

ÉCOLE DICKINSFIELD

Alberta Education Assurance Plan

2022-2023



#DFLYERFAMILY

Context

École Dickinsfield School is a well established ECDP to grade 6 school in the heart of the Dickinsfield community. We have two streams of language instruction, English and French Immersion. Our school is home to the PEAK Elementary Hockey Academy for students in grades 3-6, and we are a proud Leader in Me Lighthouse school. At École Dickinsfield School, we are on a journey of creating leaders, one child at a time. In 2011, our school became a Leader in Me school which is founded on the 7 Habits of Highly Effective People. Students at our school are taught the 7 habits language as well as the foundations of the habits. The 7 Habits are not taught as a curriculum, but they are ubiquitously integrated into the curriculum, traditions, school environments and the culture of École Dickinsfield School. In June 2018, students and staff at École Dickinsfield School were honoured to achieve the Lighthouse Milestone. The certification is evidence that our school has produced outstanding results in school and student outcomes, by implementing the process with fidelity and excellence. It is also because of the impact that École Dickinsfield School is having on staff, students, parents, and the greater community. As an Apple School we teach students about leading healthy lifestyles and encourage this with fun and engaging activities.

Current student enrollment is 643 students with 59% of the students in French Immersion. Staffing at the school is comprised of:

- 24.5 Classroom ATA
- 10 Educational Assistants
- 1 Full Time Head Administrative Assistant
- 2 Full Time Administrative Assistants
- 1 Full Time Library Assistant
- 3 Admin (1 Principal, 2 Vice Principals)
- 1.5 LAC teachers, 1 School Counselor, 1 Physical Education Teacher and 1 Music Teacher

Opportunities for students and staff to connect have been limited in the last two years with the global pandemic. We see this impacting our school culture in ways we might not have predicted. Students feel they have an advocate to turn to in the school, yet they don't feel a strong sense of belonging. We plan to use current resources such as the Leader in Me and The Regulated Classroom to help bolster this sense of belonging and reduce rates of anxiety. The pandemic has also impacted our student academic success. Report card data indicates gaps in learning in literacy and numeracy; however, staff have voiced that there is a need to find more reliable sources of data for the coming school year. Thus, we are transitioning to using literacy benchmarks and the MIPI. It is clear that literacy interventions are needed to address gaps, and this will require a change in structure for our literacy blocks, allowing for further differentiation and more targeted instruction. We will access the expertise of our division coordinators during PLF time to build on staff learning.

As this plan was developed, our School Council reviewed data with us and gave feedback about the goals. We look forward to working with all of our stakeholders to close identified learning gaps and to further engage our parent community in building our programs.



SCHOOL NAME

SCHOOL ASSURANCE FRAMEWORK

Doing What's Best for Kids



OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

88% of stakeholders agree that student learning environments are welcoming, caring, respectful and safe.

89% of stakeholders are satisfied with the opportunity for students to receive a broad program of studies.

Students report having positive relationships with staff and feeling that they have advocates at school. Students feel safe at school

AREAS FOR GROWTH

Literacy data indicates gaps in reading accuracy for grades 1-3 and in comprehension for grades 4-6. There is minimal Numeracy data to access apart from report card data.

Students and staff report high levels of anxiety. Students report a lower sense of belonging. Parents feel that their children have fewer opportunities for students to get help at school with academics.

LOCAL CONTEXT

Demographics: 643 Students: 12% First Nations, Métis & Inuit; 7% English Language Learners; 47 Staff

School Specific: Dual-program school; 41% English, 59% French Immersion

Programs: French Immersion and English program for ECDP to grade 6. LIM Lighthouse School; experiencing need to reimagine the future. APPLE School focus on comprehensive school health and supporting student and staff wellness. PEAK Hockey Academy school for elementary grades 3-6.

School Culture: Students have reported feeling safe at school and that they have adults in the building that they can come to for help. Student sense of belonging has decreased, this coincides with the lack of leadership and extracurricular activities for students. The pandemic has impacted family choice of language of instruction, causing French Immersion enrollment numbers to decline.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS - [LINK](#)
 - o Focus on developing Daily 5 and CAFE strategies so that there are more opportunities for small group instruction
 - o Development of BULB (universal literacy block) to enable differentiated groups across classrooms
 - o Staff learning in diversity, inclusion and intersectionality
 - o Staff learning in administering and analysing data from the MIPI
2. PHYSICAL RESOURCES
 - o Daily 5 and CAFE resources ordered for staff
3. HUMAN RESOURCES
 - o Time with Emily Reid Daniels to further develop staff proficiency in The Regulated Classroom©
4. BUDGET
 - o Budget to include supporting Daily 5/CAFE centres for teachers (5 Daily 5 in each language plus 5 CAFE books - \$681.08) ; Budget allocated to time with E. Reid Daniels & to Diversity Training(); WeCollab for continued support of CRM meetings and focus (\$2,730.00)

INDICATORS OF SUCCESS

SHORT TERM

École Dickinsfield literacy non-negotiable instructional strategies are established and in use. Literacy data is used meaningfully during CRM to inform instructional next steps. PLFs are meaningful for all staff. The Leader in Me leadership notebooks are started. Staff have developed a cadence for using The Regulated Classroom© strategies with students. The language of the 7 Habits from the Leader in Me is once again regularly used and leadership assemblies are underway.

MOVING TO - DESIRED STATE

More coordinated literacy instructional practices that help drive high student achievement in literacy.

High sense of student belonging with lower rates of anxiety for students and staff.

GROWTH AREA: Literacy – At École Dickinsfield we have worked with the Division Literacy Coordinator to identify learning gaps. It is clear that targeted instruction is needed, and a literacy block structure is required in order to address this through small group instruction in the classroom. Thus, improved coordination of literacy instructional practices, strategies and support will lead to increased student achievement in reading comprehension, accuracy and fluency. By June 2023, 75% of students will be at or above literacy benchmark targets.


