



| <u>Enrolment</u> |         | <u>Staff FTE</u> |                  | <u>Budget</u>              |                    |             |
|------------------|---------|------------------|------------------|----------------------------|--------------------|-------------|
| Normalized       | 307.000 | Custodial        | 1.813000         | Salaries                   | \$2,883,849        | 95%         |
| Weighted         | 469.207 | Exempt           | 0.000000         | Supplies, Equip., Services | \$163,697          | 05%         |
| Regular          | 333     | Support          | 13.000000        |                            |                    |             |
|                  |         | Teacher          | <u>18.005000</u> |                            |                    |             |
| Year Opened      | 1955    | <b>Total</b>     | <b>32.818000</b> | <b>Total</b>               | <b>\$3,047,546</b> | <b>100%</b> |

**School Philosophy**

At Dovercourt School, an environment grounded in collaboration, our priority is student growth and success. We focus on each student as a whole person by addressing their cognitive development as well as their social, emotional, and physical well-being. We aim to develop inquiring, knowledgeable and caring young people with adaptive skills to tackle society's complex challenges. We inspire students to ask questions, set challenging goals, and develop the persistence to achieve those goals. 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 by ensuring each one's voice is heard and everyone has a sense of belonging.

**Community Profile**

Dovercourt School is located in northwest Edmonton in the community of Dovercourt. Approximately one third of our students arrive from surrounding areas to attend either the Chinese Bilingual or Interactions program. Parents are actively involved in the school and have established a School Council as well as Parent Auxillary Network of Dovercourt Association. We work closely with partners such as Edmonton Police Service, Edmonton Public Library, and Alberta Health Services. The school leases space to Oliver Center Headstart and to BAMBY Daycare which provides before and afterschool care, as well as preschool care.

**Programs and Organization**

Dovercourt School serves students in an inclusive environment. We offer both regular programming and Chinese Bilingual programming for students in Kindergarten to Grade 6, as well as an Interactions program which serves students with Autism. French language instruction is taught in grades 4-6. We are twined with Chunqiuschool in Qufu, China. The school is supported by an active volunteer program. Students benefit from many rich experiential extracurricular opportunities that contribute to the development of the whole child.

**School Community Relationships**

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

Alberta Chess Association| Confucius Institute in Edmonton| Edmonton Chinese Bilingual Education Association| Heart of the City Piano Program

**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 2021-2022, 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.

**By June 2022, Dovercourt staff will demonstrate success in meeting the needs of complex and diverse learners in the areas of literacy and numeracy to ensure success for all students.**

**We will achieve this by:**

- Providing high quality instruction to ensure equity and efficacy of literacy and numeracy instruction in all classrooms. All staff will complete Struggling Readers PL.
- Through collaboration staff will collect and analyze data from school wide screening processes, design and implement timely, targeted and tracked intervention plans for struggling students using the pyramid of intervention and support of the SLS team.
- Intervention teachers will implement research based interventions to students at risk in numeracy and/or literacy. They will collaborate with and provide support to teachers of identified struggling students.

**We will measure success by:**

- Relevant areas on the Division Feedback survey and AB. Education Assurance Measure will increase.
- Students requiring academic support will show an increase in their performance levels related to literacy and numeracy on a variety of measures including CAT4, PAT, HLAT, Fountas and Pinnell, BAS, reading screeners, ELL benchmark, teacher awarded marks, write on demand, and MIPI.

**Results Achieved:**

\*Students year end reading level summary:

- Of 186 students in regular programming: 37.8% of students are reading *below grade level (BGL)* and 62.2% of students are reading *at or above reading level (AA)*. Grade 1 - 63% BGL, Grade 2 - 19% BGL, and Grade 3 - 44% BGL
- Of 91 English Language Learning students: 36.3% of students are reading BGL and 63.7% are reading AA. Grade 1 - 46.7% BGL, Grade 2 - 16% BGL, and Grade 3 - 15% BGL
- Of 30 First Nation; Metis and Inuit self identified students - 50% of students are reading BGL and 50% of students are reading AA. Grade 1 - 80% BGL, Grade 3 - 62% BGL, Grade 4 - 50% BGL, and Grade 5 - 44% BGL.
- Of 112 students in the Mandarin bilingual program - 36.3% of students are reading BGL and 63.7% of students are reading AA.

\*Intervention: 27 students in grades 1-3 took part in intervention. Of those 27 students, 10 students are English Language Learners and 8 students are identified as First Nation, Metis or Inuit.

