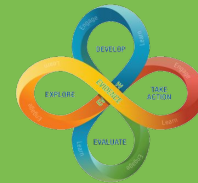


Education Plan for École Dickinsfield School
Erin Keca, Leannah Robertson and Erin Andrews
Spring 2023



ÉCOLE DICKINFIELD SCHOOL SCHOOL ASSURANCE

Doing What's Best for Kids



Welcome to École Dickinsfield School, bienvenue à École Dickinsfield School!

École Dickinsfield School offers a unique educational experience with its dual track program, allowing families to choose between French Immersion and English programming. With a current enrolment of 610 students, 60% of which are enrolled in French Immersion, we take great pride in our diverse student body. At our school, every student is a leader, as we are a proud Leader in Me school. Since 2011, we have been a flagship institution for the 7 Habits of Highly Effective People, teaching our students the habits' language and foundations. These habits are not only taught as a curriculum, but they are also integrated ubiquitously into our school's traditions, curriculum, environments, and culture. Our school is also home to the PEAK Elementary Hockey Academy for students in grades 3-6, making École Dickinsfield School an excellent choice for parents seeking a well-rounded education for their children.

Staff at École Dickinsfield School are committed to offering students a safe place for students to grow and learn. With a team of 30 ATA staff, 2.5 Administrative Assistants, 1 Learning Commons Library Assistant, and 13 Educational Assistants, we are well-equipped to support our diverse student body. Notably, 6% of our students are English Language Learners, and 10% self-identify as First Nations, Métis or Inuit. Furthermore, our ECDP Program caters to 58 students, while 7% of the entire student population has been identified as have severe needs and requiring intensive support.

Our staff and parents have analyzed the data and experiences to identify areas for growth. Our collective efforts are focused on improving the school culture to create a sense of safety and belonging among students, empowering them to take control of their actions and academic success. We believe that by achieving this, we can also enhance the academic performance of our students. To attain this goal, we are investing time in professional learning for our staff, focusing on areas such as the Regulated Classroom, PBIS, and Leader in Me and accessing resources through the Multicultural Association, the Division DEIA Coordinator and possibly the ERLC and the ATA. Additionally, we are providing fun opportunities for families and staff to learn about each other's cultures and celebrate our school's community.

In addition, we will focus on numeracy, with a goal of helping students become more comfortable with numbers in their everyday lives. To achieve this, we are digging into new curriculum and resources during our professional learning Fridays, allowing our teachers to make a greater impact on student learning. We intend to seek support from the Division Numeracy Coordinator and the ERLC.

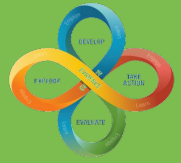
Parents were an important part of our process, through our School Council they helped to inform our goals and strategies, ensuring that our efforts align with the needs of our students and families. Overall, our aim is to foster a positive, inclusive school culture that promotes academic excellence and personal growth. Sincerely,

Erin Keca
Principal



ÉCOLE DICKINSFIELD SCHOOL SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



FMPSD 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

STRENGTHS

Students report having positive relationships with staff and feeling that they have advocates at school
 Grade 3 Literacy data indicates gaps are being closed
 High Achievement on grade 6 PAT in ELA for both acceptable standard and standard of excellence

AREAS FOR GROWTH

Numeracy data shows gaps in learning for grades 1 & 2, evident also in the numerical response portion of grade 6 PAT
 Students report not liking Math
 Students report decreased sense of belonging and increased anxiety

LOCAL CONTEXT

Demographics: 610 Students: 10% First Nations, Métis & Inuit; 6% English Language Learners; 7% with severe needs; 47 Staff

School Specific: Dual-program school; 40% English, 60% French Immersion

Programs: French Immersion and English program for ECDP to grade 6. LIM Lighthouse School; Pilot of the Regulated Classroom in five classrooms; experiencing need to reimagine the future. APPLE School, 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. There has been an increase in referrals to the office and increased reports of racism, discrimination and bullying behaviours

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- o Increase focus on the Regulated Classroom
- o Learn and implement PBIS
- o Diversity, equity, inclusion and anti-racism teaching, learning
- o Focused collaborative time for exploring numeracy curriculum & work with Division Numeracy Coordinator to learn Daily 3 Math and to develop engaging Numeracy activities at all levels

2. MATERIAL RESOURCES

- o Mathology.ca, Reflex Math, Daily 3 Math, math manipulatives

3. HUMAN RESOURCES

- o Division DEIA Coordinator; Division Numeracy Coordinator; Division Cultural Teacher/Indigenous Support Worker; Division Apple Schools School Health Mentor

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

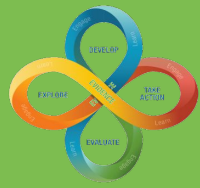
Improved school culture through an increased sense of student belonging, sense of agency, sense of community
 Students will feel more numerate and have increased fluency



ÉCOLE DICKINSFIELD SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 2 - Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: SCHOOL CULTURE - To improve school culture through increased sense of safety, agency, sense of community and sense of belonging in our school.

