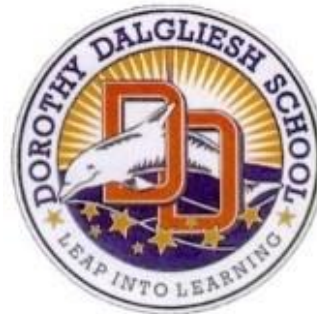




Dorothy Dalglish School 3 Year Education Plan 2018 – 2019



Principal – Shari Rogerson



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Vision Statement

We believe that:

Dorothy Dalgliesh School is a respectful environment where **teamwork** and a **positive attitude** achieve a **safe and caring school**; and where students and staff demonstrate **engagement, a love of learning, and a growth mind-set**. The staff at Dorothy Dalgliesh School is **approachable, and demonstrate professionalism and pride** in all we do. To that end everyone:

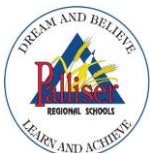
- Learns and works best in a caring, challenging and safe environment that promotes self-esteem, respect for others, and informed risk-taking;
- Has the right to personal respect, safety, and dignity;
- Has the right to uninterrupted learning; and
- Has the right to fair, consistent and positive discipline.

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.

A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.

~ Christopher Reeve - 1952-2004, Actor, Producer, and Screenwriter



School Goals

Goal 1: Functional and Expressive Literacy; Functional Numeracy

Outcome: Students are capable and confident readers, writers, and mathematicians.			Principal Comments:
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
<p>Students will demonstrate improved foundational skills in literacy and numeracy meeting or exceeding grade level expectations.</p>	<ul style="list-style-type: none"> • Breaking down the curriculum, using the old and the new, to create foundational, concrete goals across grades levels. • Fountas and Pinnell Grade level benchmarks Fall/Spring • Areas of improvement for ELA PAT data are: <ul style="list-style-type: none"> ○ Overall scores of acceptable standards (100% to achieve AS) • AP Data to demonstrate growth (see below tables) • K/1 Phonemic Awareness Assessment • On-going check-ins reported to admin <p>***school goal wall</p>	<ul style="list-style-type: none"> • In a collaborative group, staff will analyze and laser focus our instruction in writing and numeracy. • Data will provide areas of concern and will drive the instruction and levels of interventions • Staff collaboration to identify specific areas of concern in PAT data and develop targeted plans of intervention. <ul style="list-style-type: none"> ○ The goal is to have 100% of students achieving AS; and 0% at BAS • Timetabling increased uninterrupted literacy block to 120 minutes; supports cross grade targeted interventions; high expectations of the balanced literacy model and OLM; principal supports up to 50% designated literacy instruction for grades 1-3 • High expectations of infused, purposeful, directed literacy throughout the day 	



		<ul style="list-style-type: none">• Focusing “early and often” for at-risk students, especially in grades 1-3; implementation of LLI intervention grades 1-6• Regular conversations at staff meetings on progress and strategies for intervention/AWA approach• Instructional supervision and resulting reflections and professional conversations to assess, encourage, and build teacher capacity to move towards optimal student learning• Ongoing support and education for parents to support reading at home (i.e. parent education night)	
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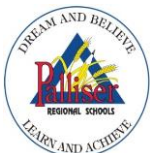


Goal 2: A School Culture of Growth, Safety, and Caring.

Outcome: School environment is safe and caring.			Principal Comments
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
<p>All students will feel safe and supported in the school environment.</p> <p>A growth mindset will be practiced, modelled, and encouraged.</p> <p>Differences will be encouraged and celebrated.</p> <p>Global citizenship.</p>	<ul style="list-style-type: none"> o Accountability Pillar Survey Results maintained/improved o Number of student behavioral issues throughout the year tracked o Overlap in incidents (i.e. students involved) addressed as an intensified level of intervention 	<ul style="list-style-type: none"> o Self regulation practices infused o Review behavior data and address any areas that need some support. <ul style="list-style-type: none"> o Principal aware of ALL student issues, involved directly with repeated and/or concerning behaviors. o Principal to be in hallways and outside at recesses as often as possible o Discipline Policy with accompanying "Think Sheets" focusing on restorative practices and better decision making o FSLC will assist teachers by facilitating programs such as: Self Esteem, character education, and Social skills groups, o In school and broader community building: <ul style="list-style-type: none"> o Ongoing communication with parents o Regular phone calls to parents to initially introduce; celebrate good things o Facebook and website "advertising" and promotion of DDS 	