- Year end reading screeners data indicated that of 27 students, 13 students demonstrated growth in reading comprehension with 10 showing growth of a year or more.
- 14 students demonstrated growth in fluency with 7 students showing growth of 1 year or more.
- 12 students showed growth in phonics and phonemic awareness with 9 students demonstrating 1 year or more growth.
- Year end levels indicated all 27 students demonstrated growth in reading as measured by BAS; 7 gained 3-4 levels, 10 gained 5-6 levels, 7 gained 7-8 levels, and 3 gained 10-12 levels.

\*HLAT increased from 57% to 64.5% of students writing at or above their grade level

\*As measured by the CAT4:

- Grades 5 and 6 remained above the Canadian norm of 82% in both the fall and spring assessment
- Grade 4 demonstrated growth all areas. 75% of students are reading at or above stanine, 92% performing mathematics at or above stanine and 76% of students compute and estimate at or above stanine.
- Grade 3 demonstrated a growth of 14% more students performing math at or above stanine and 8% more students computing and estimating at or above stanine on the spring assessment. Reading remained the same at 65% of students reading at or above stanine
- Grade 2 demonstrated significant improvements. An average of 30% more students are reading, performing mathematics and can compute and estimate at or above stanine since the fall assessment - bringing all three categories above the Canadian norm of 80%.

\*100% of teachers took part in reading screener professional development and 100% felt this PD increased their competency in teaching phonics, phonemic awareness, fluency, reading comprehension and vocabulary. 100% of all staff has taken part in Foundations of Reading.

\*100% of the staff that took part in Struggling Readers indicated that their confidence and strategies to meet the needs of struggling readers has improved. 100% of the staff indicated that collaboration around common reading practices and language, supported student growth.

\*100% of the staff felt that collaborating with the intervention teacher (numeracy and reading) to collaborate on strategies resulted in student improvement.

\*As measured by the Assurance survey:

- 89.7% of students felt engaged in their school work. An increase from 62.1%.
- 86% of students like learning math.
- 100 % of students indicated that they are encouraged by teachers to do their best.
- An increase of 77.4% to 84.1% of students feel that they have access to programs for support.

\*The Division Survey indicated that 87% of staff felt more confident this year in supporting First Nation, Metis and Inuit, English language learners and at risk students. 94% of students indicated that teachers know how they learn best.

**By June 2022, Dovercourt staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership to create a welcoming, high quality learning and working environments with a focus on well-being and student citizenship.**

**We will achieve this by:**

- Providing systematic and targeted collaborative opportunities that align to staff professional growth plans as well as school priorities.
- Implementing strategies designed to ensure students (online or in person) are engaged in, supported by and feel connected to our school community.
- Collaborative analysis of the resiliency survey data and implementing strategies to address the resiliency and engagement needs of our students.
- School wide implementation of The 7 Sacred Teachings and monthly engagement and support of an Elder.
- Collectively designing and implementing practices that foster inclusion and diversity, as well as attend to the mental health of our students, parents, and staff

**We will measure this by:**

- Resiliency Survey (grades 4-6)
- Relevant areas on Division Feedback, school generated, and AB Education Assurance Measure surveys

**" Results Achieved:**

\*Providing a welcoming, caring, respectful and safe learning environment as measured on the Assurance survey, increased to 94.4% from 86.0%. Specific highlights noted by students;

- 93.8% model active citizenship. A increase from 66.0%
- 91% respect each other
- 95% help each other
- 92% feel they belong ("Dovercourt does an amazing job building an environment everyone can feel a part of." (parent))
- 100% feel welcome
- 100% feel safe and treated fairly. ("The caring and kindness of the students at Dovercourt is a huge part of the school identify." (parent))

- Overall citizenship as measured on the Assurance survey increased from 81.4 to 89.5%

\*93% of students believe they have very good teachers and 7% felt their teachers were good. 98% of students believe our school is very good with 2% indicating it is good. 100% of our students are PROUD of our school. "I like how all the teachers are kind and in a positive mood." "I got a wiggly chair to help me" "Ms. M added drama as a subject which I believe is good because it can help students learn to be brave. More stuff like this should be added." (students)

\*Division survey indicated: 84% of students indicated they had good supports for their mental health. 85% of students felt safe at school. 94% felt they could get help from the staff with things not related to school work.

\*100% of staff felt supported in their roles as teachers by administration. 100% of staff felt their learning was related and applicable to our school focus and goals.

\*In a school based survey, 100% of teachers believe our intentional teaching of social skills using the 7 Sacred Teachings, our school promise, and contextual activities (Pride week, Black History Month, Asian Heritage Month etc.) increased student citizenship and commitment to Dovercourt.

