



Dorothy Dalglish School 3 Year Education Plan 2020-2021



Principal – Shari Rogerson



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Vision Statement

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

We ascribe to our Dorothy Dalglish 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.

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: Engagement

Outcome: Staff and students are authentically engaged in their learning. Students demonstrate a growth mindset.			Principal Comments
School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
<p> Students will feel empowered through engaging in authentic learning that allows them choice as often as possible. </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> Differences will be encouraged </p>	<ul style="list-style-type: none"> ● Accountability Pillar Survey Results maintained/improved ● OurSchool Surveys to reflect students' excitement about being at school. <ul style="list-style-type: none"> ○ Survey reflects that students have voice and choice in their learning. ○ Students can describe what they are learning and why. 	<ul style="list-style-type: none"> ● Professional development facilitated by administration exploring methods, theories, and strategies to move students to engagement I their work to empowerment. ● 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. ● Infused is encouraging students to adopt the "not yet", growth mind-set towards learning. ● Resources: <ul style="list-style-type: none"> ○ <u>Empower</u> by J. Spencer and AJ Juliani ○ <u>The Innovator's Mindset</u> by G. Couros ○ <u>Making Thinking Visible</u> by R. Ritchart, M. Church, and K. Morrison ○ <u>Creating Cultures of Thinking</u> by R. Ritchart 	



<p>and celebrated.</p>		<ul style="list-style-type: none">○ <i><u>The Power of Making Thinking Visible</u></i> by R. Ritchart and M. Church○ <i><u>Opening Minds</u></i> by P. H. Johnston○ <i><u>Leaders of Their Own Learning</u></i> by R. Berger, L. Rugen and L. Woodfin○ <i><u>The Leaders of Their Own Learning Companion</u></i> by R. Berger, A. Vilen, and L. Woodfin	
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Goal 2: Functional Numeracy

Outcome: Students are capable and confident problem solvers 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. ● MIPI (Math Intervention/ Programming Instrument) for Grades 2-6 in November; Grade 1 in January; reassessed in May/ June. ● Areas of improvement for Math 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) ● On-going check-ins reported to admin <p>***school goal wall</p>	<ul style="list-style-type: none"> ● On site-based professional development days, staff will analyze and laser focus our instruction in 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 ● 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) ● Regular conversations at staff meetings on progress and strategies for intervention/ AWA approach 	



		<ul style="list-style-type: none">● Instructional supervision and resulting reflections and professional conversations to assess, encourage, and build teacher capacity to move towards optimal student learning.● Resources:<ul style="list-style-type: none">○ Ongoing professional development supported and driven by staff (Mr. M. Van Dyk as facilitator)○ Close examination and analysis followed by professional conversations about current math research that supports best practices○ https://arpcresources.ca/wp-content/uploads/2018/10/Math-Assessment-and-Support-Tools-1.pdf○ <i>Mathematical Mindsets</i> by Jo Boaler	
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Dorothy Dalglish School's accountability pillar results are overall quite good. A glaring concern is in the area of "continuous improvement. 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:

- Making stakeholders aware of what we are already doing to continuously improve best practices;
 - For example, share with parents Professional Development Days and what teachers are working on;
 - Bring awareness to students of what staff is doing to make the students' learning experience as great as possible.
- Analyzing OurSchool survey data to gain a clear picture of what specifically we need to improve upon.



Combined May 2020 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	95.2	90.7	93.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.9	86.2	84.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	97.4	94.3	96.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	86.7	90.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	18.3	27.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.0	92.3	91.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	92.5	88.9	92.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.6	87.0	89.3	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.0	94.5	91.9	81.5	81.0	80.9	Very High	Declined	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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); and Social Studies (Grades 6, 9, 9 KAE).



5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



Provincial Achievement Tests Five Year Trends

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

Gr. 6 Language Arts	2014	2015	2016	2017	2018	AVERAGE	DIFF
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	DIFF
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	DIFF
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	DIFF
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
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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	
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	
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	
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	
Prov	70.4	69.8	71.1	72.6	74.9	71.8	



Average of all PATs	2014	2015	2016	2017	2018	AVERAGE	
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	
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	
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	
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	
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.
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Professional Development Plan

- Mitchel Van DYk is working on completing his Master's Degree. As part of his work, he has chosen to take on leadership around our professional development plan. He surveyed staff and used the data to decide on a focus. Unanimously, it is apparent that numeracy is a focus this year. We will use site-based days to study current research to build capacity and understanding, and create math games that target certain areas of concern. We will use data from the MIPI, and formal assessment methods to understand where the needs are.
- As administrator, my overarching development is **engagement**.
 - Especially this year with restrictive COVID-19 regulations and guidelines, we need more than ever to ensure that students are buying in to the learning process. I am researching several authors to glean strategies for staff to increase engagement. I present an excerpt from an article or book at the beginning of staff meetings, and suggest a strategy or two that teachers can use in their classroom immediately. I also provide a challenge to help teachers explore the concepts of engagement on a deeper level. For example in October they were to either ask students what THEY wanted to learn this year, or ask them what they think a good teacher looks like, and to reflect on the students' responses.