ACTION FOR IMPROVEMENT: Literacy – IF time and resources were made available for staff to engage in a Collaborative Response Model where they bring forward evidence of their instructional practices and the resulting impacts on student reading comprehension, fluency and accuracy and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective instructional practices THEN we would expect to see increased instances of students achieving grade level category targets in the identified areas by June 2023.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<ul style="list-style-type: none"> • Current student achievement data indicates need for continued focus, particularly in the areas of reading comprehension in grades 4-6, and fluency and accuracy in K-3. • Collaborative Response was implemented - room for further growth and use/development of Continuum of Supports 	<ul style="list-style-type: none"> • Fluency Term 2 2021/2022 - report card data: 72.3% of students are achieving a 3 or 4 of their report card. • ELL - 69.0% • FNMI - 67.8% • Feedback gathered through staff surveys, self-reporting, and in-depth discussion. • 64.6% of grade 1 students above average in LeNS - 12.2% below average; 23.2% at risk • Grade 2 - CC3 42.9% of students Above average 23.8% below average; 33.3 % at risk • Interventions showed significant improvement for most of the 35 students who received them 	<ul style="list-style-type: none"> • Data indicates that gaps are being closed more quickly in div 2 and that most students are at or above level by the end of grade 6. • Data indicates that the biggest need is in grades one and two. • CC3 data indicates when short term interventions are used, gains can be significant 	<ul style="list-style-type: none"> • staff have shared/ developed some strategies and practices to meet student areas of need • Data indicates that bias may exist in benchmarking and report card indicators. • further development of promising practices at grade and division level is ongoing • Div I greatest need is seen to be in fluency, while Div II greatest need seen to be with comprehension 	<ul style="list-style-type: none"> • Focus on Literacy Class structure to facilitate differentiation in each grade level. (centers, Daily 5). Structure will also support student dysregulation • Continued development of literacy plans with focus on reading category skills, assessment instructional strategies and classroom structure. • Professional learning opportunities to streamline benchmarking, assessment, prevent marker bias, and deepen learning. • Creation of Basic Universal Literacy Block (BULB). (Term 2 start; CAFE) developed in PLFs during term 1 • Student goal setting & tracking through LIM using sheets such as THIS 	<ul style="list-style-type: none"> • Literacy instructional strategies, such as Daily 5, have started to be implemented (beginning in June 2022) • Guided reading in progress • BULB structure development in progress during PLFs • LIM leadership notebooks are started and students have begun to develop their literacy goals 	<ul style="list-style-type: none"> • Structured literacy blocks (Daily 5) as common practice in all classrooms • Literacy plans show cohesion between grades • classroom assessments and practices are varied and diverse; but common amongst grade levels • structured literacy block supports student interventions happening in classrooms • BULB in progress and is adjusted as needed • LIM supports student learning and is a useful tool for staff and students

GROWTH AREA: Wellness & Diversity – École Dickisfield currently has a full time counsellor and access to the Division Mental Health Coordinator to support the Mental Health needs of students. Teachers have begun a book study of *The Regulated Classroom*, however, there is an increased need for classroom based regulation interventions to address high levels of anxiety. There is also a need to address student sense of belonging as the pandemic decreased opportunities for feeling connected in the school. By June 2023, student sense of belonging will increase to 75% and students with moderate or high anxiety levels will decrease to 22%, according to the *OurSchool Survey data*.

ACTION FOR IMPROVEMENT: Wellness & Diversity - IF time and resources were made available for staff to engage in a Collaborative Response Model where staff bring forward evidence of student wellbeing and leadership role opportunities and the resulting impacts on student sense of belonging and IF the school leadership team and staff are also actively engaged in exploring and building collective knowledge about meaningful opportunities for student and staff wellbeing, appreciation, and leadership THEN we would expect to see increased instances of students reporting a higher sense of belonging and levels of anxiety will decrease.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<ul style="list-style-type: none"> Minimal opportunities for student and staff leadership roles due to pandemic, despite interest Staff is fatigued and burnout is at high levels. Negative student behaviours are increasing Students identifying as different genders or questioning Increase in relational conflicts between students Discrimination evident in student population FNMI teachings in the Gathering Space have helped to develop student and staff learning in this area LIM has been less of a focus in recent years 	<p>OurSCHOOL Student Survey :</p> <ul style="list-style-type: none"> 67% of students grade 4-6 report a high sense of belonging, decreased by 2% from the fall and Spring 2021. 12% below the Canadian average. 26% of students reported moderate to high levels of anxiety, decreased by 6% from fall, 1% from spring 2021, but 4% above Canadian average. 	<ul style="list-style-type: none"> There is a need to cultivate wellness and diversity and education at EDF in order to help cultivate a sense of belonging for students. Despite small increases in positive relationships and behaviour, student anxiety is still reported as above average, denoting a requirement for more student support around student wellness. 	<ul style="list-style-type: none"> There is a need for a collective approach to introducing wellness and diversity practices into the classroom to help students develop a sense of belonging. Previously used LIM strategies have been less of an emphasis. Supporting staff in further developing their proficiency in this area could help improve student sense of belonging 	<ul style="list-style-type: none"> Implementation of <i>The Regulated Classroom</i> strategies (track use & share strategy use in PLFs) - including scheduled time with Emily R. Daniels during PLFs Rebuild LIM as a core practice within our school develop or research an effective survey to identify staff learning needs with diversity, inclusion and intersectionality PLF time devoted to staff learning of identified diversity, inclusion and intersectionality needs explore what's needed to become designated as a "Rainbow School" Staff training through Pride YMM Reinstating our school GSA as we can combine cohorts Through School Council parents/guardians are consulted about their areas for learning or areas of expertise with regards to diversity, inclusion and intersectionality 	<ul style="list-style-type: none"> Use of time in at least one PLF to share best practices in the Regulated Classroom LIM 7 habits have been taught in all classrooms - Monthly leadership assemblies have begun Student & Staff lighthouse teams in progress Student Wellness & Diversity leadership group in progress staff training in diversity has begun staff regularly using DF Incident Referral form 	<ul style="list-style-type: none"> Staff and students are reinvigorated about LIM Student office referrals have decreased All students are involved in leadership in the classroom or a schoolwide role. Staff report feeling regulated and with reduced levels of stress and anxiety All students report feeling a higher sense of belonging All students report reduced anxiety École Dickisfield will be a YMM Rainbow School

GROWTH AREA: Numeracy – École Dickinsfield has minimally consulted the Division Numeracy Coordinator as our focus has been on Literacy. We recognize there are gaps in learning in numeracy and endeavor to collect appropriate data as a first step in addressing these gaps. Therefore, in addition to the implementation of the new K-3 math curriculum in division 1, division 2 will identify student needs through MIPI implementation twice throughout the school year. By June 2023, Grade 4-6 classrooms will have implemented the MIPI in the fall and spring.