**By June 2022, Dovercourt staff will grow and enhance our schools rich and diverse culture by engaging parents as partners and providing supports to the whole child.**

**We will achieve this by:**

- Intentional and timely communication of information and celebrations both from school and classroom teachers.
- Supporting our students and parents by providing resources, opportunities, and connections to mental health supports.
- Providing multiple and varied opportunities for input of parents using a variety of tools for engagement.
- Providing Rainbows program to students experiencing grief and/or family transitions and working in partnership with these families.

**We will measure this by:**

- The number of parents accessing School Zone, Google classroom, My Blueprint, Raz Kids and Mathletics
- Parent completion of surveys, number of parents involved in school activities and offerings, and attending the Parent Advisory Council
- Relevant areas of the Division Feedback Survey, school generated surveys, and AB Education Assurance Measure

**Results Achieved:**

\*The Rainbows program was provided to 16 students from grades 1-6 over the course of the year. Feedback from parents indicated 100% satisfaction with the program and its delivery. "I felt peace knowing that someone at the school level was supporting my child with events that were occurring outside of the academic learning context." 100% of students who took part in Rainbows felt that it supported them. "Rainbows helped me understand more about myself," "Be there for yourself." "I liked talking to Mrs. G. cause she helped me feel better about missing my dad." "You don't have to keep secrets." (students)

\*Working in partnership with CAAWLS (Chimo Animal Assistive Wellness and Learning Society) supported our students. 100% of families, students and teachers felt this support benefitted our students with their mental wellness. "I liked being with the dog cause it helped me feel happy." (student)

\*4 teachers accessed our divisions mental health capacity building wellness coach to provide universal mental health strategies within the classroom by co-teaching and modelling universal strategies. 100% of these teachers and 87% of involved students felt time with the wellness coach was beneficial.

\*Parental involvement on the assurance measure indicated a decrease of 8.2% to 81.0%, but remained higher than Alberta's average of 78.8%. On a school generated survey, 95% of parents felt they were well informed throughout the year but didn't feel involved due to Covid restrictions. "While we have not attended in person yet, I like the energy and passion for the children that I am seeing in the newsletters and correspondence." (parent)

\*100% of student's parents received a positive phone call home during the year from both the principal and their child's teacher.

**What were the biggest challenges encountered in 2021/22?**

\*Continuing to be diligent around health safety protocols when Covid protocols were changing frequently.

\*Recognizing and supporting the mental wellness of teachers, students and families.

\*Poor attendance of students, particularly those involved in intervention.

\*How and when to 'return to normal' school activities that involve parents with varying degrees of comfort levels.

**What are the implications from 2021/22 that will impact your current year plan?**

\*Create and implement a school wide numeracy assessment to be administered 3 times a year.

\*Staff to begin professional development in guided math instruction.

\*Increase numeracy and reading intervention time to accommodate number of students requiring support.

\*Continue our work with providing diagnostic, timely, collaborative, and effective numeracy and literacy intervention for students.

\*Increase support to families in supporting struggling students at home in literacy and numeracy.

\*Continue anti racism, reconciliation, mental wellness awareness and action using supports and resources from division and catchment.

\*Continue to use the Pyramid of Intervention for Absences to support attendance.

\*Continue to work with teachers in understanding data from a variety of sources to determine areas of strength and growth for our students.

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7121 Dovercourt School

| Assurance Domain               | Measure   | Dovercourt 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 | <a href="#">Student Learning Engagement</a>   | 87.3              | 81.4             | n/a                 | 85.1           | 85.6             | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">Citizenship</a>   | 89.5              | 81.4             | 83.0                | 81.4           | 83.2             | 83.1                | Very High          | Improved    | Excellent |
|                                | <a href="#">3-year High School Completion</a>   | n/a               | n/a              | n/a                 | 83.2           | 83.4             | 81.1                | n/a                | n/a         | n/a       |
|                                | <a href="#">5-year High School Completion</a>   | n/a               | n/a              | n/a                 | 87.1           | 86.2             | 85.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT: Acceptable</a>   | 78.4              | n/a              | 92.7                | 67.3           | n/a              | 73.8                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT: Excellence</a>   | 21.6              | n/a              | 29.0                | 18.0           | n/a              | 20.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>   | n/a               | n/a              | n/a                 | 75.2           | n/a              | 83.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>   | n/a               | n/a              | n/a                 | 18.2           | n/a              | 24.0                | n/a                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 93.0              | 90.1             | 92.4                | 89.0           | 89.6             | 90.3                | Very High          | Maintained  | Excellent |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 94.4              | 86.0             | n/a                 | 86.1           | 87.8             | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 86.0              | 86.1             | n/a                 | 81.6           | 82.6             | n/a                 | n/a                | n/a         | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>  | 81.0              | 89.2             | 83.9                | 78.8           | 79.5             | 81.5                | High               | Maintained  | Good      |

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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).
- 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.
- 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.

