

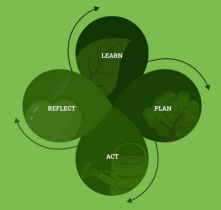
Education Plan for École Dickinsfield
James Hayward and Leannah Robertson
Spring 2025



École Dickinsfield School

CONTINUOUS IMPROVEMENT CYCLE

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 516 students, 64.5% 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. 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 24.5 ATA staff, 2.5 Administrative Assistants, and 17 Educational Assistants, we are dedicated to supporting the diverse needs of our student body. Notably, 5% of our students are English as Additional Language Learners, and 13% self-identify as First Nations, Métis or Inuit. Furthermore, our ECDP Program caters to 49 students, while 7.2% of the entire student population has been identified as having severe needs and requiring intensive support.

Our staff and parents have analyzed available numeracy, AEAM and OurSCHOOL data while also reviewing school cultural 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 continuing to invest time in professional learning for our staff, focusing on areas such as the Circle of Security-Classroom, PBIS, Restorative Practice and the Leader in Me. Additionally, we will continue to provide fun opportunities for families and staff to connect, learn about each other's cultures as well celebrate our school's community.

In addition, our focused effort in numeracy supports students in strengthening their understanding and skills in the subject area. Delving into new curriculum and accompanying resources during our Professional Learning Fridays, assist our teachers to make a greater impact on student learning. The use of the Reflex/Frax program and support from the Division Numeracy Coordinator continue to benefit student learning and build teacher capacity.

Parents were an important part of our process. Our School Council and parent community have informed 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.

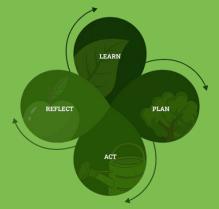
Sincerely,
James Hayward
Principal



École Dickinsfield School

CONTINUOUS IMPROVEMENT CYCLE

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FMPSD PRIORITIES

1. Promote Growth and Success for All Students
2. Maintain Safe and Caring Learning Environment and Supports for All

LEARN: Gather feedback to **learn** about areas for growth

PLAN: Create actionable **plans** based on feedback and available resources.

ACT: Implement the plans and take purposeful **actions**.

REFLECT: Evaluate actions and **reflect** on impact to guide next steps.

CURRENT STATE

LEARN

STRENGTHS:

- Math fluency in basic facts has drastically improved
- School cultural activities are on the rise and students show high participation in these events. (74%, OurSCHOOL, Spring 2025)
- Structures are being implemented that show promise to achieve positive growth in improving student behaviours

AREAS FOR GROWTH:

- Numeracy data shows gaps in basic number sense and need for consistency in teaching and assessment practices across grade levels
- Sense of belonging, positive relationships, interest and motivation continue to decline

LOCAL CONTEXT

LEARN

Demographics: 515 Students: 13% First Nations, Métis & Inuit; 5% English Language Learners; 7.2% with severe needs; 47 Staff - 24.5 ATA, 22.5 CUPE

School Specific: Dual-program school; 35.5% English, 64.5% French Immersion

Programs: French Immersion and English program for ECDP to grade 6. LIM School; the Regulated Classroom; APPLE School, PEAK Hockey Academy for grades 3-6.

School Culture: Diverse school community embracing unique opportunities associated with dual-language programming. Active athletics programming for students as well as increasing opportunities for community building amongst school families.

AREAS FOR GROWTH - DESIRED OUTCOMES

PLAN

1. School Culture
2. Numeracy

STRATEGIES FOR MOVING FORWARD

ACT

1. PROFESSIONAL LEARNING
 - Focus on building staff understandings of Restorative Practice principles and practices
 - Diversity, equity, inclusion and anti-racism teaching and Circle of Security - Classroom training for educators
 - Focused collaborative time for exploring numeracy work (new curriculum, resources, assessments, etc.)
2. MATERIAL RESOURCES
 - Reflex/Frax Math, math manipulatives, The Regulated Classroom, Mathology.ca, The Restorative Practices Playbook, etc..
3. HUMAN RESOURCES
 - Division Numeracy Coordinator, Division DEIA Coordinator, Reflex Math Staff Support, ERLC, In-house Regulated Classroom coaches, etc..