ACTION FOR IMPROVEMENT: Numeracy - IF time and resources were made available for staff to engage in meaningful use of the MIPI data and IF the school leadership team is also actively engaged in analyze the MIPI data THEN we would expect to see numeracy data that can be used to inform a numeracy goal for the 2023-2024 school year.



Moving From... <i>Current State</i>	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
There is currently not a school-wide numeracy assessment that is used.	<ul style="list-style-type: none"> • Baseline data is inconsistent or limited to data from various classroom based assessments and report card achievement currently. • Current report card data indicates that 15.9% of grade 1-3 and 13.9% of grade 4-6 students are not meeting grade level expectations in knowledge outcomes in math • A common baseline assessment (MIPI) is needed as we move forward at École Dickinsfield 	There is a need to create a school wide approach to numeracy data collection, identifying areas of growth and a coordinated approach to implement intervention strategies in this area.	Teachers need support with a coordinated data measure and instructional practices that can support numeracy development.	<ul style="list-style-type: none"> • Time will be designated during a PLF to work with Numeracy Coordinators on MIPI data analysis to inform instruction • PLF time will also be used to analyze MIPI in the spring to inform next year's school growth plan • Consult with division Numeracy Coordinators to help identify next steps for instructional practices and intervention strategies to support literacy development 	<ul style="list-style-type: none"> • MIPI has been administered in grades 4, 5 & 6 • PLF time has used to learn how to analyze the data 	<ul style="list-style-type: none"> • Use of MIPI in all grade 4-6 classrooms to inform instruction and to inform the school goals for next year.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1854 Ecole Dickinsfield School (ESL)



Assurance Domain	Measure	Ecole Dickinsfield School (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.7	74.1	75.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.9	85.0	84.9	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	88.1	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.0	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	73.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	16.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1854 Ecole Dickinsfield School



Assurance Domain	Measure	Ecole Dickinsfield 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	84.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	82.6	89.7	84.6	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	78.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.6	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	91.2	92.9	91.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.3	82.4	79.6	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

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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.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 1854 Ecole Dickinsfield School (FNMI)



Assurance Domain	Measure	Ecole Dickinsfield School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	62.0	55.9	55.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	75.0	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	1.2	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

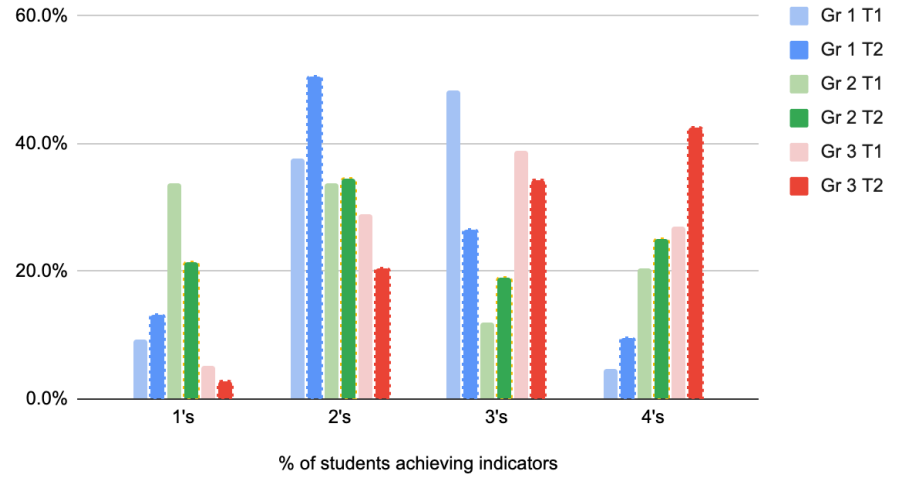
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REPORT CARD DATA

Term 1

# of students achieving indicators		Indicator Achieved				Total	% 3 or 4
		1's	2's	3's	4's		
Grade	1	8	32	41	4	85	52.9%
	2	28	28	10	17	83	32.5%
	3	8	44	59	41	152	65.8%
	4	13	17	69	51	150	80.0%
	5	4	22	52	38	116	77.6%
	6	0	8	68	49	125	93.6%
Total		61	151	299	200	711	
%		8.58%	21.24%	42.05%	28.13%		

Gr 1-3 Reading Report Card Outcomes

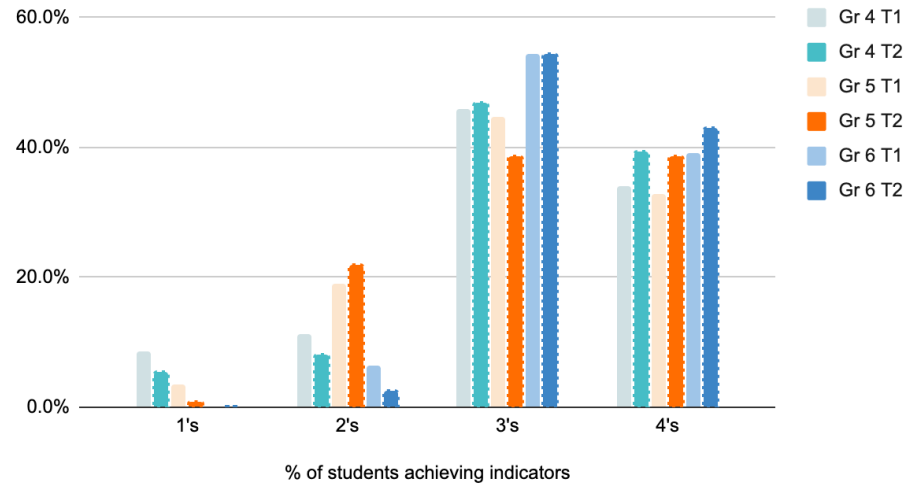


70.2% 3 OR 4 IN READING FLUENCY

Term 2

# of students achieving indicators		Indicator Achieved				Total	% 3 or 4
		1's	2's	3's	4's		
Grade	1	11	42	22	8	86	34.9%
	2	18	29	16	21	83	44.6%
	3	4	30	50	62	152	73.7%
	4	8	12	69	58	150	84.7%
	5	1	25	44	44	116	75.9%
	6	0	3	67	53	125	96.0%
Total		42	141	268	246	712	
%		5.91%	19.83%	37.69%	34.60%		

