

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	327.000	Custodial	2.500000	Salaries	\$2,678,337	97%
Weighted	466.173	Exempt	0.000000	Supplies, Equip., Services	\$86,194	03%
Regular	327	Support	7.500000			
		Teacher	<u>18.997000</u>			
Year Opened	1974	Total	28.997000	Total	\$2,764,531	100%

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, our Somali cultural liaison and our Settlement Practitioner, Meet the Teacher Night, student/parent/teacher conferences, SchoolZone, Dickinsfield Parent Council, fine arts evenings, and special parent information evenings. Due to COVID - 19, many of these services and events can no longer be in person, but we are still offering virtual experiences and involvement opportunities.

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, Inclusion Alberta, SACE-Sexual Assault Centre of Edmonton, Skills Canada, University of Alberta Campus Saint-Jean, YMCA

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.

Catchment Results Achieved:

In the middle of a pandemic, NCCS schools worked to keep literacy and numeracy the main thing.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. 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, and 7% showed more than one year's growth in reading. As a catchment, we implemented 11 types of interventions such as Reading Recovery, LLI, MYLI, ALI, Reading Screeners and targeted ELL support. At the high school level, the lack of diploma exam data for our COVID impacted years takes away a traditional growth measure, but it is significant to note that our three year high school completion rate improved by over 10% (58.2% - 68.8%).

WRITING: Over the past 6 years, we have seen that our students struggle to meet grade level expectations for writing as measured by the spring HLAT. Through COVID disruptions, we saw more of a dip in HLAT results with 48% of students at/above grade level and 52% writing below grade level. In 2020-2021, for our K to 9 schools, the percentage of students overall writing below grade level ranges from 32% to 71%. Provincial Achievement Tests (PATs) were not written this year to provide data. As noted above, despite the absence of diploma exam data, the reading requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above noted increase in our three year high school completion to reflect growth in the area of reading.

MATH: 25 staff were involved in NCCS Math Cohort work (including Pre K-12 lead teachers, Catchment Coordinator, Principals and APs) for the continued creation of Common Pre K-12 Assessment Tasks based on Number Operations and Place Value. 60% of respondents felt confident or very confident in teaching math for a variety of levels within a classroom. 68.9% of respondents explicitly teach math vocabulary. 86.4% of respondents indicated that they enjoy teaching 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. PAT's were not written. Again, despite the absence of diploma exam data, the writing requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above noted increase in our three year high school completion to reflect growth in the area of writing.

Ecole Dickinsfield Results Achieved:

READING: In June 50% of our grade 7's were at or above grade level in reading, 56% of grade 8's were at or above grade level, and 32% of grade 9's were at or above grade level. Reading is of significant concern for us. Many of our students need instruction at an elementary level, yet our teachers are trained junior high teachers. To identify the components of reading, collect detailed data about where our students are falling short in reading, and find targeted strategies to address each area of need, we brought in the Reading Screeners. All teachers were trained and the reading screeners were administered. Data revealed that vocabulary and phonemic awareness were areas of concern for us. PD that followed provided strategies to improve instruction and target areas of need.

MATH: only 17% of our students were at or above 60% on the MIPI; through the work of the NCCS, our math department started to look at ways to use the teacher made assessments to identify areas of need and support student learning.

WRITING: in June, 30% of our students were writing at grade level, with 3% scoring above grade level, leaving 67% writing below grade level; we decided to measure writing more frequently next year and felt teaching explicit vocabulary (through the Reading Screeners) may help to increase the writing levels of our students.

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.

Catchment Results Achieved:

The NCCS had a total of 85 Collaboration groups. Groups were formed as a result of common interests aligned to staff Inquiry-Based Professional Growth Plans. There was a 10% increase from the 2019-20 school year in the percentage of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals. Results suggest that one of the strengths of the IB PGP, both as a collaborative framework in the NCCS and as a means to support professional growth, is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on the mental health and wellness of students, demonstrates the adaptability of the IB PGP to address emergent and pressing issues in NCCS classrooms. (data from NCCS Inquiry-Based Professional Growth Plan Pilot - Year-End Survey Report (2020-21). Survey results also indicated that collaboration groups offered support both professionally and personally in the midst of a global pandemic. Survey results also indicated, during monthly collaboration meetings staff connected on challenges, shared ideas and felt less isolated during these challenging times. All school leaders benefited from working with Sandra Herbst to support leading through a pandemic.

