

Profile



Enrolment		Staff FTE		Budget		
Normalized	306.000	Custodial	1.906000	Salaries	\$3,317,789	96.42%
Weighted	473.491	Exempt	0.000000	Supplies, Equip., Services	\$123,145	03.58%
Regular	327	Support	15.100000			
		Teacher	19.451997			
Year Opened	1955	Total		36.457997	Total	\$3,440,934 100.00%

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 Auxiliary Network of Dovercourt Association (PANDA). We work closely with partners such as Edmonton Public Library, and Alberta Health Services. The school leases space 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 twinned with Chunqiu School 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:

Confucius Institute in Edmonton, Edmonton Chinese Bilingual Education Association, Heart of the City Piano Program

**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 of Dovercourt School will demonstrate one year's growth through their individual plan goals in the areas of literacy and numeracy:**

**Action Plan:**

- Continuing our work with providing diagnostic, timely, collaborative, and effective numeracy and literacy intervention for students.
- Increasing support to families in supporting students at home in literacy and numeracy (i.e. providing ideas to support the Home Reading Program)
- Participating in professional learning around interventions to support English as an Additional Language
- Continuing to use the Pyramid of Intervention for absences to support attendance.
- Continuing to attend Professional Development sessions on high impact instructional strategies to increase student communication skills (English, Mandarin, AAC-Augmentative and Alternative Communication).
- Continuing to provide play-based Kindergarten programming where students will have opportunities to explore early literacy and numeracy skills
- Continuing to increase school engagement and citizenship with a focus on creating a greater sense of belonging for all students. We believe that when students feel good at school and about school, they are better able to be fully engaged in their learning.
- Using the curriculum to guide real-life application of skills and strategies learned through daily lessons; embedding multiple perspectives.

**Results Achieved:****EYE-TA:**

By spring of 2024, 94.6% of Kindergarten students met the appropriate developmental level in the areas language and communication, and in fine motor skills. 86.5% of students met the appropriate developmental level in social skills and approaches to learning. 91.9% of students met the standard in cognitive skills.

**Reading Achievement:**

63% of students scored at or above the acceptable level in reading, down from 66.8% the year prior.

**Canadian Achievement Tests (CAT-4):**

Student reading scores, stanine 4 and above, increased to 77% in the spring, up from 67% in the fall.

**Highest Level of Achievement Test (HLAT Writing):**

59.6% of the students scored at or above in writing, down from 64.7% the year prior.

**Canadian Achievement Tests (CAT-4):**

Student mathematics scores, stanine scores 4 and above, increased to 88.1% in the spring, up from 81% in the fall.

**Division Feedback Survey:**

89.4% of students stated that they feel that they are getting better at reading, and 85.9% stated the same for writing.  
82.3% of students indicated that they feel that they are getting better at math.

**Alberta Education Assurance Survey:**

Student learning engagement remained high at 86.2%.  
77.2% of respondents indicated that students had timely access to supports and services.

**By June 2024, Dovercourt students and staff will be able to describe ways in which they have been supported in building skills, strategies, and relationships that contribute to positive mental health.**

**Action Plan:**

- Offering the Rainbows Program
- Focusing on wellness using the school promise of Leading with Kind Hearts, Fierce Minds and Brave Spirits
- Celebrating diversity (i.e. hallway displays, literature that represents student diversity within the school and community, French as a second language and Mandarin cultural sharing, participating in school and community events showcasing welcoming, caring and respectful citizenship)
- Working closely with SLS to connect students and families with services that support Mental Health and Well-being
- Having clubs that bring students of different grades and programs together
- Running the Dovercourt Cafe (Interactions Program)
- Buddy Readers
- Leadership Opportunities (i.e. Gr. 6 Student Secretary, Patrols)

\*Dovercourt believes in a strength-based approach in which ALL members of the Dovercourt School community can contribute in a meaningful way.

**Results Achieved:** \*Please note this is Priority 3- Promote a comprehensive approach to student and staff well-being and mental health

**Division Survey:**

74.4% of students stated in the spring that they were doing well to very well, overall.

82.3% of students agreed that they feel supported to try their best, even when learning is hard.

88.5% of students stated that they know how to get help with their learning.

**Citizenship, Belonging, and Wellness:**

While citizenship scores were down from the year prior, currently 79.3%, 93.8% of students indicated that they are aware of what the school is doing to support anti-racism and belonging. As well, 81.4% indicated that they know of activities that they can be involved in that support a sense of belonging. 81.4% of students stated that they are developing skills that support their wellness.

Parental Involvement decreased from 90.0% to 79.3%, however, 85.7% of parents who completed the survey stated that they feel welcome in the school community. 78.6% indicated that their child has built skills and relationships that support their wellness.