Gr 4-6 Reading Report Card Outcomes



72.3% 3 OR 4 IN READING FLUENCY

FNMI Report Card Data

FNMI term 1 Summary		Indicator Achieved				Total	% 3 Or 4
		1's	2's	3's	4's		
Grade	1	2	2	4	0	8	50.0%
	2	3	4	1	1	9	22.2%
	3	1	6	5	4	16	56.3%
	4	0	5	11	7	23	78.3%
	5	0	2	6	1	9	77.8%
	6	0	1	14	2	17	94.1%
Total		6	20	41	15	82	
		7.32%	24.39%	50.00%	18.29%		
				3 OR 4 IN READING 68.3% FLUENCY			
FNMI term 2 Summary		Indicator Achieved				Total entries	% 3 Or 4
		1's	2's	3's	4's		
Grade	1	3	1	5	0	9	55.6%
	2	2	5	1	0	8	12.5%
	3	0	2	2	6	10	80.0%
	4	0	4	11	3	18	77.8%
	5	0	1	4	1	6	83.3%
	6	0	1	6	1	8	87.5%
Total		5	14	29	11	59	
		8.47%	23.73%	49.15%	18.64%		
				67.8% 3 OR 4 IN READING FLUENCY			

ELL Report Card Data

ELL term 1 Summary		Indicator Achieved				Total entries	% 3 Or 4
		1's	2's	3's	4's		
Grade	1	0	5	4	1	10	50.0%
	2	1	0	1	3	5	80.0%
	3	2	8	7	8	25	60.0%
	4	0	2	0	2	4	50.0%
	5	1	1	2	2	6	66.7%
	6	0	0	4	4	8	100.0%
Total		4	16	18	20	58	
		6.90%	27.59%	31.03%	34.48%		
					65.5%	3 OR 4 IN READING FLUENCY	
ELL term 2 Summary		Indicator Achieved				Total entries	% 3 Or 4
		1's	2's	3's	4's		
Grade	1	2	5	1	3	11	36.4%
	2	1	0	0	4	5	80.0%
	3	0	6	8	10	24	75.0%
	4	1	1	0	2	4	50.0%
	5	0	2	2	2	6	66.7%
	6	0	0	3	5	8	100.0%
Total		4	14	14	26	58	
		6.90%	24.14%	24.14%	44.83%		
					69.0%	3 OR 4 IN READING FLUENCY	

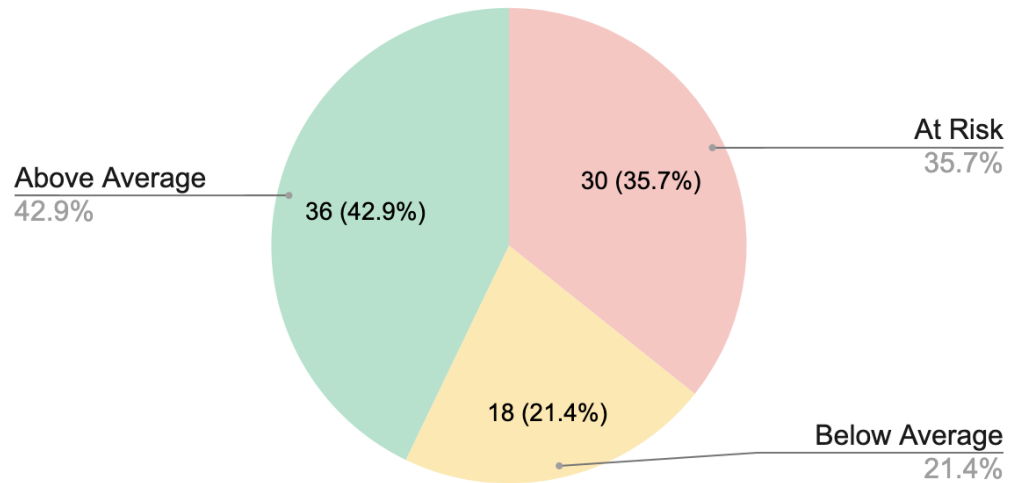
CC3 Fall Results (GRADES 2 & 3)

CC3 Fall Grade 2	At Risk	Below Average	Above average
English	11	6	17
French	19	12	19
Total	30	18	36
	35.7%	21.4%	42.9%

CC3 Fall Grade 3	At Risk	Below Average	Above average
English	10	10	14
French	1	3	53
Total	11	13	67
	13.1%	15.5%	79.8%