		<ul style="list-style-type: none">o <i>Meet the Teacher Night</i> to initiate and strengthen family/school relationshipso Celebration assemblies<ul style="list-style-type: none">• Use school-based awards to celebrate student citizenship qualities in both divisionso Programs to encourage and celebrate differences and success:<ul style="list-style-type: none">• School Leadership Program• KOPS• Mini Volleyball and Basketball (involving St. Catherine's student as well)• Terry Fox Run• Family Activities every Month with a focus on Literacy or Safe and Caring• Intramural program /Running Club• Club Activities• Deliveries of Christmas Crafts to the community• Reading buddies from high school• Read to a senior program• Singing Christmas carols to seniors	
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Combined 2018 Accountability Pillar Overall Summary

Combined 2018 Accountability Pillar Overall Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	93.1	96.1	95.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.7	86.1	89.2	81.8	81.9	81.7	High	Declined	Acceptable
	Education Quality	96.9	97.6	97.9	90.0	90.1	89.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	89.8	84.2	n/a	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	42.6	27.6	n/a	19.5	19.2	n/a	n/a	n/a
	Work Preparation	94.1	88.9	87.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	92.2	95.3	94.0	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.9	91.0	89.5	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.5	91.7	92.8	80.3	81.4	80.7	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.



Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Accountability Pillar Analysis

Dorothy Dalgliesh School's accountability pillar results are overall quite outstanding. A glaring concern is in the area of student learning opportunities, particularly in the program of studies. Upon investigation into the AP document and responses participants provided, it is clear that DDS needs to offer more varied subjects. Specifically, there was dissatisfaction with students' opportunity to learn new languages, participate in music, and in learning about or using computers. It is challenging to discern specific details from the AP report, so administration will use the OurSchools Survey to glean more specific information regarding thoughts on these specific matters, as well as speak to School Council members for ideas and insights. Once that information is gathered, staff, students, and stakeholders will work together towards solutions to improve the opportunities offered to students. Interventions already in place are:

- Friday Clubs – student have the opportunity to participate in various clubs, including French;
- Education – students and parents will become more aware of the great things already being offered through explicit conversations and media exposure; and
- Teachers offering “options” within curriculum; i.e. grade 5 is doing drama



Provincial Achievement Tests Five Year Trends

Grade 6 - Five Year Trends - Student Participation Rates Based on Number of Students Enrolled

Gr. 6 Language		2014	2015	2016	2017	2018	AVERAGE	DIFF
Arts								
DDS		100	92.3	92	96.3	100	96.1	5.6
Prov		90.4	90.6	90.6	90.2	90.6	90.5	
Gr. 6 Math		2014	2015	2016	2017	2018	AVERAGE	
DDS		100	96.2	92	96.3	100	96.9	6.4
Prov		90.7	90.8	90.4	89.9	90.5	90.5	
Gr. 6 Science		2014	2015	2016	2017	2018	AVERAGE	
DDS		100	96.2	92	96.3	100	96.9	6.9
Prov		90.2	90.3	90	89.1	90.3	90.0	
Gr. 6 Social Studies		2014	2015	2016	2017	2018	AVERAGE	
DDS		100	96.2	92	96.3	100	96.9	7.2
Prov		89.6	89.8	89.6	89.3	90.1	89.7	
Average of all PATs		2014	2015	2016	2017	2018	AVERAGE	
DDS		100	95.2	92	96.3	100	96.7	6.6
Prov		90.2	90.4	90.1	89.6	90.4	90.1	

Ideally, our percentages should be higher than provincial average.



