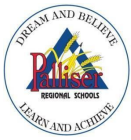


Dorothy Dalgliesh School Annual Education Plan 2021-2022



Principal – Crystal McGregor



Vision Statement

Alberta Assurance Results

OurSchool Survey Results

School Goals

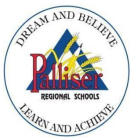
Goal 1: Wellness - please see wellness plan

Goal 2: Engagement

Goal 3: Numeracy

Trends and Issues

Celebrations



Vision Statement

We believe that children learn best when feeling safe and cared for.

We ascribe to our Dorothy Dalgliesh School's motto **SPLASH**, which stands for:

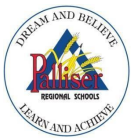
Successful
Place for
Learning
Achieving
Sharing and
Helping others!

To that end everyone:

- Learns and works best in a caring, challenging and safe environment that promotes self-esteem, respect for others, and informed risk-taking;
- Has the right to personal respect, safety, and dignity;
- Has the right to uninterrupted learning; and
- Has the right to fair, consistent and positive discipline.

Students will:

- Demonstrate respect for the rights and feelings of others;
- Strive to achieve academic excellence, physical health, and appropriate social development;
- Develop a sense of pride in their school achievements;
- Learn to think critically and problem solve respectfully and effectively; and
- Develop independent work habits and the ability to work cooperatively with others.



Alberta Education Assurance Measure Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 6412 Dorothy Dalglish School



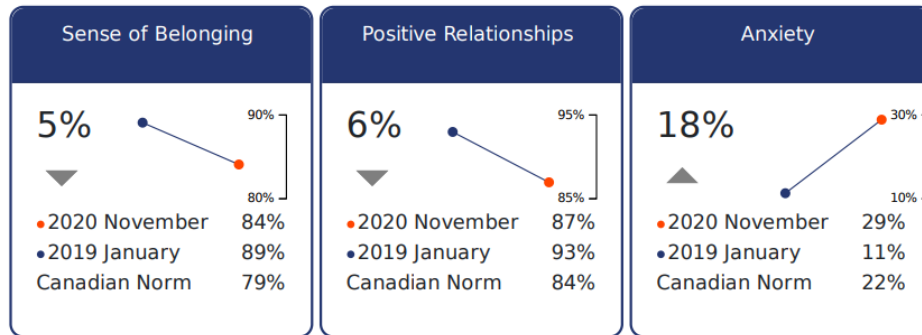
Assurance Domain	Measure	Dorothy Dalglish School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	93.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	93.5	92.5	91.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	90.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.1	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.6	97.4	96.2	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.0	93.6	90.2	79.5	81.8	81.4	n/a	n/a	n/a

Dorothy Dalglish School's assurance results are quite good. Our results are significantly above provincial norms. Compared to previous years, "Education Quality" and "Parental Involvement" declined slightly. While "at-home learning" sprints and COVID-19 guidelines likely impacted results in this area, administration will consult School Council for ideas and further insights. Interventions already in place are:

- o Making stakeholders aware of what we are already doing to continuously improve best practices;
- o For example, share with parents Professional Development Days and what teachers are working on;
- o highlighting student and teacher learning in our newsletter and social media
- o Bring awareness to students of what staff is doing to make the students' learning experience as great as possible

Overview of OurSchool Survey Data (November 2020)

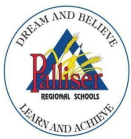
Social-Emotional Outcomes



DRIVERS of Student Outcomes



Our mean results were generally above the Canadian norms. Despite dropping slightly from the previous year, students had an overall positive sense of belonging in our school and had positive relationships. Most students felt that their teachers held high expectations, were well organized and taught relevant concepts well. The majority of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. A large percentage of students reported having anxiety.

