Results Achieved:**

Staff at David Thomas King School engaged in a variety of professional learning opportunities in support of creating warm, welcoming, and inclusive learning environments for all staff and students. During the 2023-2024 school year, all staff participated in a three part SOGIE presentation in support of creating an inclusive learning environment. Staff also engaged in two half day professional learning sessions with a focus on neurodiversity in education and how these strategies can be implemented in the classroom in support of all students. In support of the recommendations from the OECD, a teacher-led FNMI committee made monthly staff meeting presentations and planned whole school and classroom events in support of initiatives including the National Day for Truth and Reconciliation and Orange Shirt Day. New for 2023-2024, a student leadership complementary class was offered for division three students who planned school-wide spirit days, buddy class activities, and cross divisional fund raising initiatives.

Examining the 2023-2024 Division Feedback Survey data and the "Welcoming, Caring, Respectful and Safe Learning Environments" category, increases were reported in both the parent responses, from 73.3% to 85.8% and the staff responses, 81.5% to 90.3%. Student responses did indicate a decrease in positive responses from 68.4% to 65.2%; this will remain an area of focus for the 2024-2025 school year. According to the Spring 2023 Alberta Education Assurance Measure summary, increases were reported in the "Citizenship" category (7%), "Education Quality" category (5%), and the "Warm, Caring, Respectful, and Safe" categories (6.1%).

**What were the biggest challenges encountered in 2023-2024?**

- Ensuring that all staff and students feel connected to each other and our greater school community during times of rapid enrollment growth.
- Based on teacher feedback and classroom based assessments, it remains a challenge to support the diverse learner needs in the older grades. School staff are eager to implement intervention strategies but acknowledge that targeted professional learning is required.
- Staffing shortages in support of our special needs students.

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

- School wide student recognition initiatives
- The organization of school wide assemblies in support of a sense of a whole school community.
- The creation of Literacy, Numeracy, and KNIGHTS citizenship awards
- Addition of a .5 Curriculum Coordinator in support of differentiation and coaching at the Division III level
- Whole school professional development focussing on Priority 3: Anti Racism and Reconciliation
- Continuing to develop staff capacity in creating warm, welcoming, and inclusive learning environments for all students.
- Continuing to build staff capacity in meeting the students where they are academically, socially, and emotionally.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1930 David Thomas King School

Assurance Domain	Measure	David Thomas King 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	84.2	82.6	84.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.6	70.6	76.3	79.4	80.3	80.9	High	Maintained	Good
	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	77.2	63.5	63.5	68.5	66.2	66.2	High	Improved Significantly	Good
	PAT6: Excellence	17.5	12.5	12.5	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	67.4	66.6	66.6	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	14.8	7.1	7.1	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	89.3	84.3	87.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.5	74.4	80.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	66.0	64.9	71.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.4	70.7	72.8	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**

By June 2025, all students at David Thoams King will demonstrate measurable growth in Literacy and Numeracy.

The following indicators will serve as targets to measure progress towards this goal:

- An increase of 5% in the number of students reading at or above grade level as measured by the CAT 4 reading assessment.
- The number of students writing at or above grade level as measured by the 2025 administration of the HLAT writing assessment will increase by 5%.
- Students will demonstrate a measurable increase in the students achieving at or above grade level as measured by the Mathematics components of the CAT4 assessment.
- Provincial Achievement Test results will report an increase of 5% of students achieving the acceptable standard in the grade three and six Language Arts and Mathemtics exams.

Achievement of this goal will be supported by:

- Catchment and school based collaboration with a focus on Literacy and Numeracy best practices.
- A daily embedded intervention and enrichment schedule has been created for all division three students. (KING time).
- A student tracking document will be used school wide to record student reading and numeracy growth.
- A school wide writing prompt will be completed by all students and collaboratively marked by staff to serve as a baseline to measure growth in writing following the completion of the HLAT assessment in the spring.
- Resources will be aligned to staff a .5 Curriculum Coordinator to support division three staff in planning for students working below grade level.

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

Growth will be measured by teacher reported reading levels, CAT 4 data, Highest Level of Achievement Test writing data, and Provincial Assessment Test results.

**Division Priority 3**

By June 2025, students at David Thomas King School will feel more connected and a greater sense of belonging to our school community. Staff will actively engage in strategies to create welcoming, caring, respectful, safe, and inclusive learning and working environments.

The following indicators will serve as targets to help monitor progress:

- From the Alberta Education Assurance Measures, an increase of 5% will be reported in the "Citizenship" measure and the "Welcoming, Caring, Respectful and Safe Learning Environment" will increase by 5%.
- From the Division Feedback Survey, there will be a minimum of 5% improvement in staff perception of their ability to program/support all students and an increase of a minimum of 5% of students feeling that school is a place where all students can feel they belong.

Achievement of this goal will be supported by:

- All staff will participate in division lead anti-racism and reconciliation professional learning to develop understanding and develop staff capacity.
- A staff led FNMI committee will continue to organize school events and learning opportunities aligned with the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents.
- School wide student recognition and citizenship awards will be presented at Monthly whole school assemblies.
- A student leadership complimentary course will plan and organize whole school spirit activities.

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

Growth will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure and the Division Feedback Survey in the areas specific to Citizenship, Advance Action Towards Anti Racism and Reconciliation, belonging, connectedness and engagement. We will use this data as well as conversations and observations to capitalize on themes to address moving forward.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		7,170,754		7,414,782
Internal Revenue		0		0
REVENUE TOTAL		7,170,754		7,414,782
Classroom	42.000000	4,539,066	41.366000	4,470,548
Leadership	3.000000	419,136	3.400000	471,499
Teacher Supply	.000000	160,000	.000000	175,072
TOTAL TEACHER	45.000000	5,118,202	44.766003	5,117,119
(% of Budget)		71.38%		69.01%
Exempt (Hourly/OT)	.000000	115,344	.000000	115,344
Support	21.700000	1,288,849	25.800000	1,526,896
Support (Supply/OT)	.000000	4,000	.000000	23,000
Custodial	4.938000	327,418	4.938000	327,418
Custodial (Supply/OT)	.000000	28,000	.000000	33,000
TOTAL NON-TEACHER	26.638000	1,763,611	30.737999	2,025,658
(% of Budget)		24.59%		27.32%
TOTAL STAFF	71.638000	6,881,813	75.504002	7,142,777
(% of Budget)		95.97%		96.33%
SUPPLIES, EQUIPMENT AND SERVICES		181,111		158,505
INTERNAL SERVICES		105,330		111,000
OTHER INTEREST AND CHARGES		2,500		2,500
TOTAL SES		288,941		272,005
(% of Budget)		4.03%		3.67%
TOTAL AMOUNT BUDGETED		7,170,754		7,414,782