

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	297.000	Custodial	2.000000	Salaries	\$2,084,960	95%
Weighted	326.219	Exempt	0.000000	Supplies, Equip., Services	\$101,529	05%
Regular	316	Support	3.000000			
		Teacher	<u>16.312000</u>			
Year Opened	1948	Total	21.312000	Total	\$2,186,489	100%

School Philosophy

At Donnan School, we are proud to be a community school as well as the division site for the Sports Alternative Program. Donnan is a unique and dynamic learning environment that blends both regular programming and sports alternative programming (Hockey, Sportfit, Brazilian Jiu-Jitsu, and Elite Athletes). At Donnan, our staff provides flexible learning environments that support and encourage all learners both inside and outside of the classroom. Through our commitment to character development and citizenship, we work collectively to build our school community.

Community Profile

Donnan School consists of 325 students, with the majority of students being in grades 3-6. We are proud to be the community school for students residing in the King Edward Park area and surrounding communities as well as the Division Site for the Sports Alternative Program. The junior high program has once again been temporarily suspended for the upcoming year.

Programs and Organization

Donnan School provides academic programming for students in Kindergarten through Grade 6. Students in Kindergarten to Grade 2 participate in our regular academic programming. In Grades 3 - 6, students are given the opportunity to select either the Arts & Activities regular program or one of our sports alternative programs. As the division site for the Sports Alternative program, Donnan staff also provide flexible timetabling in order to accommodate the training and rigorous schedules of elementary student athletes. All Donnan students participate in the D.R.A.G.O.N.S. character virtues program. This program focuses on positive citizenship and character development while building relationships between all students and staff.

School Community Relationships

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

Academic & Athletic Development, Cornerstone Out of School Care, Southside Mother's Day Out

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Through our cornerstone values, staff in the McNally Catchment will foster growth and success for every student. At Donnan School, all students will demonstrate growth in the areas of reading, writing and math by June 2021. Data will be gathered through school based assessments, teacher awarded marks, Fountas & Pinnell Benchmark Assessment System reading levels, MIPI and HLAT assessments, IPP goals, Early Years Evaluation (EYE), teacher-student conversations, observations and products, as well as regular monitoring of other relevant sources of data to measure and report student growth.

Results Achieved:

The 2020-2021 school year was filled with many new learnings and significant changes. Donnan students, staff and families worked together to navigate the challenges presented by the global COVID-19 pandemic. Throughout the year, staff worked to maintain the continuity of instruction while prioritizing the health and well-being of all.

Throughout the year, teachers worked with students to assess students reading abilities. From this information, 74.4% of students were identified as reading at, or above grade level, which is a slight increase of 2.5% from the previous year. In examining the data further, we identified 44 students in grade 3-6 to participate in a targeted pull out reading intervention for 12 weeks. Students who participated in this program demonstrated an average of 6 months growth during this intervention. Students in grade 1 and 2 participated in targeted in class instruction and small group intervention focusing on phonemic awareness and phonics.

In the spring, Donnan students completed the Highest Level of Achievement Test for writing. Based on this assessment, 78.4% of students were writing at or above grade level. Students did not write the HLAT assessment in 2020 but the 2021 results were similar to our pre-COVID HLAT assessment in the spring of 2019.

Last fall, teachers analyzed student results from the Math Intervention Programming Instrument (MIPI) and provided in class interventions for students who were identified as requiring additional support. In examining the data, 78.7% of students achieved the benchmark on the fall MIPI assessment, which was a slight decrease of 2.3%. Monitoring student progress in Math throughout the year helped us to provide timely interventions to students in need of additional support. Students were able to participate in targeted support both in class and as part of a small group where possible.

Each year, Kindergarten students take part in the Early Years Evaluation (EYE), which measures student's development in five key areas. This information helps to guide instruction throughout the year and identify students in need of targeted support. In the 2020-2021 school year, due to COVID protocols there was no fall assessment, just a spring assessment. Of our 24 kindergarten students, 13 students fully met all five key developmental areas on the spring EYE assessment, and 5 students met 4/5 of the key developmental areas.

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high quality, learning and working environments. At Donnan School, by June 2021, all staff will enhance their professional practices and understanding through engagement in collaboration and job embedded professional learning. Topics addressed may include literacy and/or numeracy instruction and interventions, mental health, Indigenous education, technology, differentiation, and leadership development. This goal will be measured based on feedback from various surveys, staff participation in catchment and individual professional development opportunities, as well as teacher reflective feedback.

Results Achieved:

The 2020-2021 school year was an extraordinary year and required a strong collaborative effort from students, staff and families to navigate the many challenges of teaching and learning through a pandemic.

