



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	294.000	Custodial	1.813000	Salaries	\$2,733,204	93%
Weighted	455.667	Exempt	0.000000	Supplies, Equip., Services	\$216,760	07%
Regular	311	Support	11.000000			
		Teacher	<u>17.079000</u>			
Year Opened	1955	Total	29.892000	Total	\$2,949,964	100%

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.

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. 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. Recently, Dovercourt community has been identified as one of the top 25 communities in Edmonton to live in, and ranked in the top 5 for community redevelopment.

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 a Division 1 Interactions program. 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 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.

Dovercourt staff will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy as to ensure success for every student.

By June 2021, Dovercourt staff will demonstrate success in meeting the needs of complex learners as evidence by all students showing growth in literacy. This goal will be achieved by establishing a literacy framework of best practices to ensure equity and efficacy of literacy instruction within Dovercourt classrooms. As well, Dovercourt will track student growth and needs identified on an ongoing basis with interventions being put in place and growth measured by Quality Assessment Plans, reading screeners, SLAs, HLAT, BAS reading levels, writing on demand and MIPI specific to identified grade level essential learning outcomes.

Results Achieved:

School data:

- 100% of the staff felt that our Dovercourt literacy framework provided them with a structure to determine areas for growth and areas of strength in their high quality instructional practices to provide equity and efficacy of instruction within their classrooms
- 100% of staff took part in reading screener professional learning and 72% percent felt they applied the learnings into their instruction consistently.
- 62% of our non coded students, demonstrated 1 years growth in literacy

As measured by the AB Education Assurance Measure

- 82.4% of parents agree that students have access to the appropriate supports and services at school.
- 79.6% of students agree that students have access to the appropriate support and services at school
- 96.4% of staff agree that students have access to the appropriate supports and services at school.
- Work preparation 3 year average is 87.8%. A decrease from previous years 95.0% to 82.6%
- 81.8 % of parents and 96.0% of teachers agree that programs for children at risk are easy to access and timely

As measured by Division Feedback survey:

- 89% of student felt they get the help they need for their learning
- 83% of students felt someone at school will help them if they are having problems related to learning

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 welcoming, high quality learning and working environments.

By June 30, 2021, Dovercourt staff capacity to improve student achievement will continue to be enhanced through the implementation of systematic, targeted collaboration and job embedded professional learning related to; high impact teaching practices that support a wide range of learners (differentiation), using the programs of study to provide opportunities for all students to develop a knowledge and understanding of First Nation, Metis and Inuit people and consistent implementation of design thinking and teaching and learning for conceptual understanding. The impact of the collaboration and professional learning will be measured by an overall increase in related areas of the Accountability Pillar, school and Division survey data as well as Professional Growth Plans related to the areas of the TQS.

Results Achieved:

As measured by school generated survey(s)

- 100% of staff indicated that they felt supported to pivot their learning needs when required
- 95% of staff indicated that their application of First Nation, Metis and Inuit foundational knowledge has transferred into their classroom instruction and culture
- 85% of staff indicated difficulty implementing conceptual teaching for understanding and design thinking given restrictions put in place by COVID-19
- 100% of the teachers believed that we continued to keep our professional learning a focus this year, despite COVID-19 implications.

As measured by the AB Education Assurance Measure survey:

- Safe and caring school three year average is 85.4%
 - School improvement 3 year average is 89.9%
 - 93.8% of teachers reporting that PD and in-servicing has been focused, systematic and contributed significantly to their ongoing professional growth
 - 81.4% overall student learning engagement
- As measured by the Division Feedback survey:
- 90% of students felt safe in their school community
 - 91% of teachers felt supported in their work this year
 - "Virtual teacher's convention allowed me to attend more sessions than in person. I revisited recorded ones as I applied the content into my classroom."

Dovercourt School will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child.

By June 2021, Dovercourt School will maintain a strong sense of community through continued and purposeful relationship and connection building amongst staff, students and families. We will achieve this goal through innovative strategies designed to ensure parents and students (online or in person) are engaged in, supported by and feel connected to our school community as well as staff participating in intentional collaborative activities to address wellness and mental health throughout the school year. As measured by observations, conversations and products of all stakeholders, and an increase in applicable areas of the Accountability Pillar, school, and Division surveys.