- 84% of staff agreed or strongly agreed the IBPGP helped them meet their Professional Learning goals (an increase)
- 78% agreed that their IB PGP was a living document that evolved through the year
- staff indicated they are more frequently measuring/reflecting on their progress towards their goals; (not measured in previous years)
- 45% of staff indicated they are reflecting on their progress monthly or more frequently 35% of staff indicated they are measuring progress towards meeting their goals monthly
- 91% of staff felt it was an important process that led to collaboration and relationship building with colleagues
- 92% of staff felt it impacted their professional learning

Ecole Dickinsfield Results Achieved:

- our teachers expressed that they valued the NCCS collaborative groups
- teachers shared best practices around online learning throughout the year - teachers began to use new technology to engage students and increase student achievement
- teachers completed PD around the Reading Screeners and interventions used to support the 5 areas of reading
- cohort teaching partners supported each other to increase the achievement of the students they served - the consistent partnership proved invaluable as teachers knew each student well and could combine their efforts to support our students

By June 2020, collaborative efforts between staff, parents and community partners will result in an increase in Dickinsfield students demonstrating positive citizenship, responsibility and kindness inside and outside the classroom as measured by positive anecdotal information from teachers and parents, an increase in the Accountability Survey Results in the areas of Safe and Caring and Citizenship and a reduction in negative student conduct incidents.

Ecole Dickinsfield Results Achieved:

- we provided mental health supports through Inclusive Learning and our YMCA youth worker
- teachers and administration worked hard to make connections to students and families - calling home, using break out rooms for one to one conversations, meeting via Google Meets with families
- anti-racism education and celebration of the various cultures in our diverse school population occurred
- Events - fYrefly presentation (education around LGBTQ+ community), National Indigenous Day celebration, SACE presentation (Sexual Assault Centre of Edmonton)
- Grade 9 Farewell - allowed kids to be honored and to connect - video, pictures, Meets for families, pictures by the school sign, lunch and cake – online students included
- Instagram posts - highlighting positive events and engaging kids
- our results on our measures were near perfect, but not valid as about a third of our student population was online and with COVID restrictions and students feeling wary, there were little interactions, positive or negative, of significance
- on the Assurance Measures, overall our score on Citizenship fell by 0.3%, but we only had 9 parents respond and their collective score fell by 10%, the student score rose by 8% and the teacher score rose by 2%

- 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
- supporting positive mental health for staff during the pandemic; it was difficult to authentically connect
- consistent attendance and participation during emergent remote learning

- pivoting quickly to online learning multiple times throughout the year
- lack of available staff due to illness
- challenging to determine valid/reliable grades between online and in person data and various teachers
- student engagement was challenging especially without extra-curricular activities and face to face connections
- because of COVID protocols the year started very cautiously; our targeted interventions looked differently and we were unable to regroup students to meet targeted needs
- staff math survey: of note, out of the 192 responses, 36.1% of our teachers have less than 5 years experience teaching math; one of the biggest challenges that teachers indicated in the survey was the need to program for multiple levels and the range of learners in a classroom
- at our school we have seven 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 and a class of grade 7/8/9 students who are English Language Learners; the diversity in our school makes us a school with varied and complex learning needs