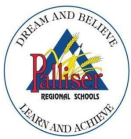


SCHOOL IMPROVEMENT PLAN

Goal 1: Wellness - [please see wellness plan](#)

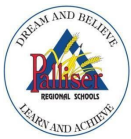
Goal 2: Engagement

Outcome: Staff and students are authentically engaged in their learning. Students demonstrate a growth mindset.		
School Goals	Data/Evidence	Strategies
<p>Students will feel empowered through engaging in authentic learning that allows them choice as often as possible.</p> <p>Differences will be encouraged and celebrated</p> <p>All students will feel safe and supported in the school environment.</p> <p>A growth mind-set will be practiced, modelled, and encouraged.</p>	<p>Assurance Survey Results maintained/improved</p> <p>OurSchool Surveys to reflect students' excitement about being at school.</p> <p>Our School Survey reflects that students have voice and choice in their learning.</p> <p>Students can describe what they are learning and why.</p>	<ul style="list-style-type: none"> ● Professional development facilitated by administration exploring methods, theories, and strategies to move students to engagement and deeper learning ● Teachers set 2 – 3 areas to focus on for the George Couros 8 Classroom Look-fors in Engagement” ● Instructional supervision supports teachers’ growth in exploring and building capacity within these goals. ● Encourage students to adopt the “not yet”, growth mind-set towards learning. <p>Resources:</p> <ul style="list-style-type: none"> ○ <i>Empower</i> by J. Spencer and AJ Juliani ○ <i>The Innovator’s Mindset</i> by G. Couros ○ <i>Creating Cultures of Thinking</i> by R. Ritchart ○ <i>The Power of Making Thinking Visible</i> by R. Ritchart and M. Church ○ <i>Opening Minds</i> by P. H. Johnston ○ <i>Leaders of Their Own Learning</i> by R. Berger, L. Rugen and L. Woodfin ○ <i>The Leaders of Their Own Learning Companion</i> by R. Berger, A. Vilen, and L. Woodfin



Goal 3: Numeracy

Jurisdiction Goal: All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.		
School Goal	Data/Evidence	Action Steps/Strategies
<p>Students will demonstrate improved foundational skills in numeracy meeting or exceeding grade level expectations.</p> <p>Outcome: Students are capable and confident problem solvers, critical thinkers, and mathematicians.</p>	<p>MIPI (Math Intervention/ Programming Instrument)</p> <p>CSL Math Benchmarks</p> <p>KEY math assessments</p> <p>WIAT assessments</p>	<ul style="list-style-type: none"> ● Use the data from the MIPI to identify students who need interventions in various areas of mathematics (universal screen) ● Use CSL math benchmarks, KEY math assessments, WIAT assessment data to look deeper into areas of concern and drive instruction and intervention ● Build teacher capacity via collaborative release time, coaching and professional development around Effective Mathematical Teaching Practices. ● Increased numeracy time infused into the day; Low floor/ High ceiling tasks ● Focus on developing math games that target specific areas of needs according to data (MIPI and PATs as well as ongoing formative assessments and observations) ● Encourage the learning of facts and the development of a mathematical mindset by offering conceptual math activities (such as number talks, Dan Finkel's Openers and rich mathematical tasks) that help students learn and understand numbers and number facts. ● Recognize and celebrate students' accomplishments in numeracy <p>Resources:</p> <ul style="list-style-type: none"> ○ Ongoing professional development supported by Kathy Charchun, SAPDC Maths Lead ○ Video Modules by Christina Tondevold ○ Dan Finkel mathforlove ○ <i>Mathematical Mindsets</i> by Jo Boaler ○ <i>Building Thinking Classrooms</i> by Peter Liljedahl



TRENDS AND ISSUES

Despite our school-wide focus on wellness last year, our OurSurvey results indicate an increase in student anxiety compared to the previous year. We believe this to be largely due to the inherent stressors brought on by the pandemic. Wellness, particularly student anxiety, will remain a focus for us this year.

In looking at our MIPI results (Math Intervention Program Instrument), the curriculum strands where students experienced the greatest success are Patterns and Relations and Statistics and Probability. The area that requires the most attention and intervention falls under the Number Sense strand. The results from grades 2 through 5 indicate that there is a steady decline in Number Sense achievement as students move through the grades. This confirms that a focus on numeracy is relevant.

CELEBRATIONS

Jr. ATB. Students are tellers and accept deposits from staff and students. A great opportunity to learn about banking and handling money.



A friendly visit from the RCMP, joining in a game of BINGO



It's harvest time! Produce from the DDS Aquaponics station. Classes took turns maintaining the station.



DDS Annual Christmas
Ornament delivery in
the community



★ DDS is excited to be the recipient of a \$10,000 Community Priorities Grant on behalf of the Lethbridge/Southwestern Alberta Community Foundation. We will use it to build our "Don Boras Memorial Outdoor Learning Commons". Thank you to Ms. Katie West and the Community Foundation!