Results Achieved:

As measured by school generated survey(s)

- 95% of our parents believe that the school has found innovative ways to stay connected to both parents and students in a manner that supported everyone well-being
- 72% of our parents accessed the mental health resources in some manner that the school shared on an ongoing basis
- 89% of parents felt the team at Dovercourt did an very good/excellent job at managing the pandemic in support of students
- 82% of teachers felt more confident and comfortable supporting students mental health through lessons and school structures
- "I appreciated the intentional, directed and non directed teachings around mental health. While Dovercourt always supports mental health and well-being, the intentionality of it made a difference. Can we keep this?" (parent of grade 5 student)
- "I didn't know that mental health wasn't health. I like that we talk about how to be happy all the time now." (grade 3 student)
- 100% of teachers felt supported by the principal in a meaningful way throughout the challenges of COVID-19

As measured by the AB Education Assurance Measure survey:

- maintained excellence overall in parent involvement remained excellent with current result being 89.2%
- 80.9% of parents are satisfied with parental involvement in decisions about their child's education
- 80.5% of parents agree that their learning environments are welcoming, respectful and safe
- 80.9 % of students agree that their learning environments are welcoming, respectful and safe
- 66.0 of students are satisfied that students model the characteristics of active citizenship
- 81.9% of parents are satisfied that students model the characteristics of active citizenship
- 90.4% of teachers are satisfied that students model the characteristics of active citizenship
- 96.6% of teachers are satisfied that their learning environments are welcoming, caring, respectful, and safe
- Safe and caring schools decreased by .4% to 89%
- 77.5% of parents, 95.0% of teachers, and 87.4% of students agree that students are safe at school, are learning the importance of caring for others, and learning respect for others and are treated fairly in school.
- 71.4% of parents and 93.8% of teachers agree that students are taught attitudes and behaviors that will make them more success at work when they finish school.

Division Feedback Survey indicated:

- 84% of our students felt connected with other students and 84% felt connected to their school community.
- 92% of our student knew what we were doing to keep them safe during the pandemic
- 100% of teachers felt they were able to build and maintain relationships with students and parents
- 100% of parents felt their child has opportunities to connect with their teachers, 50% felt their child has been able to build or maintain relationships with their peers
- 80% of parents felt their child feels included in their school community
- 50% of parents believe the school provides the support their child needs for their mental-health (40% of parents didn't know)

What were the biggest challenges encountered in 2020/21?

- Covid-19 pandemic impacted our instructional practices - the structure of how we instruct had to be altered to some degree.
- Continuing to support the the increasing emotional and mental needs of our students and families during a pandemic.

- Continuing to strengthen numeracy and literacy skills of at risk learners through an intervention model.
- Continuing to support our special needs learners that can no longer experience inclusion into regular classrooms.
- Attendance concerns for both students attending online and in person.
- Providing support to a team with varied levels of anxiety, stress etc. caused/during COVID-19
- Continuing to support well being and citizenship using our service group model.

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

Continuing to teach during a pandemic which has and may continue to impact the mental health of our students, parents and teachers, attendance, sense of connection and belonging, and academic success, we are committed to being innovative, diligent and purposeful in providing research driven supports in these areas. Teachers are committed to deepening their efficacy in delivering literacy and numeracy intervention strategies to support students at risk requiring tier 2 and tier 3 supports.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Dovercourt School (7121)



Assurance Domain	Measure	Dovercourt School (7121)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.4	82.8	84.0	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	91.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	27.9	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	90.1	94.6	92.9	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.1	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	89.2	91.3	83.3	Very High	Maintained	Excellent

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.

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.

Priority 1

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

Priority 2

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

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,831,386		2,949,964
Internal Revenue		0		0
REVENUE TOTAL		2,831,386		2,949,964
Classroom	16.048000	1,650,248	16.079000	1,653,436
Leadership	1.000000	132,196	1.000000	134,804
Teacher Supply	.000000	79,000	.000000	90,000
TOTAL TEACHER	17.048000	1,861,444	17.079000	1,878,240
(% of Budget)		65.74%		63.67%
Exempt (Hourly/OT)	.000000	23,379	.000000	23,379
Support	9.500000	566,300	11.000000	651,822
Support (Supply/OT)	.000000	55,500	.000000	60,500
Custodial	1.750000	113,628	1.813000	116,763
Custodial (Supply/OT)	.000000	2,500	.000000	2,500
TOTAL NON-TEACHER	11.250000	761,307	12.813000	854,964
(% of Budget)		26.89%		28.98%
TOTAL STAFF	28.298000	2,622,751	29.892000	2,733,204
(% of Budget)		92.63%		92.65%
SUPPLIES, EQUIPMENT AND SERVICES		142,975		161,100
INTERNAL SERVICES		65,660		55,660
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		208,635		216,760
(% of Budget)		7.37%		7.35%
TOTAL AMOUNT BUDGETED		2,831,386		2,949,964
Carry Forward Included		0		0
Carry Forward to Future		0		0