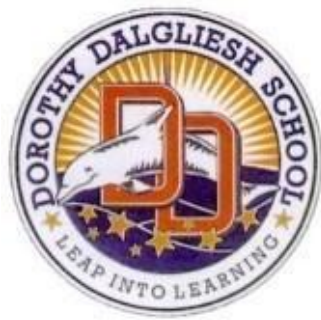
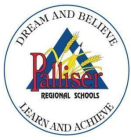


Dorothy Dalgliesh School Assurance Plan 2023-2024



Principal – Crystal McGregor





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:

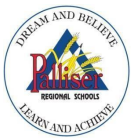
Successful
Place for
Learning
Achieving
Sharing and
Helping others!

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.



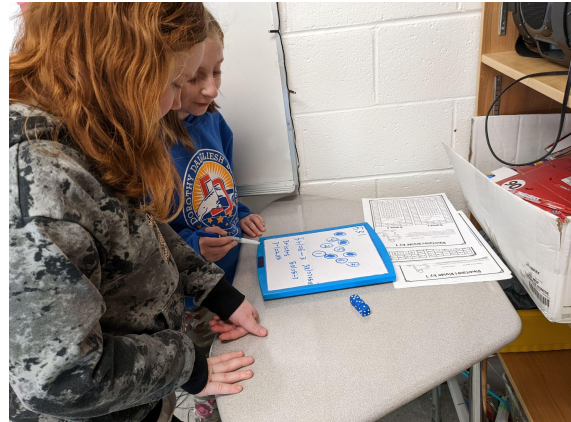
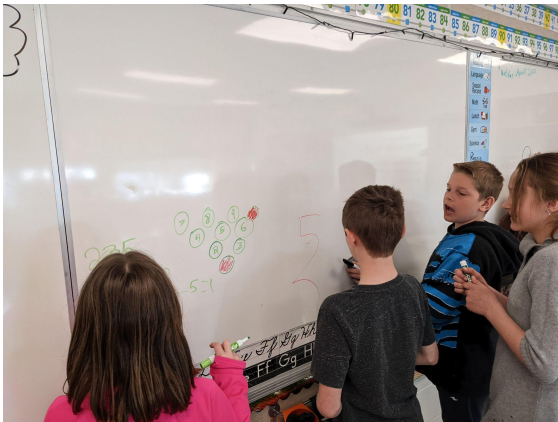
Numeracy

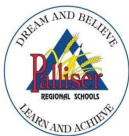
Assurance Element 1 2022-2024	Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
Assurance Element 2	Desired State: Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

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>Implement deep thinking practices in numeracy</p> <p>Build on Numeracy instructional growth with an emphasis on:</p> <ul style="list-style-type: none"> - planning for outcome-based assessment - teacher numeracy coaching and self-reflection. - collaborative planning that includes spiraling, centres and rich task 	<ul style="list-style-type: none"> • MIPI (4-6) • Provincial Math Assessment (1-3) • Observation of numeracy resources and practices being utilized in classrooms • Students are actively engaged, participating and value their math thinking and the ideas of their classmates (buy-in, listening, piggy-backing thinking and comments, willingness to take risks and make mistakes) • Numeracy workshop structures visibly embedded into timetables • Collaborative time is used to 	<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) • Build teacher capacity via collaborative release time, coaching and professional development around Effective Mathematical Teaching Practices. • Unpack new curriculum and numeracy progressions • Encourage fact fluency, flexible thinking, and the development of a mathematical mindset by offering conceptual math activities (such as number talks, Dan Finkle's Openers and rich mathematical tasks) that help students learn and understand numbers and number facts • Professional learning for EAs on supporting rich tasks and productive struggle • Parent involvement and multi-grade collaboration on new math practices and games that can be played at home (ie. Numeracy Night) • Focus on developing math games that target specific areas of

	<p>plan and discuss numeracy practices</p>	<p>needs according to data (MIPI and PATs as well as ongoing formative assessments and observations)</p> <ul style="list-style-type: none"> Recognize and celebrate students' accomplishments in numeracy <p>Resources:</p> <ul style="list-style-type: none"> Book Study <i>Mathematical Mindsets</i> by Jo Boaler Building Fact Fluency Toolkits (Graham Fletcher) Ongoing professional development supported by Kathy Charchun, SAPDC Maths Lead <i>Building Thinking Classrooms</i> by Peter Liljedahl
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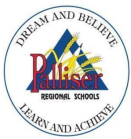


Literacy

Assurance Element 1 2022-2024	Desired State: Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
Assurance Element 2	Desired State: Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

Jurisdiction Goal: All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

School Goal	Data/Evidence	Action Steps/Strategies
Refine and sustain best practices in reading, phonemics, phonics, word study and vocabulary.	<ul style="list-style-type: none"> • Observation - continued implementation of resources and practices within classrooms • Fountas and Pinnell Benchmark Assessment System data • CC3 • ESL Benchmarks • Timetables – teachers can demonstrate that they have delineated comprehensive literacy practices within their literacy block and timetable 	<ul style="list-style-type: none"> • Literacy Committee –meet 3 times/year to develop and reflect DDS literacy plans • LST and leadership support and EA capacity building • Continued LLI reading intervention • Teacher observation and mentorship • Review comprehensive literacy and resources with new staff or continuing staff as requested • EAL Benchmarks - collaborative analysis of writing samples and strategies to support EAL writing <p>Resources:</p> <ul style="list-style-type: none"> o Lively Letters o Heggarty



Wellness

Wellness Action Plan 2022-2023

Assurance Element 3 2022-2024	Desired State: Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.
Assurance Element 2	Desired State: Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

Jurisdiction Goal: Palliser students will become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life.

School Goal	Data/Evidence	Action Steps/Strategies
<p>Students will feel empowered through engaging in authentic learning that allows them choice as often as possible.</p> <p>Students and staff will practice vulnerability and risk-taking through:</p> <p>Celebrating and encouraging diversity</p> <p>Promoting a feeling of safety, support and belonging in the school environment</p> <p>Embracing, practicing and modeling growth mind-set</p>	<ul style="list-style-type: none"> • OUR School Surveys • Alberta Education Survey measures of Welcoming, Caring, Respectful and Safe Learning Environment and Access to Supports and Services • Increased student independence & self-advocacy • Minimized student conflict (quantity and severity) • More positive student and staff interactions 	<ul style="list-style-type: none"> • Gather data on school wide SEL to inform next steps for social/emotional learning intervention and instruction framework • Leadership and LST will do an informal assessment inventory using the CAESL school wide walk-through protocol and reflection template • Implement SEL program, Second Step to provide a cohesive Wellness framework and language • Encourage students to adopt the “not yet”, growth mind-set towards learning. • Initiate opportunities for student leadership such as student-led announcements and assemblies, organization and planning of spirit days, multi-grade reading and numeracy buddies • Presentations and workshops with our Indigenous liaison and a community-based Indigenous knowledge keeper • Re-establishment of DDS Families with a growth mindset focus (multi age student mentorship and community engagement)



- Daily nutrition program to ensure that all students have access to basic sustenance
- Resources:
- o Learn Alberta Inclusive Library
 - o CAESL Guide to School Wide Social/Emotional Learning
 - o FNMI- Circle of Courage;
 - o Nature Based;
 - o Restorative Circles;

