



Enrolment		Staff FTE		Budget		
Normalized	331.000	Custodial	2.500000	Salaries	\$2,662,184	96.16%
Weighted	456.716	Exempt	0.000000	Supplies, Equip., Services	\$106,296	03.84%
Regular	331	Support	5.200000			
		Teacher	18.665000			
Year Opened	1974	Total		26.365000	Total	\$2,768,480 100.00%

School Philosophy

At École Dickinsfield School, we believe that diversity is our strength; in our linguistic and ethnic heritage and in the variety of programs we offer. All staff engage in collaborative, professional improvement in order to create an optimal learning environment for students. We believe in creating opportunities for students to develop into responsible, well-rounded and respectful citizens. Staff are committed to helping all students reach their full potential by offering authentic learning experiences and quality, triangulated assessment, in a concept based approach to teaching and learning. Diverse student needs are supported through enrichment experiences and targeted literacy and numeracy interventions. We value a strong relationship with our families and the community in order to provide meaningful experiences and support to our students.

Community Profile

École Dickinsfield School is located in northeast Edmonton at 14320 88A Street and serves students from Dunluce, Delwood, and J.A. Fife Schools for French Immersion programming and the areas of Evansdale, Northmount, Lago Lindo and beyond for local community programming. Our neighborhood is rich with cultural diversity. Dickinsfield School offers many opportunities for community and parent involvement through: services provided by the Family Centre, the YMCA and our Settlement Practitioner, Meet the Teacher Night, student/parent/teacher conferences, SchoolZone, Dickinsfield Parent Council, fine arts evenings, and special parent information evenings.

Programs and Organization

École Dickinsfield School offers Continuing French Immersion programming in grades 7, 8, and 9. Our school offers designated Division sites for grades 7, 8, and 9 students benefiting from Strategies, Literacy, and Behaviour Learning Assistance Programs. In addition to these programs, we have classes of 7, 8, and 9 offering regular programming. Dickinsfield School works in a collaborative, professional partnership with the North Central Cohort Schools (NCCS). The work of NCCS focuses on staff professional development in the areas of literacy and numeracy and quality assessment practices to support enhanced student achievement.

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 Health Services Boys & Girls Big Brothers Big Sisters Edmonton Immigrant Services Association Family Centre Hope Mission Inclusion Alberta SACE-Sexual Assault Centre of Edmonton Skills Canada University of Alberta Campus Saint-Jean 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, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

At Ecole Dickinsfield School we will:

- Collect reading data using the Reading Screeners - September, January and June; data will be used to provide targeted instruction to full classes and individuals
- CAT4 data will be compared as evidence of growth throughout the year; data will be used to drive instruction and interventions; daily intervention block will continue
- Families will be actively engaged - consistent communication, sharing of at home resources, supporting families to use SchoolZone, offering printed documents.
- Use HLAT data to measure effectiveness of interventions on writing.
- Utilize half an hour a day towards targeted intervention groups based on data results

Results Achieved:

- Reading screener assessments were used to gain a better understanding of where students are and to identify appropriate interventions.
- 47% of students are reading at or above grade level which is consistent with the previous 2 years
- Overall we remained stable in the number of students that are reading above grade level at 47% according to data collected as part of the CAT4
- CAT4 data along with school based reading and math assessments helped to group students into daily intervention blocks to focus on areas that they needed extra support in
- On the Alberta Education Assurance survey 82% of teachers and parents agreed that students are taught the attitudes and behaviors that will make them successful at work and when they finish school.
- 81% of teachers and parents are satisfied with parental involvement in decisions about their child's education. This is an improvement of 18%.
- Engagement in regular parent meetings to support student success
 - Phone calls home to invite families to P/T conferences
 - Access to reading A to Z for students at home
 - Access to mathletics for at home learning
- From 2019- 2022 we saw an increase in the number of students below grade level overall on their HLAT. In the 2022 -23 school year we saw students return to pre-pandemic levels.
- Overall 62% of students are below grade level in writing
 - 60% of grade 7's scored below level on HLAT
 - 54% of grade 8 students scored below grade level
 - 74% of grade 9 students scored below grade level
- Students were grouped by areas based on reading screener data and teacher observations collected throughout the year. Students worked on building skills in the following areas:
 - Decoding
 - Reading comprehension
 - Number Sense
 - Multiply and dividing
- Students indicated that they felt an increased sense of confidence in the areas they focused on.