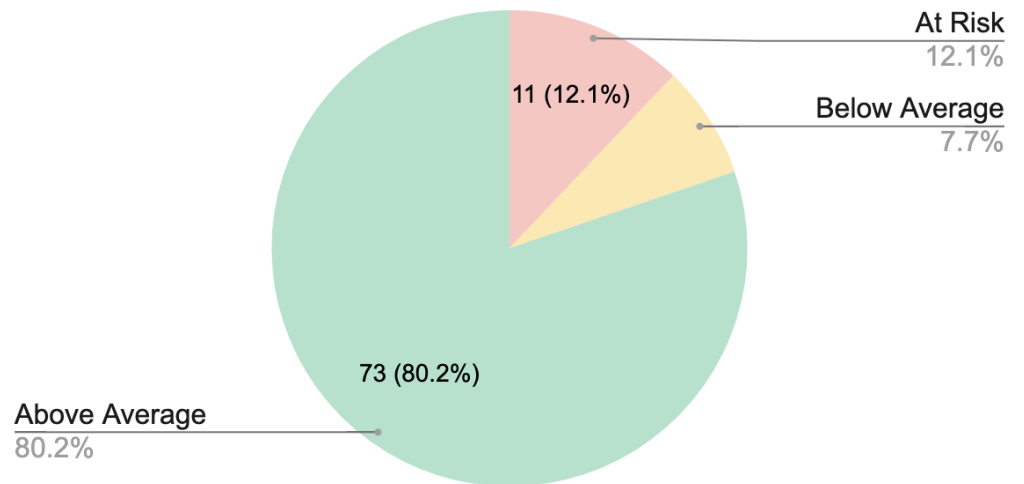
Grade 2 CC3 Average results

Fall 2021



Grade 3 CC3 Average results

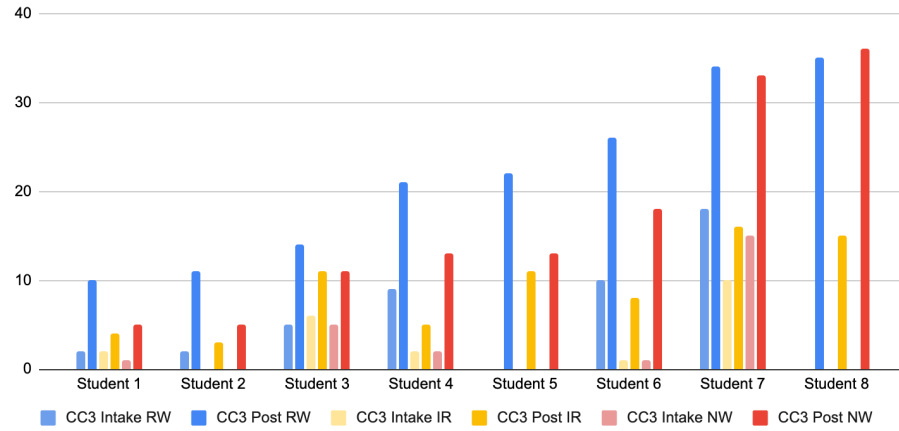
Fall 2021



CC3 INTERVENTION GROUP GROWTH (GRADE 2)