MOVING TO DESIRED OUTCOME - INDICATORS OF SUCCESS

REFLECT

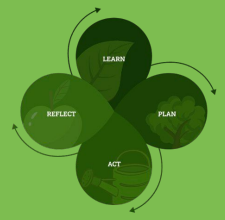
- Improved school culture through an increased sense of student belonging, sense of agency, sense of community, and interest and motivation
- Students will feel more confidently numerate



École Dickinsfield School

DESIRED OUTCOME PLANNING

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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)

LEARN

OurSCHOOL Survey Spring Data 2025 compared to November 2024

- Sense of Belonging down 3% (57% from 61%), Positive Relationships down 4% (69% from 73%), Interest and Motivation down 13% (49% from 62%)
- Participation in school events is promising (74%, OurSCHOOL)

Anecdotal evidence gathered from staff perspectives:

- Rebuilding school community identity, pride and engagement in community building activities

WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

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 and that what they do here matters

Students may not know all school/classroom rules and expectations, if they are not explicitly taught and consistently reinforced

Further learning to be done on self-regulation, problem solving and conflict resolution strategies

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

Staff struggling to balance complexities in changing educational setting (compounded by this year's job action) and complex societal norms

Reinvigorating our school-wide activities and opportunities for leadership

Inconsistent use and varying degrees of understanding and application of The Regulated Classroom model and diverse perspectives on making meaningful connections that incite student engagement

Teacher capacity to support student understanding of diversity, equity and anti-discriminatory learning in the school environment and beyond

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE PLAN/ACT

Focus on teachings of Circle of Security - Classroom training (complete in 2025) as well as Restorative Practice focus during PLFs while ensuring opportunities for CUPE staff to be included as well

Expansion of PBIS (aligned with LIM)

- Continued qualitative tracking of office referrals with focus on specific nature of incident (ex: bullying, racism, discrimination) and being responsive to individual student needs
- Explicit teaching of behaviour expectations (ex: slideshows, videos, posters) including online environment
- Establish system for positive behaviour reinforcement

Concentration on (re)building school pride, identity and community

- Opportunities for connection built in to daily routines and structures (ex: Throwback Thursday, Flyer Fridays, Spirit Weeks/Days, assemblies, families nights)
- Reestablishment of student council/student lighthouse
- Expansion of school-based leadership groups
- Continuation of active staff Action Teams created this school year
- Staff Leadership Sign Up at the beginning of the year
- Étoile de Français recognition each month to encourage engagement in French language learning and Semaine de la Francophonie to celebrate and promote French Culture

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

Anecdotal feedback from school stakeholders on school events

Feedback from school stakeholders on AEAM survey results

Improvement in OurSCHOOL survey results (specifically measures identified in desired outcomes)

DESIRED OUTCOME

REFLECT

By June 2026, students sense of belonging will increase from 57% to 62% and Interest and Motivation will increase from 49% to 55%

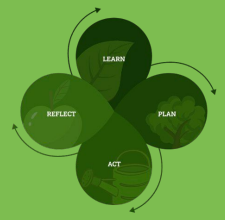
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DESIRED OUTCOME PLANNING

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FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for All Students

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

CURRENT STATE (BASELINE DATA)

LEARN

Students at risk on AB Numeracy Assessment (January 2025): Kinder (38%), Grade 1 (44%), Grade 2 (37%), Grade 3 (19%)

Students at risk on Elk Island Numeracy Assessment (Fall 2024): Grade 4 (40%), Grade 5 (71%), Grade 6 (51%)

Anecdotal comments from teachers regarding number sense indicate that students continue to struggle

Curriculum changes resulted in gaps in knowledge and skills

Reflex Data (April 2025): September fluency: 32.1% and current fluency: 61%

Only 58% of students reported liking Math (Fall 2024, AEAM)

WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

- Data points to students' lack of understanding when it comes to number sense (ex: writing numbers, number line)
- Grade level expectations based on new curriculum are more advanced than in previous years and there continue to be gaps in understanding of key numeracy concepts
- Anecdotal evidence indicates to student's lack of interest in Math
- Elk Island Numeracy Assessment data shows significant discrepancies between French and English streams and from grade to grade
- Students struggle with problem solving skills (ex: word problems)

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

Teacher understanding of new curriculum, Alberta Numeracy Progression, FMPSD Numeracy Framework, best practices in numeracy

Alignment of teaching practices with new curriculum and grade level expectations

Tailoring teaching practices to promote student interest and engagement

Building teacher capacity to support development of student progress when it comes to knowledge and skills to understanding of numeracy concepts

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE PLAN/ACT

Build in a cadence of focused collaborative time for staff to address gaps in student learning and teacher practice with emphasis on:

- Continuing to explore new curriculum and relevant resources
- Grade level partner numeracy year plan creation
- Cocreation of common assessment practices amongst grade level partners
- Provide PD on how to deliver "just-in-time" support - brief, focused instruction on prior concepts when new ones build directly on them
- Numeracy Coordinator support
- Employing numeracy focus during PLFs