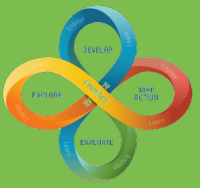
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>OurSchool Survey March 2023 data compared to Nov 2022:</p> <ul style="list-style-type: none"> Sense of belonging down 5% Positive behaviour at school down 2% Self-regulation down 4% Anxiety increased 3% Feeling safe at school up 4% but 5% lower than Canadian norm Positive student-teacher relations down 0.4/10 <p>Anecdotal evidence gathered from staff perspectives:</p> <ul style="list-style-type: none"> Increase in office referrals Increase of reports of racism, discrimination and bullying behaviours 	<p>When students do not feel they belong at school they tend to reject school values, withdraw from school activities, and become alienated - need to be shown that they do belong</p> <p>Students may not know all school/classroom rules and expectations, if they are not explicitly taught and consistently reinforced</p> <p>Anti-racist policies and clear associated procedures for reporting and responding to incidents are needed</p> <p>Further learning to be done on self-regulation, problem solving and conflict resolution strategies</p>	<p>Staff search for their “why” in a changing educational setting/world (post-fire, post-pandemic)</p> <p>Reinvigorating our school-wide activities and opportunities for leadership in a systematic way driven by LIM</p> <p>Staff learning around PBIS structures and systems (flowcharts for behaviour, positive reinforcement, office referrals, behaviour matrix, etc)</p> <p>Further implementation of staff learning in the Regulated Classroom</p> <p>Further staff learning and collaboration in diversity, equity, inclusion and antiracism practices in the school</p>	<p>Continued staff learning in Regulated Classroom</p> <ul style="list-style-type: none"> Staff to use at least one strategy per week and document which strategy - discuss its effectiveness during PLFs Collaborative time to research and plan structured “soft start” activities Training with Emily Reid Daniels (September 2023) <p>Implementation of PBIS (aligned with LIM)</p> <ul style="list-style-type: none"> Explore the LIM Measurable Results Assessment to identify areas for growth with LIM Implementation Every staff to choose a leadership group they are passionate about (connect to their “why”) Embedded time in the timetable for LIM Create a school GANTT chart for activities <ul style="list-style-type: none"> School-wide spirit days planned to build morale and school identity Staff training to build understanding of PBIS <p>Diversity, equity, inclusion and antiracism teaching/learning/activities embedded as part of our school culture</p> <ul style="list-style-type: none"> Draw on students’ culture to shape curriculum, instruction, school planning and events Seek opportunities to engage community stakeholders in teaching/learning opportunities to increase visual representation as well as build teacher capacity Training for staff on diversity, equity and inclusion from MCAWB, Division DEIA Coordinator, Division Cultural Teachers, ERLC, etc. Embed opportunities to focus on diversity, equity and inclusion during assemblies, School Council meetings, in the newsletter and weekly memos <p>Engage school stakeholders through targeted sharing via social media and school website to extend learning at home.</p> <p>Duplicate process employed this school year of engaging stakeholders through School Council</p>	<p>PBIS structures have been created, implemented and being used by staff consistently</p> <ul style="list-style-type: none"> Office Referral process created and in use Behavioural Expectations revised to reflect current school context and in use Positive Behaviour Reinforcement system in place and in use <p>Each child has a school-wide leadership group.</p> <p>Active Student and Staff Lighthouse Teams established and running</p> <p>School GANTT chart will include activities and events that reflect diversity, equity, inclusion and anti-racism as well as foster increased student sense of belonging</p>	<p>By June 2024, students sense of belonging will increase from 64% to 75% and students feeling safe at school will increase from 60% to 70% .</p> <p>Student and staff will report reduced levels of anxiety.</p> <p>Office referrals and reported incidents of racism, discrimination and bullying behaviours will be reduced.</p>