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

At Ecole Dickinsfield School we will:

- Staff will participate in professional learning focusing on Anti-racism and Diversity
- Staff will create an anti racism committee comprising of staff and students
- Staff and students will organize opportunities that build empathy through personal connections
- Staff will become familiar with the Division Anti Racism policy
- As a school we will host guest speakers, family nights and recognize days of cultural significance to honour reconciliation and celebrate diversity.

Results Achieved:

- Staff participated in 6, 1.5 hour learning opportunities focused on anti racism and diversity with consultants from our Division.
- Staff worked with students to present on different topics that broaden understanding of cultures within our school community.
- Staff learned alongside students as part of a social innovation lab that brought out topics to support anti racism and a sense of belonging within our school
- On the Division Feedback Survey 85% of students agreed that "In my school I have the opportunity to learn about the contributions of Indigenous peoples."
- Students and staff participated in school wide events to recognize:
 - National Truth and Reconciliation
 - National Indigenous peoples day
 - Pink shirt day
 - Cultural week to celebrate and learn about the cultures represented in our school.
- Staff worked together to build trust and understanding through Professional learning and conversations about Anti Racism and the Division's anti-Racism policy
- Staff and students organized an Iftar Dinner for our community which saw over 300 people attend.
- We learned about and participated in activities to celebrate Carnaval and French Canadian Heritage
- We celebrated the diverse cultures in our building during cultural week where students participated in dancing, sampled food and learned about the backgrounds of people in our school and community.
- Students researched and presented on a variety of topics including black history month and Islamic heritage month and Chinese new year.
- As a school we recognized and built knowledge regarding first nations metis and inuit in classes throughout the year and during national truth and reconciliation day and national indigenous peoples day

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures.

At Ecole Dickinsfield School we will:

- Hire a school counsellor to support student and staff mental health and well being
- Access community partners, including the Family Center, Division SLS to provide supports and resources
- Providing students with proactive solutions and strategies through small group sessions, classroom presentations and one on one meetings
- Working together and learning as a staff to identify universal strategies for students
- Supporting staff mental health through wellness activities, mentorship and check ins

Results Achieved:

- We hired a full time school counselor to support students with mental health, conflict resolution and support with school.
- Our School counselor offered sessions to a wide range of the student population, both individually as well as in small groups.
- Focus was placed on restorative practices for students in conflict resolution, and working together to build a community of kindness in our school.
- The counselor also teamed with parents to better support their children.
- The school counselor offered support to teachers, both personally and in their interactions with their students.
- We provided mental health supports through Inclusive Learning, our YMCA youth worker and Ethno-cultural coach.
- Through support from the Hope Mission we provided lunch and snacks to students daily.
- We utilized restorative circles to help students resolve conflict and build skills and empathy.
- 82% of teachers, parents and students agree that students have access to the appropriate supports and services at school
- Staff participated in wellness activities as part of professional development days
- On the Division Feedback survey 92% of staff feel their workplace is respectful and 91% feel a sense of belonging at work.

What were the biggest challenges encountered in 2022-2023?