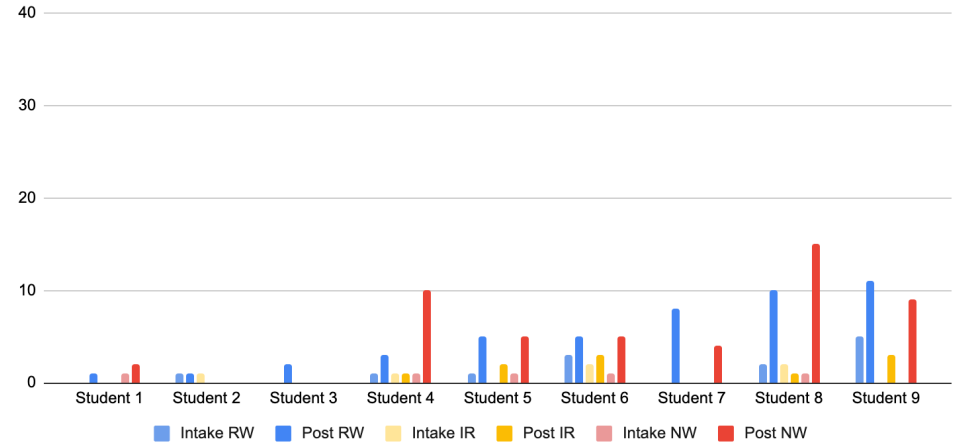
Grade 2 English Intervention Group

CC3 Pre & Post Results



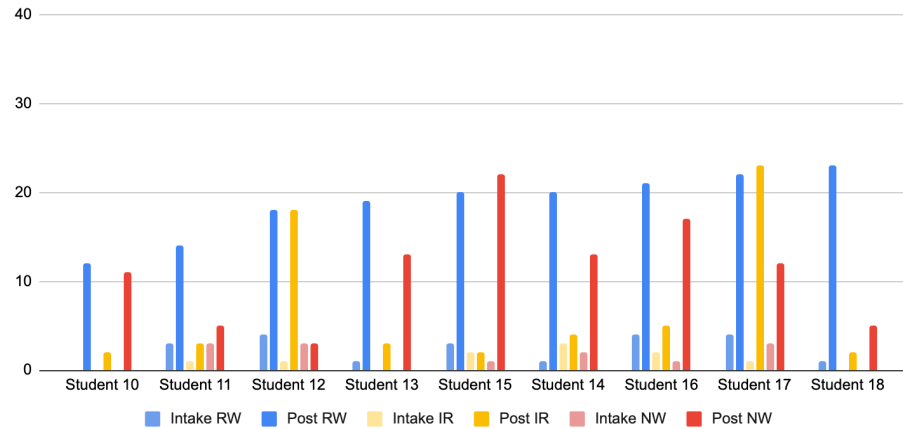
Grade 2 French Intervention Group 1

CC3 Pre & Post Results



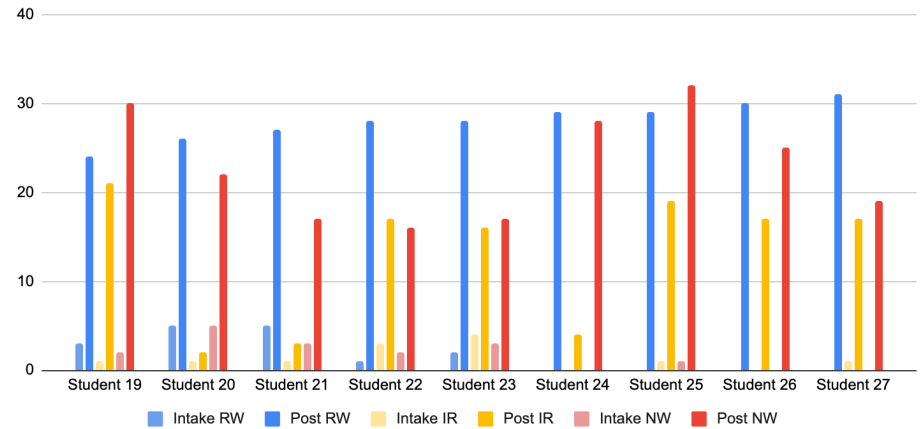
Grade 2 French Intervention Group 2

CC3 Pre & Post Results



Grade 2 French Intervention Group 3

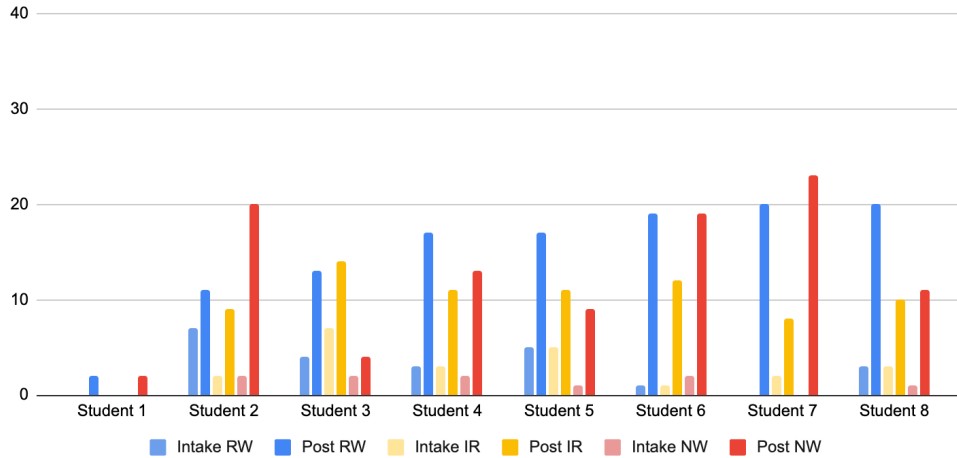
CC3 Pre & Post Results



CC3 INTERVENTION GROUP GROWTH (GRADE 3)