To support teaching and learning, there were many shifts and changes in the operational and instructional strategies used while prioritizing health and well-being. Throughout the year, staff participated in job embedded professional learning opportunities and collaborative conversations designed to provide meaningful, timely and targeted professional learning.

In addition, staff participated in catchment and division professional learning opportunities on topics such as, but not limited to: reading instruction and intervention; writing workshop; trauma-informed care; mental health and wellness; technology, support for complex learners; high impact instructional strategies and building capacity for Indigenous foundational knowledge.

Feedback from staff indicated that:

- 100% of staff felt supported in their work this year
- 100% of staff felt professional learning activities available effectively addresses their needs
- 92% of staff felt professional learning opportunities have significantly contributed to ongoing professional development.

Through our cornerstone values, staff in the McNally Catchment will enhance public education through communication, engagement and partnerships. At Donnan School, by June 2021, we will increase the opportunities for meaningful and effective family engagement in their child's education. Measures may include the number of opportunities to participate in online or virtual school events/activities, ongoing communication and feedback between staff and families, school surveys, community partnerships, and our results from the Accountability Pillar and Division Feedback Survey.

Results Achieved:

With COVID protocols limiting in person interactions between teachers and families, Donnan staff continued to find ways to connect with families and involve them in their child's education and our school community. As a staff,

- we held virtual school events such as Meet the Teacher evening, Open House, grade six farewell and Kindergarten celebration
- our teachers hosted Parent Teacher conferences in the fall and in the spring to discuss their child's progress and growth in the areas of reading, writing, math and social emotional development (our records indicated that we had higher participation rates hosting conferences online than in previous year when conferences were held in person)
- we shared monthly Dragon slideshows that highlighted student learning, school spirit and monthly activities
- our Parent Council and Donnan Fundraising Society shifted to meeting virtually every month
- all teachers used Google Classroom to regularly share information about daily learning, assignments and class information
- we regularly used SchoolZone to communicate school-wide information in a timely manner with families
- we saw strong family participation in using SchoolZone and in online events throughout the year

Working in partnership with the Family Center, we were able to hire a Mental Health therapist for the second half of the school year. This staff member provided both universal and targeted support to our students and their families. Over 30 students and families were actively engaged and working together with our school-based therapist.

The McNally Catchment schools worked together to hire and share the expertise of a Catchment School Counsellor. This staff member helped coordinate and provide a variety of mental health resources, in-class activities and targeted sessions for staff to access in order to best support the diverse needs of our schools and school communities.

Donnan families were invited to participate in a variety of virtual workshops on topics such Youth Resiliency; Stress; Sleep; Anxiety, Mindfulness and more.

According to the Division Feedback survey,

- 97% of families felt they have opportunities to communicate with their child's teacher
- 87% of families felt they have access to supports and resources they need to help their child be successful.

What were the biggest challenges encountered in 2020/21?

Overwhelming, the greatest challenge was the impacts of COVID-19 as there is not a facet of regular school operations that was not impacted.

Student and staff mental health was a constant priority throughout the year due to the heightened level of stress that many individuals were feeling. Often students struggled to make sense of an ever-changing world and were dealing with a sense of loss and frustration resulting in dysregulation and emotional trauma. While we had a limited number of classes that had to shift to online learning, there was the continuous worry of "going online" again. When a class did shift to online learning, it was difficult to maintain a continuity of instruction, as there are so many factors that affect the success of online learning at the elementary level.

Many of the health protocols required for COVID-19 like hand washing, physical distancing and cohorting created significant challenges to the day-to-day operations of the school. Challenges such as:

- a great deal of instructional time lost due to following health protocols such as hand washing, disinfecting and physical distancing
- physical distancing and cohorting significantly impacted our school culture, well-being and sense of connection to others
- cohorting and physical distancing also significantly limited our abilities to implement some highly effective research based instructional practices or operate appropriate and efficient cross-grade intervention groups
- with staggered schedules and cohorting, staff collaboration and connections were also limited which impacted the overall well-being and teacher efficacy

Budget was a challenge throughout the year as many costs were unknown or unpredictable at the beginning of the year making it difficult to organize for instruction and operation. Later in the school year, as our budgets settled, staffing shortages became a challenge. With the extraordinary staffing demands needed to support both in person and online instruction at the division level, there was a significant shortage of staff available, especially Educational Assistants.

Unique to Donnan, the challenges of operating a sports alternative program in the midst of a global pandemic cannot be understated. There were frequent changes to government COVID protocols and guidance as well as facility challenges that had a significant impact on the regular operation of our sports alternative program. Despite these obstacles, our staff and students did a remarkable job of being able to continue to operate all three sports programs throughout the entire school year.