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 in Math

- Reflex and Frax Math
- Implementation of daily number routines such as number talks and estimation challenges
- Expand integration of math manipulatives and board games
- Strategic groupings across grade levels to support numeracy development (ex: Math Buddies)
- School-wide numeracy development time within school schedule
- Numeracy focus in existing school based activities and extracurriculars (board game night, etc.)
- Continue to explore the gamification of Math (both digitally and physical mediums)
- Creation of cross-curricular projects to deliver math in more meaningful ways
- Build stamina in problem solving through a scaffolded approach

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

- Reflex Math results will indicate increased individual and school-wide fluency growth
- Numeracy Screeners indicating fewer areas requiring attention and fewer students at-risk
- Manipulatives utilized as universal tool to support student learning (included in year plans)
- Teachers and students will have FUN with numeracy
- Extracurricular activities focused on numeracy development will continued and expanded

DESIRED OUTCOME

REFLECT

By June 2026, total number of students identified as at risk (on grade level specific assessments - i.e.: AB Numeracy Screener for Grade 1-3 and Elk Island Numeracy Assessment for Grade 4-6) will decrease to an average of 35% (current overall average of at risk students is 43%).

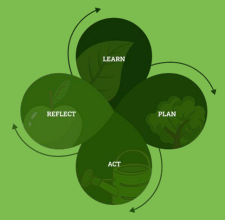
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École Dickinsfield School

CONTINUOUS IMPROVEMENT CYCLE

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Supporting Data Provided

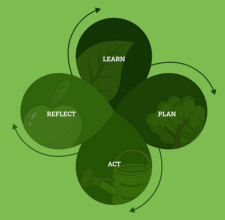
1. Summary of Alberta Education Assurance Measure Results
2. Alberta Education Assurance Measure Results - EAL Report
3. Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Applicable Assurance Measure Results
 - Safe and Caring
 - Math Question
5. School PLF Data
6. Reflex Data - Group Fluency Average/Distribution
7. Alberta Numeracy Screener/Elk Island Math Assessment Data - Fall 2024 and Winter 2025
8. OurSchool Survey Trend Report



École Dickinsfield School

SUPPORTING DATA

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Summary of Alberta Education Assurance Measure Results



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	80.2	82.7	81.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.9	79.9	81.1	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	54.4	54.9	54.9	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	5.6	9.9	9.9	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	90.4	88.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	79.8	85.7	86.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.5	82.1	81.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.8	80.2	78.4	79.5	79.1	78.9	High	Maintained	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

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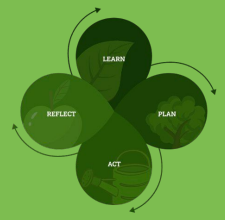
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Data Current as of Oct 04, 2024



École Dickinsfield School

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Summary of Alberta Education Assurance Measure Results - EAL Report



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1854 Ecole Dickinsfield School (EAL)

Assurance Domain	Measure	Ecole Dickinsfield School (EAL)			Alberta (EAL)			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	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	64.6	65.4	65.4	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	16.5	15.7	15.7	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	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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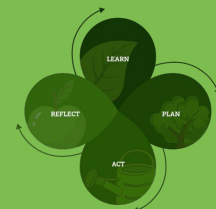
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Data Current as of Oct 04, 2024



École Dickinsfield School

SUPPORTING DATA

Doing What's Best for Kids



Summary of Alberta Education Assurance Measure Results - FNMI Report



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	59.0	14.3	14.3	48.7	45.3	45.3	Very Low	Improved	Issue
	PAT6: Excellence	7.1	0.0	0.0	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	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 (WCRESLE)	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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8. 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.
9. 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.

Report Generated: Oct 12, 2024
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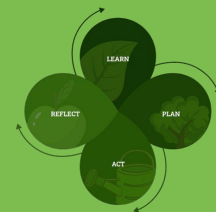
Report Version 1.0
Data Current as of Oct 04, 2024



École Dickinsfield School

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Applicable Alberta Education Assurance Measure Results - Safe and Caring

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 1854 Ecole Dickinsfield School

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Ecole Dickinsfield School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	279	87.8	282	88.2	291	85.7	110	79.8	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	48	85.6	15	90.6	31	85.8	18	81.7	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	199	80.6	240	81.4	234	80.6	66	63.3	n/a	Declined Significantly	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	32	97.3	27	92.6	26	90.7	26	94.4	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6



B.4 Safe and Caring

Measure History

School: 1854 Ecole Dickinsfield School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Ecole Dickinsfield School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	271	95.2	279	89.9	282	90.3	291	86.7	110	83.1	Intermediate	Declined	Issue	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	18	96.7	48	88.2	15	91.8	31	87.7	18	85.2	High	Maintained	Good	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	218	90.1	199	84.0	240	85.9	234	84.1	66	68.8	Very Low	Declined Significantly	Concern	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	35	98.9	32	97.5	27	93.3	26	88.5	26	95.3	High	Maintained	Good	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