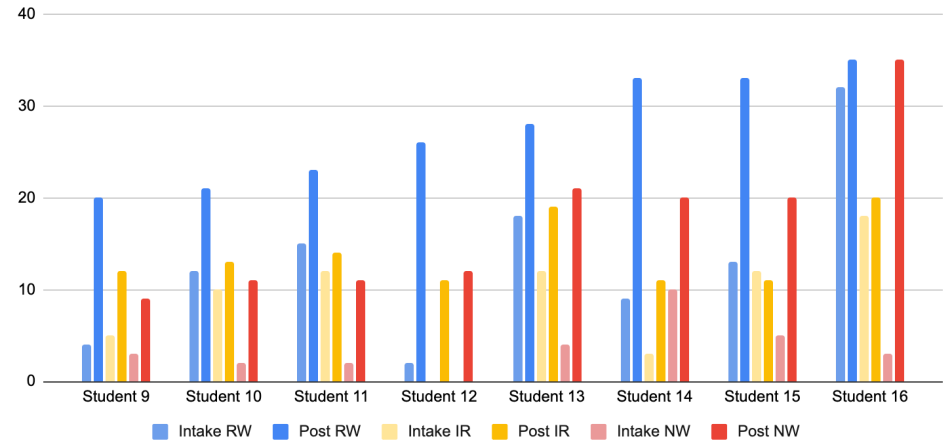
Grade 3 English Intervention Group 1

CC3 Pre & Post Results



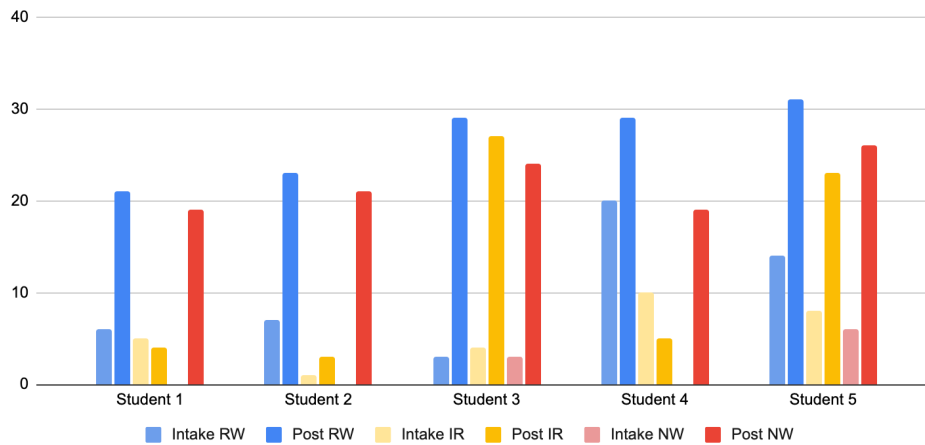
Grade 3 English Intervention Group 2

CC3 Pre & Post Results



Grade 3 French Intervention Group

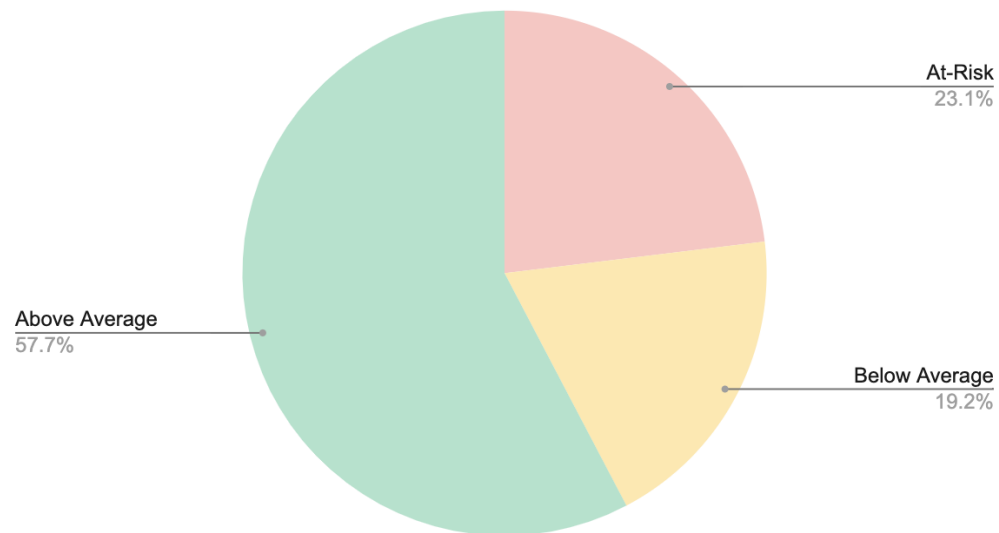
CC3 Pre & Post Results



LeNS Data - Grade 1 English - Winter 2022

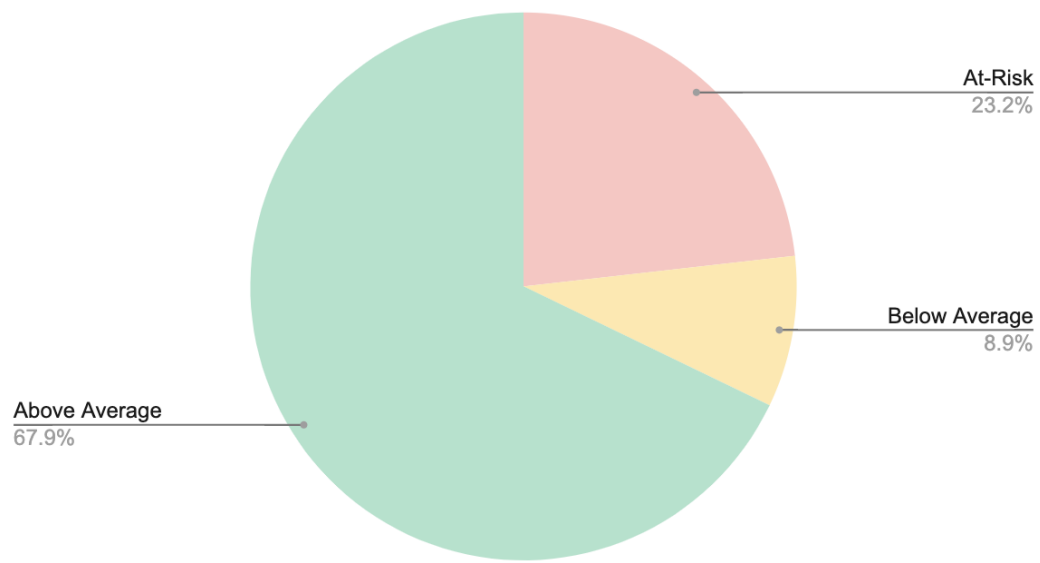
Norms	Total Score
At-Risk	0-39
Below Average	40-43
Above Average	44-76

