

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	337.000	Custodial	2.250000	Salaries	\$2,395,555	95%
Weighted	364.168	Exempt	0.000000	Supplies, Equip., Services	\$131,933	05%
Regular	361	Support	5.000000			
		Teacher	<u>17.400000</u>			
Year Opened	1979	Total	24.650000	Total	\$2,527,488	100%

School Philosophy

École Dunluce School is a community of learners and leaders who work together to reach their fullest potential. École Dunluce School engages students in intellectual, social, emotional, physical and cultural development while in a safe and caring learning environment. The development of shared teacher leadership, collaborative coaching, restorative practices and The **Leader in Me**, help to foster positive relationships and continually reinforce learning and improvement for the entire school community. École Dunluce School works in collaboration with twenty other schools through the North Central Catchment (NCCS). This work focuses on supporting transitions for all of our students in the North Central area of Edmonton. Our staff are working on building capacity around Literacy and Numeracy in order to remove barriers of learning for all students to promote student success, smooth transitions and increased high school completion rates.

Community Profile

École Dunluce School is located in the northwest part of the city in the Castledowns area. The school serves a very diverse population with a broad range of needs and is a designated district site for French Immersion programming. A committed group of parents make up our School Council and Parent Association. They support school initiatives through fundraising, volunteering and by providing important feedback.

Programs and Organization

As a Professional Learning Community, staff, students and parents work collaboratively to ensure the academic and social success for all students. École Dunluce School is a dual track school with a community English program and a French Immersion program. For the 2021-2022 school year we have 1 morning English Kindergarten class as well as an additional 6 English classrooms from Grades 1 to 6. Our French Immersion program consists of an afternoon Kindergarten class and 6 French Immersion classes from grades 1 to 6. We have a specialized music teacher who provides music to our students. We are continuing with The **Leader in Me** program with our students and families, encouraging the use of 7 Habits throughout our school day. We focus as well on the skills of resiliency and engagement through literature and everyday activities. English Language Learners and other high needs students, receive additional support from one of our team of Educational Assistants. We also provide Literacy Intervention in both French and English.

School Community Relationships

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

Edmonton Immigrant Services Association, The Family Centre

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.

By June 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)

By June, 2021, École Dunluce School students will demonstrate growth in reading as measured by classroom guided reading levels, F&P benchmarking, GB Plus benchmarking (French Immersion). École Dunluce students will demonstrate growth in writing as measured by school-based writing rubric, district HLAT / F-HLAT writing criteria assessments. École Dunluce School students will demonstrate growth in mathematics, as measured by classroom assessment and observations, guided math observations and use of the MIPI assessment tool.

As a member of the North Central Catchment Schools (NCCS), École Dunluce School, in the middle of a pandemic, tried to keep literacy and numeracy the main thing.

READING:

- In June 2020, 50% of the catchment's students were reading at or above grade level, 48% were reading below grade level - of that 48% - 21% did improve by one year, 7% showed more than one year's growth in reading.

WRITING:

- In 2020-2021, for our K to 9 schools in our catchment, the percentage of students overall writing below grade level ranges from 32% to 71%.

MATH:

- MIPI results indicated that an average across our schools was that 46.1% of our grades 2-9 students were scoring at/above 60% which indicates this continues to be an area of concern.

École Dunluce School Results-

READING:

- 49.7% of Dunluce students are reading at and above grade level. We have remained steady at this number for two years in a row, having dipped by 9.5% between the 2018-2019 and the 2019-2020 school year.
- Historically, Dunluce students reading at and above grade level are relatively 4 percentile points below the Catchment levels and 14 points below Division levels.
- 46.4% of our ELL students are at/above grade level, 33.4% of First Nations, Metis and Inuit students are at/above grade level and 55.7% of our French Immersion students are at/above grade level.
- 34% of our English program below grade level students made 1 year's growth last year and 32% percent of our FIM below grade level students made 1 year's growth.
- The provincial LeNS and CC3 grade 2 and 3 assessments indicate that 34 out of 47 total responses were in the "below average" zone and 37 out of 45 grade 3 students were in the "below average" zone.
- Interventions were primarily push-in classroom based interventions due to the pandemic and safety restrictions. We provided ALI to grade 2 students in the French Immersion program. Student reading levels increased by 1-2 levels.