ÉCOLE DICKINSFIELD SCHOOL

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 4 - Strengthen Quality Teaching and Learning

DESIRED OUTCOME: NUMERACY - Students will become more confidently numerate.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Students at risk on AB Numeracy Assessment:</p> <ul style="list-style-type: none"> Grade 1 French - 61% Grade 1 English - 23% Grade 2 French - 32% Grade 2 English - 44% Grade 3 French - 29% Grade 3 English - 32% <p>June 2022 Gr 6 Math PAT English</p> <ul style="list-style-type: none"> Acceptable - 65% Excellence - 3% Part A - 53% Part B - 69% <p>French</p> <ul style="list-style-type: none"> Acceptable - 71% Excellence - 9% Part A - 58% Part B - 82% <p>PAT Combined</p> <ul style="list-style-type: none"> Acceptable - 68% Excellence - 6% <p>Anecdotal comments from teachers regarding math fluency indicates that students are struggling</p> <p>Curriculum changes resulted in gaps in knowledge and skills</p> <p>Reflex Data from grade 5</p> <ul style="list-style-type: none"> Improved their Math fact fluency from 23% - 59% <p>Only 56% of students reported liking Math on the 2022 AEA survey</p>	<p>Data points to students' lacking of understanding when it comes to number sense</p> <p>Data points to students' lack of fluency with basic math facts</p> <p>Grade level expectations based on new curriculum are more advanced than in previous years and have created gaps in understanding of key numeracy concepts</p> <p>Anecdotal evidence points to student's lack of interest in Math. Students learn more when they enjoy the activities</p>	<p>Alignment of teaching practices with new curriculum and grade level expectations</p> <p>Building teacher understanding to support development of student understanding from concrete to pictorial to abstract</p> <p>Teacher understanding of new curriculum and Alberta Numeracy Progressions</p>	<p>Build in a cadence of focused collaborative time for staff to address gaps in student learning and teacher practice with emphasis on</p> <ul style="list-style-type: none"> Exploring new curriculum and relevant resources Grade level partner numeracy year plan creation in August that includes resources, manipulatives and assessment plans (samples on Mathology.ca) Math Coordinator support - PLF time to work on incorporating ideas such as Daily 3 and math centres in Div 1 & Div 2 as well as AB Numeracy Progressions Exploring progressions videos on Coordinators' Corner Consulting Draft FMPSP Numeracy Framework <p>Incorporation of diverse resources, activities & assessments to support student learning of new curriculum as well as increase opportunities for hands-on learning, engagement and enjoyment</p> <ul style="list-style-type: none"> Grade 1-6 Elk Island Assessment (in place of MiPi and AB Ed Numeracy Screeners) Reflex Math implementation Implementation of school-wide Math WIG Order math manipulatives and board games with Implementation Grant in consultation with Division Numeracy Coordinator Math Buddies School-wide numeracy development time Extracurricular Math clubs/activities Coordinated numeracy time built into daily school schedule <p>Engage school stakeholders through targeted sharing via social media and school website to extend learning at home</p> <p>Duplicate process of engaging stakeholders through School Council</p> <p>Invite stakeholders to assist with extra-curricular numeracy clubs</p>	<ul style="list-style-type: none"> Reflex Math results Elk Island Catholic Numeracy Screener Teachers will feel more comfortable and confident in providing instruction that aligns with the new curriculum A variety of resources, strategies and manipulatives are being used in classroom to support student learning Students and teachers will start to see that it's not about the answer, it's about the experience. Teachers and students will have FUN with numeracy School-wide Math WIG will be drafted and worked towards Extracurricular activities focused on numeracy development will be established 	<p>By June 2024, students will report enjoying numeracy activities and improve on the Elk Island Numeracy Screener.</p> <p>Teachers will note improvements in Math achievement using report card data</p> <p>More students will self-report liking math on the AEA Survey</p>

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	80.3	84.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.3	82.6	84.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	74.5	n/a	75.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	15.0	n/a	13.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.4	91.2	91.3	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	87.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.7	82.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.6	80.3	82.3	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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

Fall 2022

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	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	68.3	n/a	70.7	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	6.7	n/a	2.4	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	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

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Required Alberta Education Assurance Measures - Overall Summary Fall 2022