**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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, all students in the Ross Sheppard catchment will demonstrate meaningful and measurable growth in the areas of literacy and numeracy. Dovercourt school will continue to work on improving in the areas of numeracy and literacy by ensuring equitable high quality instruction in every classroom. Through collaboration, staff will analyze data collected using a diagnostic screening process to design and implement timely, targeted and tracked intervention for students identified at risk. Intervention teachers will implement research based programming, collaborate with, and provide support to teachers of struggling students. We will measure growth using Fountas and Pinnell, BAS, reading screeners, CAT4, HLATs, MIPI, jump math assessments, teacher awarded marks and teacher professional judgement informed by observations, conversations and products.

**Division Priority 1**

By June 2023, the Ross Sheppard Catchment will bring awareness and advance action towards anti-racism and reconciliation. Dovercourt School will continue to maintain a strong sense of community through its connections amongst staff, students and families. Staff will take part in Division, catchment and school based professional learning focused on anti-racism and reconciliation. Students will participate in activities which address inclusion, diversity, anti-racism and increase the understanding and knowledge of First Nations, Metis and Inuit ways of knowing. We will measure our progress with reflections, observations, conversations and products of all stakeholders, school based surveys, the Assurance Survey and the Division Feedback Survey.

**Division Priority 2**

By June 2023, Ross Sheppard catchment will support students and staff in building skills, strategies and relationships that contribute to positive mental health. Dovercourt school will participate in collaborative and research based activities and learning which foster awareness and advance action to address mental health for staff and students. We will measure our progress through reflections, observations, conversations and products from stakeholders, school based surveys, the Assurance Survey, the Division Resiliency Survey, and the Division Feedback Survey.

## Budget Summary Report

|                                  | 2022-23 Spring Proposed |                  | 2022-23 Fall Revised |                  |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources                        |                         | 2,887,179        |                      | 3,047,546        |
| Internal Revenue                 |                         | 0                |                      | 0                |
| <b>REVENUE TOTAL</b>             |                         | <b>2,887,179</b> |                      | <b>3,047,546</b> |
| Classroom                        | 17.055000               | 1,753,800        | 17.005000            | 1,748,658        |
| Leadership                       | 1.000000                | 134,804          | 1.000000             | 135,587          |
| Teacher Supply                   | .000000                 | 60,000           | .000000              | 80,000           |
| <b>TOTAL TEACHER</b>             | <b>18.055000</b>        | <b>1,948,604</b> | <b>18.004999</b>     | <b>1,964,245</b> |
| <b>(% of Budget)</b>             |                         | <b>67.49%</b>    |                      | <b>64.45%</b>    |
| Exempt (Hourly/OT)               | .000000                 | 27,275           | .000000              | 27,275           |
| Support                          | 10.500000               | 620,847          | 13.000000            | 752,566          |
| Support (Supply/OT)              | .000000                 | 40,500           | .000000              | 20,500           |
| Custodial                        | 1.813000                | 116,763          | 1.813000             | 116,763          |
| Custodial (Supply/OT)            | .000000                 | 2,500            | .000000              | 2,500            |
| <b>TOTAL NON-TEACHER</b>         | <b>12.313000</b>        | <b>807,885</b>   | <b>14.813000</b>     | <b>919,604</b>   |
| <b>(% of Budget)</b>             |                         | <b>27.98%</b>    |                      | <b>30.18%</b>    |
| <b>TOTAL STAFF</b>               | <b>30.368000</b>        | <b>2,756,489</b> | <b>32.817999</b>     | <b>2,883,849</b> |
| <b>(% of Budget)</b>             |                         | <b>95.47%</b>    |                      | <b>94.63%</b>    |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 86,190           |                      | 116,197          |
| INTERNAL SERVICES                |                         | 43,300           |                      | 46,300           |
| OTHER INTEREST AND CHARGES       |                         | 1,200            |                      | 1,200            |
| <b>TOTAL SES</b>                 |                         | <b>130,690</b>   |                      | <b>163,697</b>   |
| <b>(% of Budget)</b>             |                         | <b>4.53%</b>     |                      | <b>5.37%</b>     |
| <b>TOTAL AMOUNT BUDGETED</b>     |                         | <b>2,887,179</b> |                      | <b>3,047,546</b> |
| Carry Forward Included           |                         | 0                |                      | 0                |
| Carry Forward to Future          |                         | 0                |                      | 0                |