Grade 6 - Five Year Trends - Students Achieving Acceptable Standard

Gr. 6 Language Arts	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	95.2	84.6	88	92.6	100	92.1	9.4
Prov	81.9	82.8	82.9	82.5	83.5	82.7	

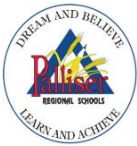
Gr. 6 Math	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	76.2	76.9	72	85.2	87.5	79.6	7.9
Prov	73.5	73.3	71.4	68.4	71.9	71.7	

Gr. 6 Science	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	85.7	88.5	88	88.9	95.8	89.4	12.4
Prov	75.9	76.4	77.6	76.6	78.4	77.0	

Gr. 6 Social Studies	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	85.7	73.1	80	92.6	91.7	84.6	12.9
Prov	70.4	69.8	71.1	72.6	74.9	71.8	

Average of all PATs	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	85.7	80.8	82	89.9	93.8	86.4	10.7
Prov	75.4	75.6	75.7	75	77.2	75.8	

Ideally, our percentages should be higher than provincial average.



Grade 6 - Five Year Trends - Students Achieving Standard of Excellence

Gr. 6 Language Arts	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	23.8	30.8	8	29.6	16.7	21.8	2.9
Prov	17.6	19.5	20.4	18.9	17.9	18.9	
Gr. 6 Math	2014	2015	2016	2017	2018	AVERAGE	
DDS	19	3.8	20	25.9	12.5	16.2	2.4
Prov	15.4	14.1	13.8	12.3	13.5	13.8	
Gr. 6 Science	2014	2015	2016	2017	2018	AVERAGE	
DDS	28.6	34.6	32	59.3	41.7	39.2	11.5
Prov	24.9	25.3	27.7	29.5	31.2	27.7	
Gr. 6 Social Studies	2014	2015	2016	2017	2018	AVERAGE	
DDS	14.3	7.7	24	55.6	16.7	23.7	3.0
Prov	16.6	18.1	22.6	22.4	23.7	20.7	
Average of all PATs	2014	2015	2016	2017	2018	AVERAGE	
DDS	21.4	19.2	21	48.2	21.9	26.3	6.0
Prov	18.6	19.3	21.1	20.8	21.7	20.3	

Ideally, our percentages should be higher than provincial average.



Grade 6 - Five Year Trends - Students Achieving BELOW Acceptable Standard

Gr. 6 Language Arts	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	4.8	7.7	4	3.7	0	4.0	-6.3
Prov	8.5	7.8	20.4	7.7	7.1	10.3	

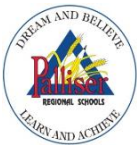
Gr. 6 Math	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	23.8	19.2	20	11.1	12.5	17.3	-0.4
Prov	17.2	17.5	19	21.4	13.5	17.7	

Gr. 6 Science	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	14.3	7.7	4	7.4	4.2	7.5	-5.5
Prov	14.3	13.9	12.5	12.5	11.9	13.0	

Gr. 6 Social Studies	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	14.3	23.1	12	3.7	8.3	12.3	-4.4
Prov	19.1	20	18.5	10.7	15.2	16.7	

Average of all PATs	2014	2015	2016	2017	2018	AVERAGE	DIFF
DDS	14.3	14.4	10	9.6	6.25	54.6	-17.6
Prov	14.8	14.8	17.6	13.1	11.9	72.2	

In this case you want to see our scores lower than provincial averages.