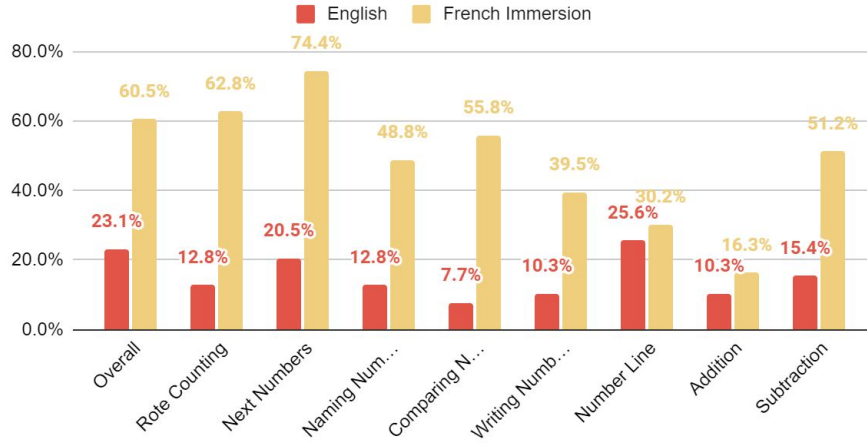
School: 1854 Ecole Dickinsfield School (ESL)

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	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	80.6	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	*	n/a	22.4	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.8	n/a	15.3	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

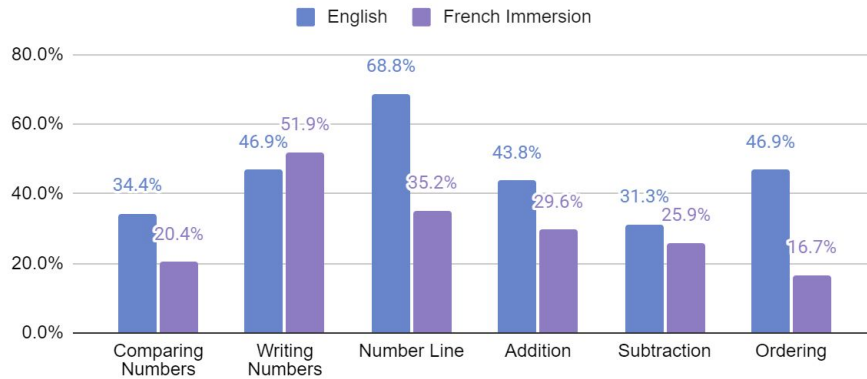
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Grade 1 Numeracy- Students at Risk by Language of Instruction