Writing:

- 45.7% of Dunluce students are writing at grade level according to HLAT data. We dropped approximately 10% from 55.2% in 2018-2019 to 2020-2021. Due to the global pandemic HLAT writing assessments did not occur in 2019.
- 53.3% of our ELL students write below grade level and 46.67% of our ELL students are at grade level in writing.
- 75% of our French Immersion students are in the adequate zone, 22% in the proficient zone and 2.63% in the excellent zone.

Math:

- 55.3% of students are at or above grade level according to MIPI results. Down 7.6% points from the year prior.

By June 2021, all staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans.

At Ecole Dunluce School, staff will show continued satisfaction with professional learning through school, Catchment and Division professional learning and collaboration opportunities. School-based job-embedded grade-level collaboration will continue to build teacher capacity and share best practices. Staff satisfaction, with respect to opportunities for professional learning, will show maintain satisfaction on Accountability Pillar measures and District Feedback Survey measures. (Priority 2)

Results Achieved:

- 100% of Dunluce staff participated in ongoing collaboration focused on their IPBGP during time set aside for NCCS and on School and Catchment PL Days. Many continued this worked on their teacher designated PL days.
- Across the NCCS catchment there was a 10% increase from the 2019-20 school year in the percentage of the number of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals.
- Survey results indicated that monthly collaboration groups staff connected on challenges, shared ideas and felt less isolated during these challenging times.
- School leaders collaborated together weekly as needed and formally with Sandra Herbst to support learning to lead through a pandemic.
- School leaders (Assistant Principals) met monthly to collaborate with catchment colleagues to improve efficacy in leadership quality standards.
- IBPGP's at Ecole Dunluce Schools ranged from fostering effective relationships (Jodi Carrington), exploring different technology for student engagement in the classroom, U of A First Nations course; all ways to meet the divers and ever changing needs of our students.
- According to the Assurance survey 95.8% of teachers report that in the past 3 - 5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Ecole Dunluce School will promote healthy school culture, responsible citizenship and the development of social/professional capital through work in the area of comprehensive school health. (e.g. Leader in Me, student citizenship and leadership opportunities). By June 2021 the Accountability Pillar results in the measures of satisfaction with Citizenship and Safe and Caring will increase by 3 % (Priority 2, 3).

At Ecole Dunluce School, this will be accomplished through our continued implementation of The Leader in Me school-wide. Staff support this work through leadership action teams of Literacy, Numeracy, Leader in Me, Wellness and First Nations Metis and Inuit focus areas. We recognise student accomplishments through our monthly online assemblies. Through Buddy class and cross-graded Family Groupings (online, with COVID-19 restrictions), students develop a stronger sense of community, responsibility and belonging. Student recognition is shared through our DTV video announcements, Gotcha cards, in class and school wide celebrations (with COVID-19 restrictions on cohorts). We will celebrate student leadership through our monthly online school assemblies (classroom monthly Super Citizens, Leader in Me focus, Golden Garbage Can, Music sharing by cohort, other students recognitions as they arise), sharing Indigenous and multicultural learning (through online formats), and promote school-wide wellness and mental health events throughout the year. Student social-awareness projects will continue as part of our work around developing a caring community (Food Bank at Christmas) (with COVID-19 restrictions in mind). A continued focus to support our students' and staff wellness and mental health overall. (Priority 2, 3)

Results Achieved:

- We increased the overall satisfaction percentage of Safe and Caring schools by an increase of 5%.
- We increased the percentage of teachers, parents and students who are satisfied that students model citizenship by 11.6%.
- Community partnership with EISA (Edmonton Immigration Services Association) has been on hold this year due to staffing changes and the impact of school visits due to the COVID-19 pandemic.
- 84% of staff IBPGP focused on Dr. Jody Carrington work on student regulation.

What were the biggest challenges encountered in 2020/21?

- COVID-19
- 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
- supportive positive mental health outcomes for staff during the pandemic
- consistent attendance and participation during emergent remote learning
- pivoting quickly to online learning multiple times throughout the year
- fewer opportunities for job-embedded collaboration
- fewer opportunities for buddy classes and collaboration across grades
- lack of available staff due to illness

It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students

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

- CAT-4 data will be used to direct programming.
- Government of Alberta "Learning Loss Program" with direct interventions
- Common data collection among NCCS schools
- Resilience work with Dr. Michael Ungar
- OECD recommendations guide our work with staff and students
- Catchment wide alignment on Literacy and Numeracy using our IBPGP and catchment collaboration time.