What are the implications from 2020/21 that will impact your current year plan?

In analyzing our current data, we will continue to focus on the foundational skills needed for reading, writing and math. We will prioritize the essential learning outcomes and continue to build staff capacity high quality teaching practices. Additionally, we will focus on specific and targeted instructional and interventions strategies needed to support all students.

Mental health and wellness will continue to be a top priority for our students and staff as we work to ensure an environment where everyone feels safe, cared for, valued, respected and has a sense of belonging. We will continue to explore ways to foster a sense of pride and build connections both within our school community and beyond.

We are committed to our journey towards Truth and Reconciliation, and will continue to work towards understanding and applying foundational knowledge of Indigenous learning.

We are committed to creating meaningful ways to connect with families to ensure open and respectful communication that actively involves families in their child's learning.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Donnan School (7505)



Assurance Domain	Measure	Donnan School (7505)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	82.8	78.7	83.8	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	87.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.7	95.5	95.1	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.8	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	66.4	76.1	79.7	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student achievement in literacy and numeracy.

By June 2022, Donnan students will demonstrate growth in the areas of reading, writing and mathematics.

- Continued use of data from CAT4, reading screeners, Fountas and Pinnell, HLAT writing and teacher professional judgement (using a triangulation of evidence) to guide instruction, targeted supports and intervention.
- Students requiring literacy or numeracy supports in division 1 will be identified, monitored and receive support.
- Students requiring reading intervention in division 2 will be identified, monitored and participate in a school wide reading intervention program.
- Increase the percentage of students meeting grade-level expectations, demonstrating one year's growth or meeting IPP goals based on classroom based assessment measures.
- Data from the Provincial Assurance survey, Division Feedback survey and regular monitoring of other relevant sources of data will be used to measure and report growth.

Priority 1

Through our cornerstone values, staff in the McNally Catchment will provide a welcoming, high-quality learning and working environment.

By June 2022, Donnan staff will enhance their professional capacity, understanding and instructional practices.

- Engage in regular school-based and catchment collaboration as well as job-embedded professional learning.
- Staff will be provided the opportunity for self-directed learning to build capacity in timely and targeted areas of their professional growth.
- Professional learning topics may include reading, writing, math, mental health, Indigenous understanding, diversity and differentiation.
- Teachers in grades 1-6 will continue to use common resources for writing (Empowering Writers) and for math (Jump Math) as well as share best practices and intervention strategies in both areas.
- Staff will explore various online and print resources to better understand their capabilities to enhance teaching practice and support diverse student needs.
- Measures will include data from the Provincial Assurance Survey, Division Feedback survey, staff surveys, staff participation in various professional development opportunities and teacher reflective feedback based on self-identified goals.

Priority 2

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders.

By June 2022, Donnan staff will increase opportunities for parental involvement and engagement of community partners in providing support for students and families.

- Effectively share information about student growth, school operations and events through SchoolZone, Google Classroom, and other direct forms of communication.
- Provide parents with resources and information in order for them to be partners in their child's learning needs.
- Provide multiple opportunities for families and caregivers to be actively involved in their child's learning and participate in virtual school events.
- Measures will include data from the Provincial Assurance survey, Division Feedback survey, opportunities to participate in various school events and feedback from staff, students and families.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,147,333		2,186,489
Internal Revenue		0		0
REVENUE TOTAL		2,147,333		2,186,489
Classroom	14.147000	1,454,764	14.687000	1,510,294
Leadership	1.625000	211,312	1.625000	211,076
Teacher Supply	.000000	40,000	.000000	30,000
TOTAL TEACHER	15.772000	1,706,076	16.312000	1,751,370
(% of Budget)		79.45%		80.1%
Support	3.000000	172,041	3.000000	172,041
Support (Supply/OT)	.000000	8,750	.000000	8,750
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	7,900	.000000	7,900
TOTAL NON-TEACHER	5.000000	333,590	5.000000	333,590
(% of Budget)		15.54%		15.26%
TOTAL STAFF	20.772000	2,039,666	21.312000	2,084,960
(% of Budget)		94.99%		95.36%
SUPPLIES, EQUIPMENT AND SERVICES		81,818		69,899
INTERNAL SERVICES		64,650		31,630
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		146,468		101,529
(% of Budget)		6.82%		4.64%
TOTAL AMOUNT BUDGETED		2,186,134		2,186,489
Carry Forward Included		0		0
Carry Forward to Future		0		0