Grade 1 English - Winter LeNS Data

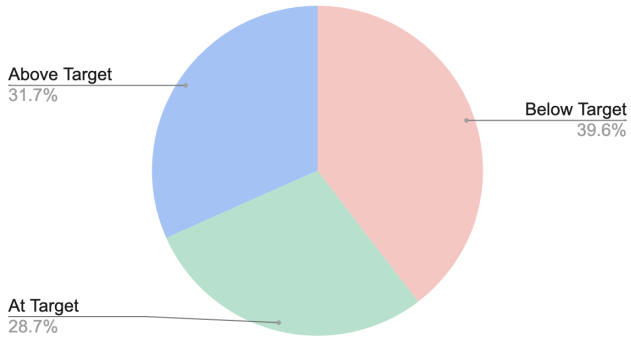


LeNS Data - Grade 1 French - Winter 2022

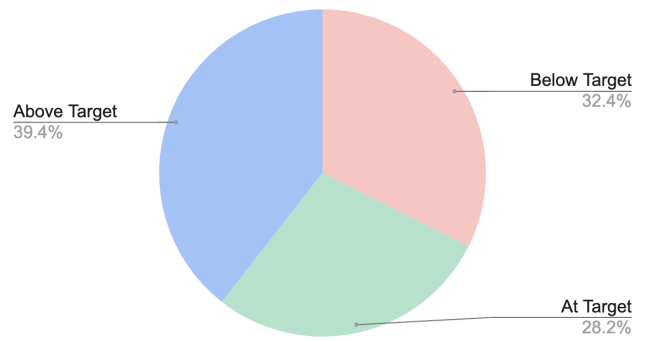
Grade 1 French - Winter LeNS Data



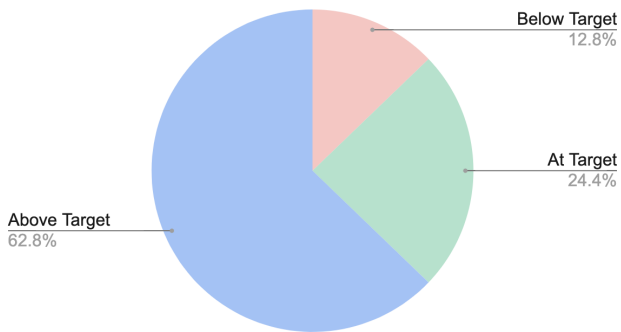
Grade 4 Fall F&P



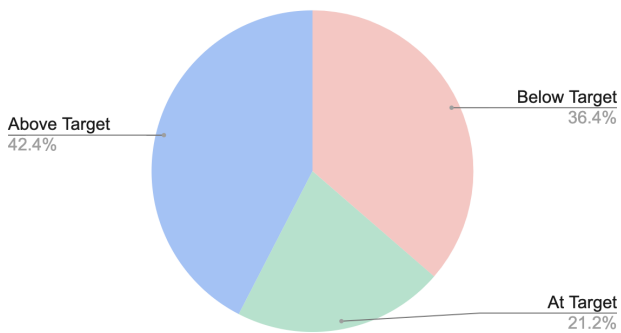
Grade 5 Fall F&P Benchmarks



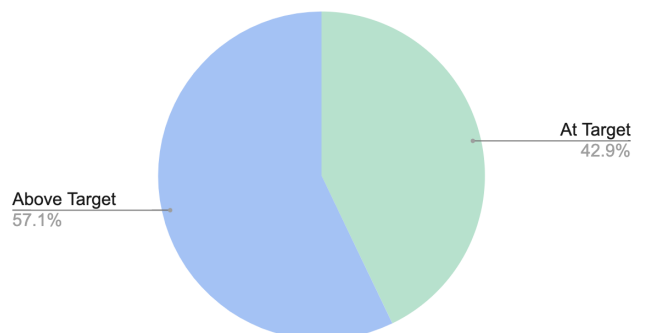
Grade 6 Fall F&P Benchmarks



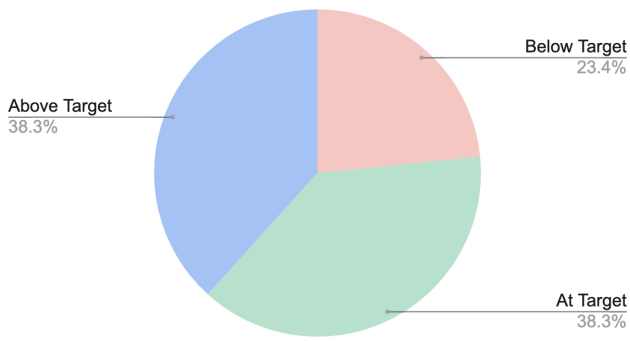
Grade 4-6 Fall F&P Benchmarks FNMI



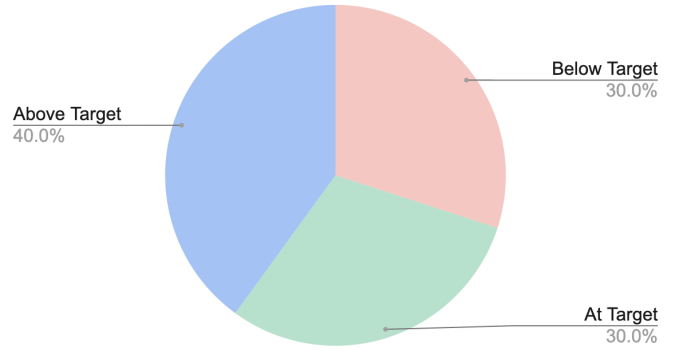
Grade 4-6 Fall F&P Benchmarks ELL



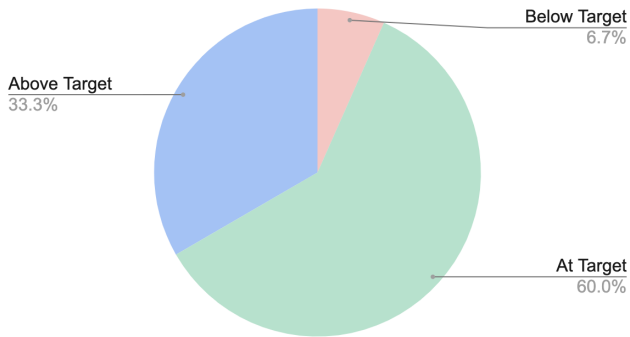
Grade 4 GB+ French Fall Benchmark



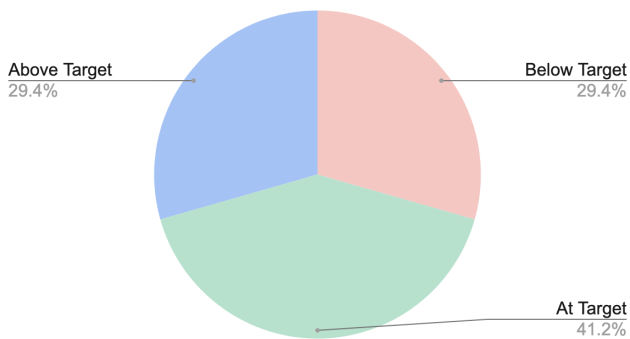
Grade 5 GB+ French Fall Benchmark



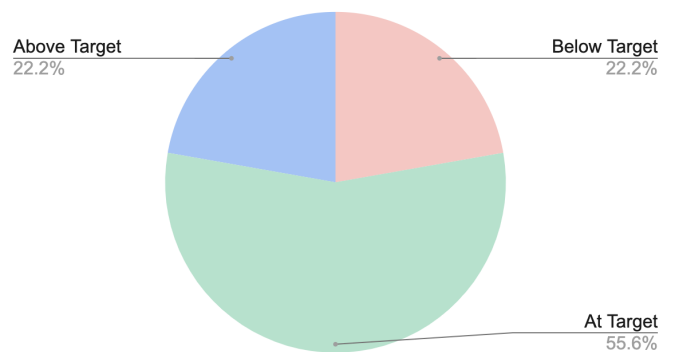
Grade 6 GB+ French Fall Benchmark



Grade 4-6 Fall GB+ Benchmarks FNMI



Grade 4-6 Fall GB+ Benchmarks ELL





Report on Student Outcomes and School Climate

OurSCHOOL Elementary School Survey (8890)

Ecole Dickinsfield School Highlights

Your version of the **OurSCHOOL** student survey measures 13 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 235 students in this school that participated in the survey between 14 Mar. 2022 and 22 Mar. 2022. The number of students by grade level is:

grade 4: 94

grade 5: 69

grade 6: 72

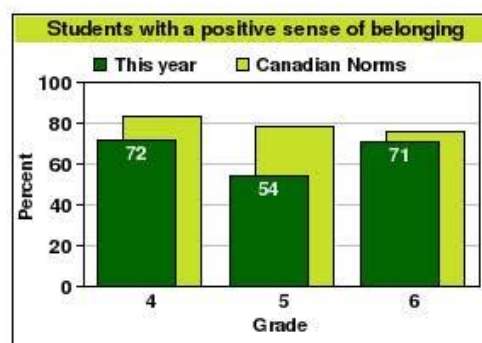
The bar charts show the results by grade for grades with at least 5 students. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this school. For details on the survey see www.thelearningbar.com

Social-Emotional Outcomes

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

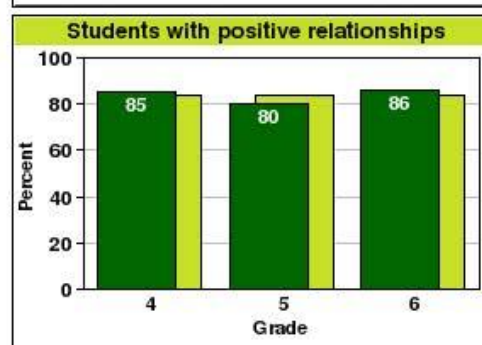
- 67% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 69% of the girls and 72% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 84% of students had positive relationships; the Canadian norm for these grades is 84%.
- 86% of the girls and 82% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.

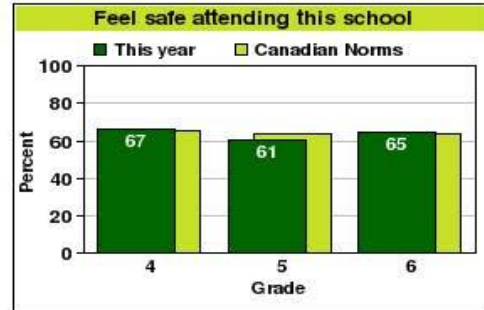


DRIVERS of Student Outcomes

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- ♦ 65% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- ♦ 70% of the girls and 64% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- ♦ In this school, students rated advocacy at school 6.6 out of 10; the Canadian norm for these grades is 6.4.
- ♦ In this school, advocacy at school was rated 6.7 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.3.