At our school we have five Division sites: Literacy at grades 7, 8 and 9, Strategies at grades 7, 8 and 9, and a Behavior Learning Assistance program for students in grades

7/8/9. We have a French Immersion class and a regular class at each grade level; the diversity in our school makes us a school with varied and complex learning needs. Many students are learning English as an additional language and need extra support within their classes. Housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools. Supporting the complex mental health needs of students and families

- What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**
- Build our catchment knowledge and awareness of how to create space for student voice and work towards anti-racism practices
 - acknowledge and build understanding towards reconciliation
 - Continue to re-establishing a sense of school community with our students, families, and partners clubs, teams, group work, option classes; we need to bring back the extra-curricular engagement and the social opportunities for students Equity Achievement Project for 6 of our NCCS schools will help support catchment work using best practices
 - Ensuring students feel safe at school
 - Engaging community partners to support students and families with mental health and access to resources
 - Providing more targeted interventions for students that are struggling in particular areas

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7559 Dickinsfield School

Assurance Domain	Measure	Dickinsfield 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	85.0	82.5	82.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	65.9	68.7	67.4	80.3	81.4	82.3	Very Low	Maintained	Concern
	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	32.1	36.2*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.6	3.8*	n/a	16.0	17.7	n/a	Very 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	81.9	78.5	79.3	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.2	72.3	72.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.8	76.0	76.0	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	81.0	62.9	65.3	79.1	78.8	80.3	High	Improved	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 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, students will demonstrate growth in reading and writing as determined by Alberta Education and local measures. Ecole Dickinsfield School in collaboration with other NCCS schools will:

- Employ a multifaceted approach, encompassing universal strategies and tailored small-group and individual interventions, to elevate students' reading and numeracy skills.
- Participate in professional learning opportunities to deepen our knowledge of the best practices for promoting literacy and numeracy across various subject areas.
- Regularly administer baseline reading assessments at multiple intervals throughout the academic year to gauge student progress and monitor their growth.
- Collaborate with students to celebrate their reading progress and acknowledge their accomplishments.

What data will you use to track continuous improvement?

- CAT4 data, HLAT's, Reading Screeners and baseline assessments, staff and student and parent feedback.

Division Priority 1

By June 2024, staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.. Ecole Dickinsfield School in collaboration with other NCCS schools will:

- Build common language and understanding to support anti-racism, equity and reconciliation
- Participate in professional learning to build on the initiatives and learnings from last year in relation to anti-racism and reconciliation
- Continue to recognize and celebrate the diverse cultures of students and staff by hosting cultural events and inviting members of the community to come in.
- Continue to update school resources to reflect the diversity of our school

What data will you use to track continuous improvement?

Division Feedback Survey, Assurance Survey, Students, staff and parent conversations

By June 2024, staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. . Ecole Dickinsfield School in collaboration with other NCCS schools will:

- Continue to focus on restorative practices to build understanding and empathy
- Access community partners, including the Family Center, Division SLS to provide supports and resources
- Providing students with proactive solutions and strategies through small group sessions, classroom presentations and one on one meetings
- Supporting staff mental health through wellness activities, mentorship and check ins

What data will you use to track continuous improvement?

Division Feedback Survey, Assurance Survey, Students, staff and parent conversations.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,763,195		2,768,480
Internal Revenue		0		0
REVENUE TOTAL		2,763,195		2,768,480
Classroom	15.619000	1,681,745	15.665000	1,686,698
Leadership	3.000000	382,730	3.000000	382,323
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	85,538
TOTAL TEACHER	18.618999	2,144,475	18.665001	2,154,559
(% of Budget)		77.61%		77.82%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	5,000	.000000	0
Support	5.000000	300,540	5.200000	316,410
Support (Supply/OT)	.000000	9,000	.000000	9,000
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	7.500000	496,755	7.700000	507,625
(% of Budget)		17.98%		18.34%
TOTAL STAFF	26.118999	2,641,230	26.365001	2,662,184
(% of Budget)		95.59%		96.16%
SUPPLIES, EQUIPMENT AND SERVICES		77,544		63,814
INTERNAL SERVICES		43,222		41,282
OTHER INTEREST AND CHARGES		1,200		1,200
TOTAL SES		121,966		106,296
(% of Budget)		4.41%		3.84%
TOTAL AMOUNT BUDGETED		2,763,196		2,768,480
Carry Forward Included		0		0
Carry Forward to Future		0		0