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

- Recognizing and supporting the mental wellness of teachers, students and families.
- Inconsistent attendance
- Low survey completion

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

- Continue our work with providing diagnostic, timely, collaborative, and effective interventions for students and communicating options to families
- Continued professional learning for new curriculum and ways to increase student engagement and success in reading, writing and mathematics
- Continue anti racism, reconciliation, mental wellness awareness and action by connecting with community resources
- Continuing to increase opportunities for students to take on positive leadership roles, with a focus on increasing student citizenship and a greater sense of belonging for all students
- Increasing communication between school and home to improve opportunities for parent involvement

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	Student Learning Engagement	86.2	94.1	90.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.3	95.4	92.4	79.4	80.3	80.9	High	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	71.4	86.5	86.5	68.5	66.2	66.2	Intermediate	Declined	Issue
	PAT6: Excellence	23.8	32.7	32.7	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	91.3	94.4	93.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	96.0	95.2	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	77.2	91.9	88.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	75.0	90.9	86.0	79.5	79.1	78.9	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 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, students at Dovercourt School will demonstrate one year's growth at their individual learning level in the literacy areas of reading and writing:

- The percentage of students reading at or above grade level will increase by 5%
- The percentage of students writing at or above grade level will increase by 3%
- The number of students indicated as at-risk through the Alberta Education's Learning Disruption Assessment in the fall will be reduced by 25% by the spring assessment

Action Plan:

- Empower Reading program for grades 2 and up
- Small group intervention for students indicated as working below grade level, in class or through pull-out support for grades 3-6
- HLAT practice prompts prior to the April administration
- Jolly Phonics, UFLI, Guided Reading/Fountas and Pinnell, 5 Pillars
- Professional Learning for teachers in high-impact reading and writing strategies

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

Spring Learning Disruption assessment results, Provincial Achievement tests, Highest Level of Achievement writing test (HLAT), Fountas and Pinnell levelled reading assessment, Reading Achievement Level (teacher awarded grades), Canadian Achievement Tests (CAT-4 spring results), Division Survey and the Alberta Education Assurance Survey results.

**Division Priority 2**

By June 2025, Dovercourt School will demonstrate advance action towards anti-racism and reconciliation. Our goal continues to be to see an increase in the number of parents and guardians completing surveys indicating a greater connection to their school community and parent involvement, as well as an increase in the number of parents and guardians who agree that Dovercourt keeps them informed of steps taken to support truth and reconciliation.

Action Plan:

- Continue to increase opportunities for students to work with each other through class and program groupings
- Continue to increase opportunities for students to get to know one another through clubs, intramurals, leadership roles, and whole school experiences and events
- A year plan of school events with a focus of belonging
- A Knowledge Keeper will visit each class once per month to support Indigenous learning
- Recognizing Orange Shirt Day and The National Day of Truth and Reconciliation
- Celebrating National Indigenous History Month and National Indigenous Peoples Day
- Coyote Pride for grade 4-6 students
- Sharing of the Multi-faith calendar
- School Hours of Operation were changed this year with first bell at 8:30a.m. giving more time for families to navigate traffic delays

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

Student attendance, number of students joining activities available, Division Survey results, Alberta Education Assurance Survey results, number of students indicating interest in joining Coyote Pride, number of parents interested in joining School Council, volunteering for school events, and number of families who complete school, Division, and Alberta Education surveys.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	3,070,864		3,440,934	
Internal Revenue		0		0
REVENUE TOTAL	3,070,864		3,440,934	
Classroom	15.762000	1,703,447	17.451997	1,886,091
Leadership	2.000000	259,922	2.000000	259,442
Teacher Supply	.000000	34,500	.000000	68,006
TOTAL TEACHER	17.762001	1,997,869	19.451998	2,213,539
(% of Budget)		65.06%		64.33%
Exempt (Hourly/OT)	.000000	4,370	.000000	17,472
Support	13.500000	831,792	15.100000	928,899
Support (Supply/OT)	.000000	5,677	.000000	16,700
Custodial	1.906000	128,379	1.906000	128,379
Custodial (Supply/OT)	.000000	3,000	.000000	12,800
TOTAL NON-TEACHER	15.406000	973,218	17.006001	1,104,250
(% of Budget)		31.69%		32.09%
TOTAL STAFF	33.168001	2,971,087	36.457998	3,317,789
(% of Budget)		96.75%		96.42%
SUPPLIES, EQUIPMENT AND SERVICES		72,632		89,630
INTERNAL SERVICES		27,145		33,515
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		99,777		123,145
(% of Budget)		3.25%		3.58%
TOTAL AMOUNT BUDGETED		3,070,864		3,440,934