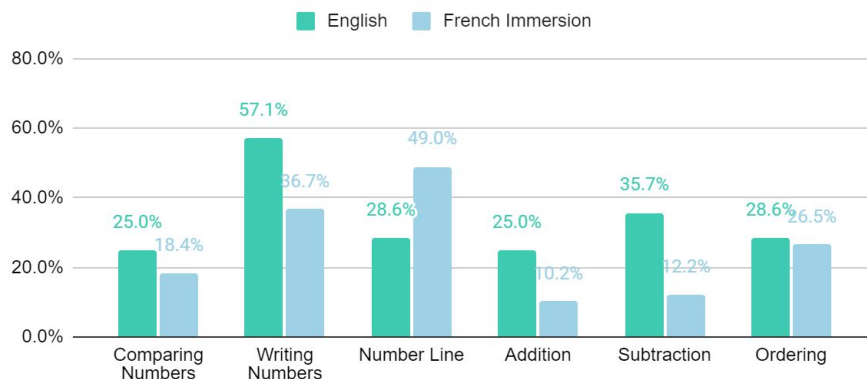


Grade 2 Numeracy - Students at Risk by Language of Instruction



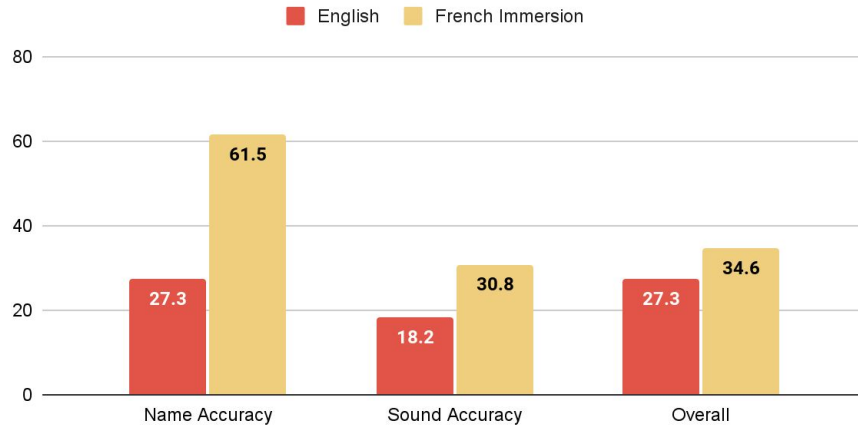
Numeracy Strand

Grade 3 Numeracy - Students at Risk by Language of Instruction

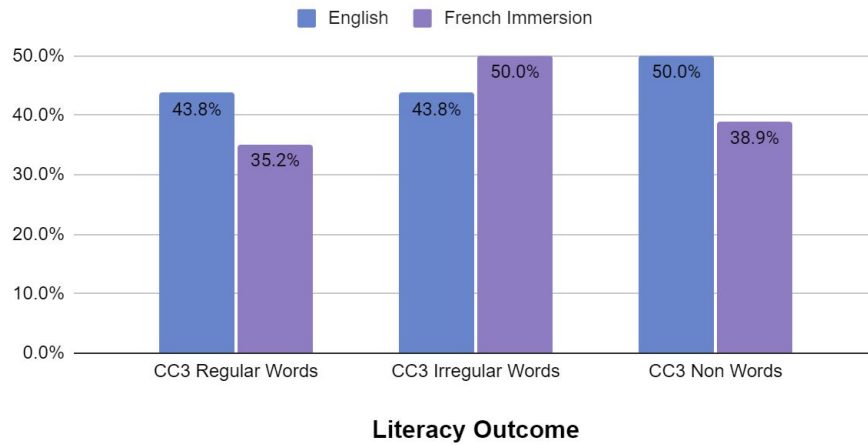


Numeracy Strand

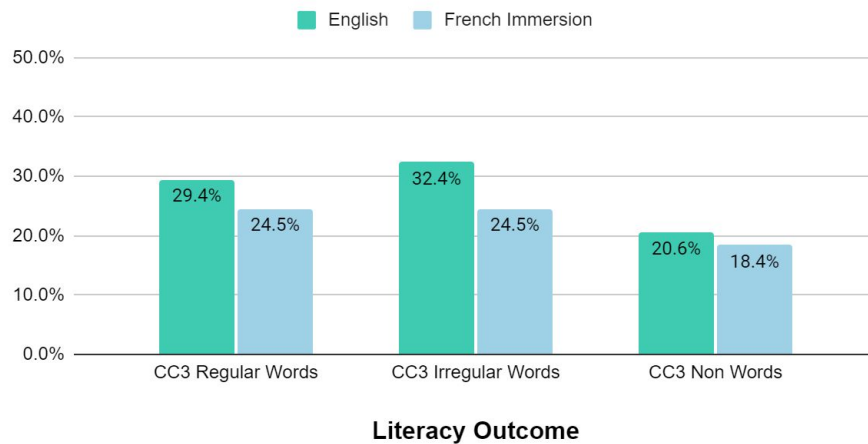
Grade 1 Literacy - Students at Risk by Language of Instruction

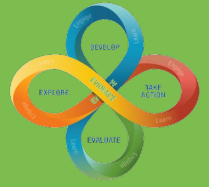


Grade 2 Literacy- Students at Risk by Language of Instruction



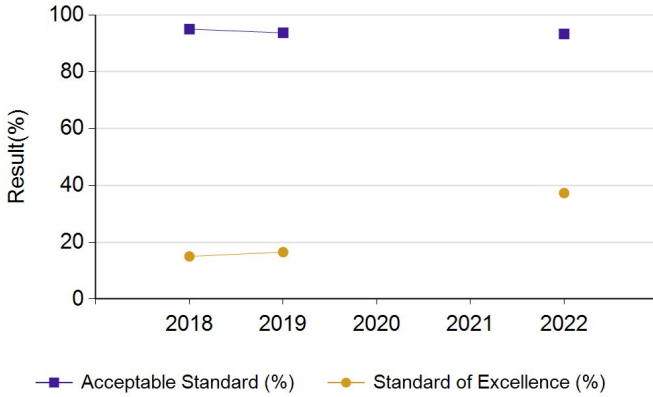
Grade 3 Literacy- Students at Risk by Language of Instruction