In addition to these bullet points, the staff at École Dunluce School will focus on applying high evidence based literacy and numeracy practices through PL and monthly goals. As well, we are looking to expand our knowledge of Tier 1 and Tier 2 literacy interventions and to incorporate them to everyday teaching. Continuing our work on creating a safe and caring school, École Dunluce School will add a focus on diversity by adding it the work of the school Wellness Action Team. The staff is continuing their work on regulation, mental health and building effective relationships with students through a second Dr. Jody Carrington novel study.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Dunluce School (7246)



Assurance Domain	Measure	Dunluce School (7246)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.9	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.5	78.9	81.8	Very High	Improved	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	67.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	9.6	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	91.3	89.8	91.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.2	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.3	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.5	72.5	78.1	High	Maintained	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. 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 2021, all NCCS students will demonstrate growth in reading, writing, and mathematics as measured by regular monitoring of each child's progress and shared assessment measures. (Priority 1)

At École Dunluce School:

- Staff will engage in professional learning focused on high impact practices in literacy and numeracy.
- In reading, effective reading time and grade level phonics programs will be implemented.
- In writing, constructive, individualized feedback will be provided to students, followed by student goal setting.
- Focused learning on key Math vocabulary.
- Provision of tailored supports with targeted interventions in French and in English based on individual student needs.
- Enlisting the active involvement of families by communicating initiatives and sharing high impact practices.
- In recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students.

Priority 1

By June 2022, collaboration and job-embedded professional learning will enhance high-quality teaching and learning practices as measured by internal measures and Inquiry-Based Professional Growth Plans. (Priority 2)

At École Dunluce School:

- We will expect our individual and collective professional growth to translate into an increase in student achievement and family satisfaction with our school as measured by student progress data, the Division Survey and the Alberta Education Assurance Measure.
- Staff will have opportunities to grow in their instructional practice through self-directed professional learning, collaboration with the NCCS, subject specific school teams and Division professional learning and coaching.
- In recognition of the increasing complexities that frame our professional lives, our work in this area will also be marked by an abiding commitment to the health and wellness of our staff.
- In recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students.

Priority 2

By June 2022, École Dunluce Students will demonstrate growth in the development of skills for lifelong learning, engagement and resiliency.

At École Dunluce School we commit to the following:

- Building capacity of staff around resiliency and engagement through professional learning.
- Staff Action Team to plan initiatives and activities for students.
- Engaging students in literature, meaningful discussions and targeting instruction about strategies for building resiliency to stress, resiliency to anxiety, connection, empathy, social awareness and accepting feedback as a tool for learning.
- Engaging students in literature, meaningful discussions and targeting instruction about study skills, academic engagement, seeking help when needed.
- Creating an environment that celebrates self-awareness and growth via the Leader in Me program, GOTCHA cards, DTV (Dunluce TV) and monthly assemblies.
- Enlisting the active involvement of families by communicating initiatives and sharing strategies.
- Providing tailored support in needed areas via our Specialized Support Team and intercultural consultants.
- Measuring student growth through Division 2 completion of resiliency surveys, creation of pre-post survey assessments for Division 1, in the measures of satisfaction in building skills for lifelong learning and welcoming, caring, respectful school through the Assurance Survey.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,487,293		2,527,488
Internal Revenue		0		0
REVENUE TOTAL		2,487,293		2,527,488
Classroom	15.194000	1,562,429	15.400000	1,583,613
Leadership	1.806000	232,876	2.000000	250,805
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	75,000	.000000	75,000
TOTAL TEACHER	17.000000	1,870,305	17.400000	1,909,418
(% of Budget)		75.19%		75.55%
Exempt (Hourly/OT)	.000000	54,550	.000000	54,550
Support	5.000000	281,641	5.000000	286,576
Support (Supply/OT)	.000000	2,500	.000000	2,500
Custodial	2.250000	138,511	2.250000	138,511
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	7.250000	481,202	7.250000	486,137
(% of Budget)		19.35%		19.23%
TOTAL STAFF	24.250000	2,351,507	24.650000	2,395,555
(% of Budget)		94.54%		94.78%
SUPPLIES, EQUIPMENT AND SERVICES		79,686		82,283
INTERNAL SERVICES		54,100		48,150
OTHER INTEREST AND CHARGES		2,000		1,500
TOTAL SES		135,786		131,933
(% of Budget)		5.46%		5.22%
TOTAL AMOUNT BUDGETED		2,487,293		2,527,488
Carry Forward Included		0		0
Carry Forward to Future		0		0