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

- Equity Achievement Project for 6 of our NCCS schools will help support catchment work using best practices
- CAT-4 data will be used to direct programming
- ability to allocate federal funds to provide additional supports are unavailable this year
- new funding model from the Government of Alberta significantly limits the flexibility for supports and programming
- resiliency work with Dr. Michael Unger will support students
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- catchment wide alignment around Literacy and Numeracy using our IBPGP will help increase student achievement
- Division-wide re-entry plan that addressed specifics as well as our individual school plans; ensuring that students felt safe at school needs to be a priority
- build our catchment knowledge and awareness of how to end racism in our schools
- 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
- more targeted interventions based on assessment data
- more mental health and family supports at our school - Somali Cultural Liaison, Ethno-Cultural Coach, YMCA Youth Worker, Settlement Practitioner, IL Social Worker
- training of new staff in the Reading Screeners and continual improvement of what we offer students in terms of intervention and daily quality instruction

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Dickinsfield School (7559)



Assurance Domain	Measure	Dickinsfield School (7559)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.7	n/a	n/a	n/a	n/a	n/a
	Citizenship	65.7	66.0	76.1	Very Low	Declined	Concern
	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	59.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.6	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	78.8	80.0	85.9	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.2	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	70.8	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.7	67.6	76.4	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 2022, 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. 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
- HLAT data will be collected and compared fall and spring to assess needs and determine growth in writing
- 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
- assistant principal/ELA lead will attend PD sessions with Reading Screener schools and bring PD back to staff; our NCCS Math lead teacher will work to develop assessment tools/teaching strategies targeting common needs; our NCCS lead teacher will bring back literacy and numeracy resources and professional learning for staff
- leadership - actively focused on student outcomes, responsive to student needs, resourceful in putting in place educational provisions, will coach and support teachers
- families will be actively engaged - consistent communication, sharing of at home resources, supporting families to use SchoolZone, offering printed documents
- 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. At Ecole Dickinsfield 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, school and Division professional learning, work within subject area departments and mentorship from the principal and the consultant from the New Teacher Induction Program
- in recognition of the increasing complexities that frame our professional lives, our work in this area will also be committed 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, collaborative efforts between staff, parents and community partners will result in an increase in Dickinsfield students demonstrating positive citizenship, responsibility and kindness inside and outside the classroom as measured by positive anecdotal information from teachers and parents, an increase in the Division Survey and the Alberta Education Assurance Measures indicators and a reduction in negative student conduct incidents. At Ecole Dickinsfield School:

- we have increased our student supports to include: an ethno-cultural coach from the Family Centre, and have continued to offer support through: our Somali cultural liaison, our Settlement Practitioner, a YMCA youth worker, and our Inclusive Learning social worker to provide tailored support to our students and families
- we will focus on making more positive communication home, highlighting student success; we will continue to offer communication in other languages
- staff will refer students to the office to celebrate accomplishments; we will publish accomplishments where appropriate
- anti-racism measures such as education, recognition/celebration of diversity, and analysis/re-thinking of traditional practices will continue to occur
- teaching of appropriate behavior through restorative practices such as: conflict mediated conversations, classroom circles, community conferences and positive behavior plans will be used; regular monitoring of student growth and successful practices will take place to allow us to be responsive to the needs of our students
- in recognition of our population of students with First Nations, Metis and Inuit heritage, and our large English Language Learner population coming from many cultures, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,849,125		2,764,531
Internal Revenue		0		0
REVENUE TOTAL		2,849,125		2,764,531
Classroom	17.500000	1,799,560	16.997000	1,747,835
Leadership	2.000000	253,405	2.000000	253,945
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	76,000	.000000	76,000
TOTAL TEACHER	19.500000	2,128,965	18.997000	2,077,780
(% of Budget)		74.72%		75.16%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	390,736	7.500000	416,776
Support (Supply/OT)	.000000	9,000	.000000	9,000
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	9.500000	574,518	10.000000	600,558
(% of Budget)		20.16%		21.72%
TOTAL STAFF	29.000000	2,703,483	28.997000	2,678,338
(% of Budget)		94.89%		96.88%
SUPPLIES, EQUIPMENT AND SERVICES		66,843		46,930
INTERNAL SERVICES		77,300		37,764
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		145,643		86,194
(% of Budget)		5.11%		3.12%
TOTAL AMOUNT BUDGETED		2,849,126		2,764,532
Carry Forward Included		0		0
Carry Forward to Future		0		0