June 2022 ELA PAT Results

Results Based on Number Writing
 Ecole Dickinsfield School

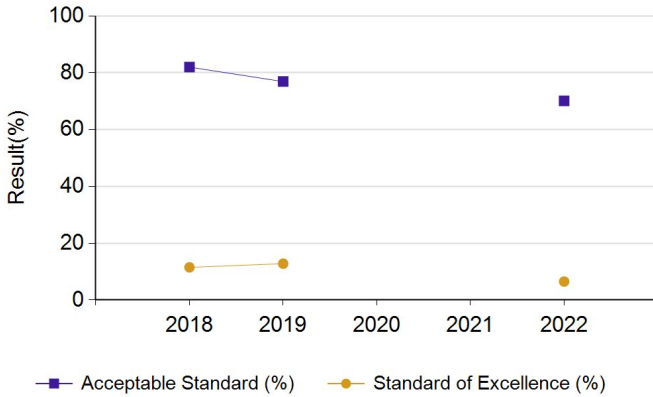


Results Based on Number Writing
 Alberta

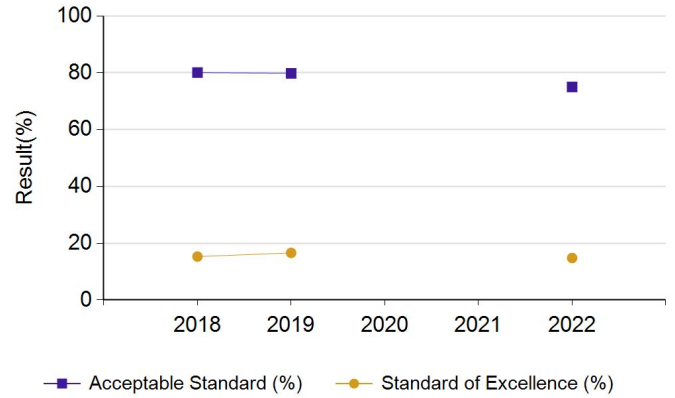


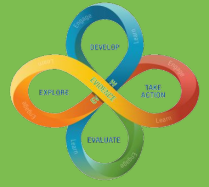
June 2022 Math PAT Results

Results Based on Number Writing
 Ecole Dickinsfield School



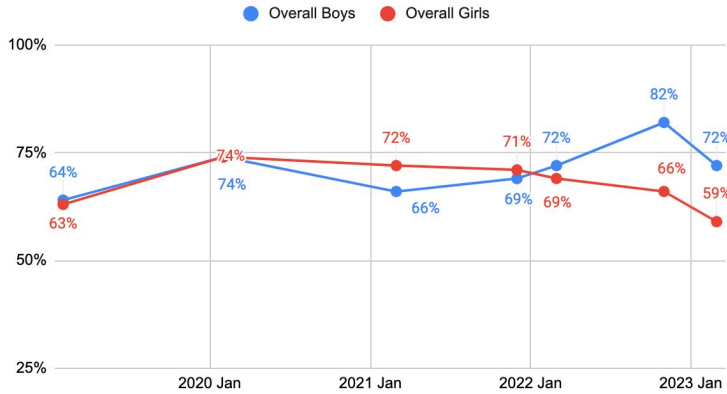
Results Based on Number Writing
 Alberta