PAT Test Analysis and Goals

	Things we did well	Things we can improve on	Strategies
LA	Onomatopoeia; punctuation; inferencing; details; sequencing; synonyms; punctuation;	Personification; connotation; summarizing; paraphrasing; synthesizing; details vs. main idea	Summarize the story; main idea vs. detail; read deeper, i.e. What is the character thinking (predictions); use shorter, more concise novels so kids don't get lost in the chapters; begin with more informational (concrete) texts, then move on to more fictional/narrative; conferencing to really discuss with individual and get a read on where they are truly at; good conversations in class lead to good writing; kids need those basic skills; "Capital 1" cards (editing support/checklist); common vocabulary for reading and writing terms
Maths	Prime, composite numbers; tables of values and expressions; multi-step problems; probability; recognize fractions; place value;	Ratios ; number to percentages; relationships between columns in a table;	Basic facts need to be down pat; math games to promote the facts; good old drills; ratios need to be hit hard
Science	Hands on concepts; relevant and irrelevant info; experiments and variables	What are moons? Lab reports; gravity;	Higher order thinking skills; transferring; abstract thought;
Social Studies	Canadian governmental concepts are strong; understanding of freedoms and rights	Media bias; what does a protest look like; how Iroquois democracy relates to Canadian democracy	Introduce more current events and discuss how social media influences understandings of the world; bring in a Telus media awareness presenter



Analysis of Trends and Goals

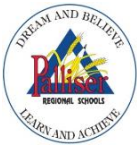
Overall	Across the board, we are above the province in our scores for participation, acceptable and excellence. We are below provincial average in below acceptable standard.
Language Arts	In the past, competing with the province for similar or better scores in acceptable standards has been an issue. The past two years, we are well above provincial averages in our acceptable standard scores.
Math	Again, trends last year placed us lower than provincial average – this year we are above.
Science	When examining 5 year trends, DDS is significantly higher than the province in acceptable standards; in the category of excellence, DDS is achieving slightly higher.
Social Studies	When examining 5 year trends, DDS is significantly higher than the province. Through careful and thoughtful analysis of PAT data we will address those areas of specific concerns, as well as attempting to make the concepts of democracy more tangible and relatable by having students “live” democracy in the classroom.



Professional Development Plan

- Each meeting will begin with a “Collaborative Practices/Academic Wrap-Around” approach, by sharing concerns and/or issues about students, and brainstorming to address these concerns. Using teachers’ expertise, experience, and knowledge will benefit all and increase capacity.
- A staff member is on the district’s Literacy committee, and said staff member and administration attended the Literacy Symposium. That allowed great conversations with staff and a move towards shifting how we view and implement literacy in the school.
- Administration will provide “RTI” PD as needed in response to context and needs of staff.
- Support Staff has indicated that they feel “out of the loop”. Administration is committing to having a support staff meeting every other month during lunch and asking teaching staff to cover supervisions so all staff may attend.
 - These will look similar to teaching staff meetings, beginning with a chance to discuss strategies regarding specific students, followed by “housekeeping” items, and finally administration will share professional development resources and encourage discussion around this. The goal is to build community, make support staff feel included and valued, and to build capacity.

Date:	Plan:
Mon., Aug. 27, 2018	Plan schedules and teaching duties; AP and PAT Analysis; Spend time looking at student concerns and plans for the year to address
Tues., Oct. 16, 2018	AWA; Budget; Elder in the Making – how to bring this to the students
Fri., Oct. 26, 2018	AWA; New curriculum discussion; Literacy follow up conversations – setting directions
Tues., Nov. 20, 2018	OT presentation; AWA; Literacy – setting the direction part II
Tues., Nov. 27, 2018	Support Staff meeting – AWA; lockdown/fire drill procedures
Tues., Dec. 4, 2018	AWA; Admin focus on effective questioning for learning
Tues., Jan. 8, 2019	AWA;
Mon. Jan. 28, 2019	AWA; Literacy check-in; discussion around PD project of studying new curriculum and creating a clear continuum for ELA and Math
Tues., Jan. 29, 2019	Support Staff meeting - AWA
Tues., Mar. 5, 2019	AWA; PD TBA
Tues., Mar. 26, 2019	Support Staff meeting – AWA; PD TBA
Tues., April 2, 2019	AWA; Literacy check-in; discussion around PD project of studying new curriculum and creating a clear continuum for ELA and Math
Tues., May 7, 2019	AWA; PD TBA
Tues., May 28, 2019	Support Staff meeting – AWA; PD TBA



Tues., June 4, 2019	AWA; PD TBA
Thurs., June 27, 2019	Scheduling and planning for next year; final literacy check in – tweaks? What works, what needs to change?