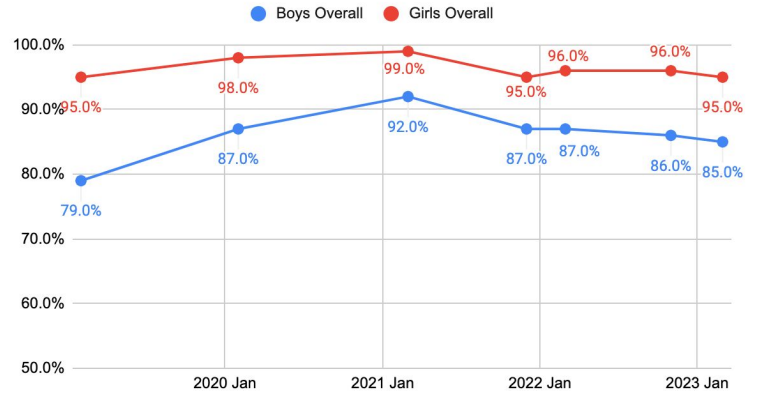


OurSchool Survey Trends

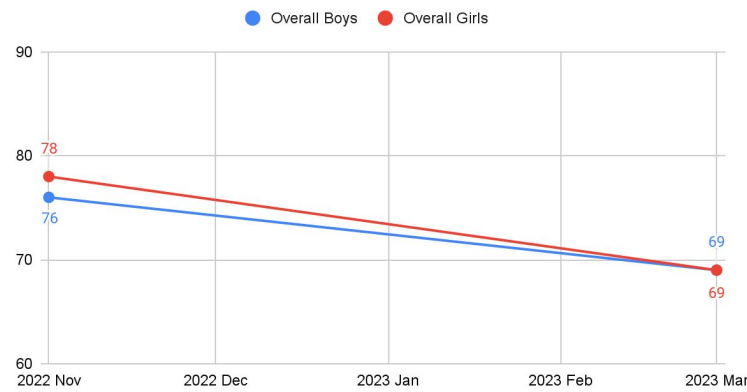
Students with a positive sense of belonging Overall



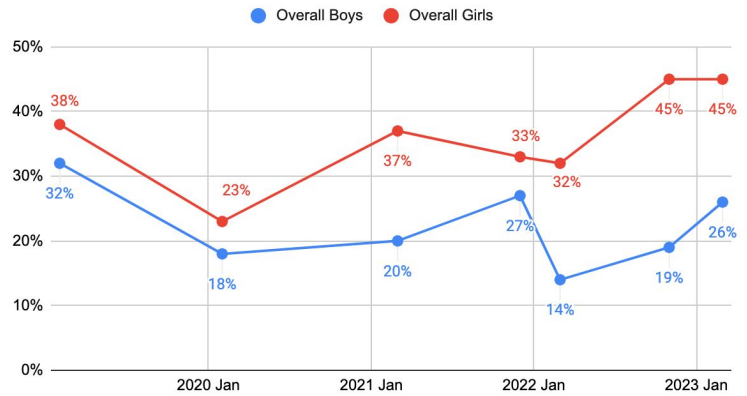
Students with positive behaviour at school Overall



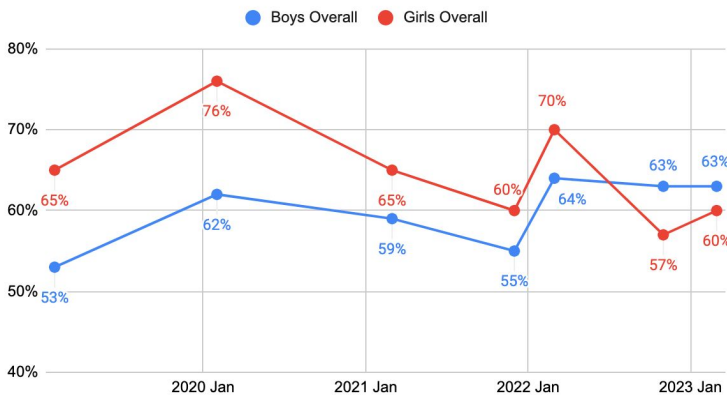
% of Students with Positive Self Regulation



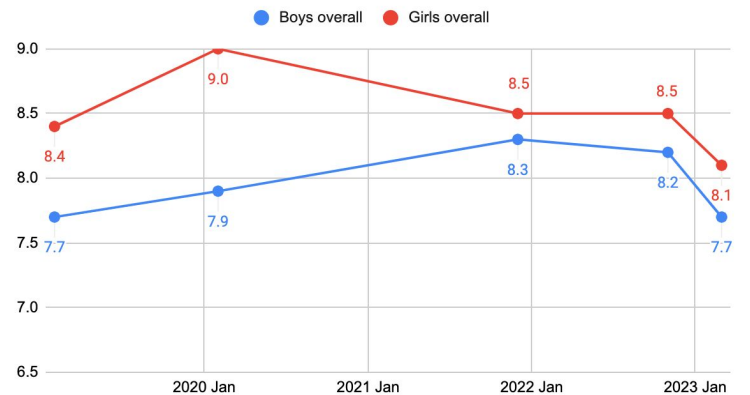
Students with anxiety Overall



Feel safe attending this school Overall



Positive teacher-student relations Overall



Student Growth and Achievement

S.1 Student Learning Engagement Detail

School: 1854 Ecole Dickinsfield School

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Do you like learning language arts	2021	199	71	24	5	71
	2022	240	69	29	3	69
Do you like learning math	2021	199	55	42	3	55
	2022	239	56	42	2	56

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 AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.