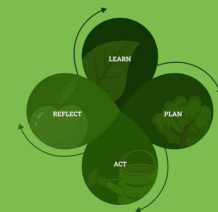




École Dickinsfield School

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Applicable Alberta Education Assurance Measure Results - Numeracy

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

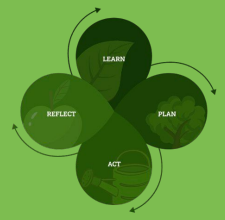
		N	Yes %	No %	Don't Know %	Top 2 Box %
Do you like learning language arts	2021	199	71	24	5	71
	2022	240	69	29	3	69
	2023	234	66	33	1	66
	2024	66	56	35	9	56
Do you like learning math	2021	199	55	42	3	55
	2022	239	56	42	2	56
	2023	233	57	42	1	57
	2024	66	58	38	5	58



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School PLF Survey Results

Summary of Participants' Responses

All responses were from participants at École Dickinsfield School. Participants had a positive perception of the professional learning opportunities provided, and they plan to apply their learning in the classroom.

Professional Learning Opportunities: There is unanimous agreement (100%) that the professional learning opportunities this year (such as PLF time, Coordinator support, PD day) positively contributed to their professional and teaching practices, reflecting the usefulness and effectiveness of these opportunities.

Application of Learning: Every participant (100%) plans to apply their professional learning in the classroom, demonstrating a strong commitment to integrating acquired knowledge into their teaching practices for improved outcomes.

Additional information and recap of Professional Learning Opportunities Feedback

Meaningful Aspects:

- **Collaboration:** Many participants valued the time allocated for collaboration with peers, sharing knowledge, and developing resources together.
- **Hands-On Learning:** Sessions that were practical and applicable directly to the classroom were appreciated.
- **Specific Training:** Opportunities to learn about specific tools and strategies, such as those for new curriculums or specific student needs (e.g., behavioral strategies for boys in Div-2).

Areas for Improvement:

- **Duration and Frequency:** Some suggested longer but less frequent sessions to allow deeper engagement.
- **Independence and Choice:** Teachers expressed a desire for more independent time to implement learning and more choice in PD opportunities.

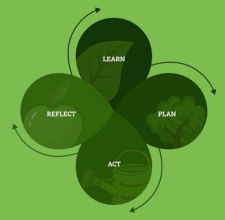
Support Needs:

- **Resources and Time:** More time dedicated to learning, collaboration, reflection, and specific resources or hubs to share materials were requested.
- **Specialist Sessions:** Interest in sessions led by external experts, especially for language and specific subject areas.

Impact of Evidence:

- **Increased Engagement:** Improved student engagement and variety in classroom activities were noted.
- **Resource Sharing:** Enhanced ability to share and use a variety of resources for cross-curricular connections.
- **Professional Confidence:** Teachers felt more confident and less stressed, with the ability to meet diverse student needs more effectively.

Overall, the feedback highlights the importance of collaborative, hands-on, and relevant professional learning experiences, while emphasizing the need for more flexibility, specialist input, and resources to support effective implementation.

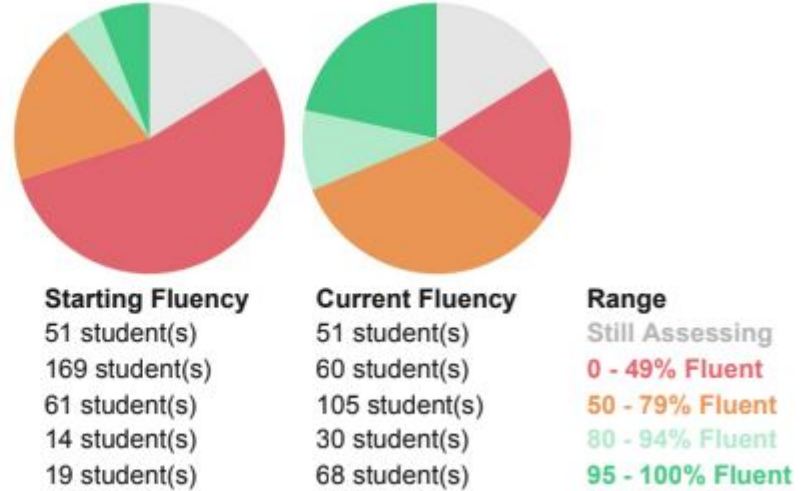


Reflex Data - Group Fluency Average/Distribution Spring 2025

Group Fluency Average



Group Fluency Distribution



Alberta Numeracy Screener - January 2025

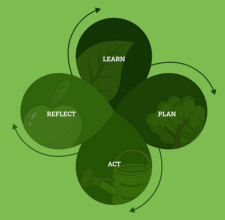
	January 2025							
	Total Assessed	Kinder At-Risk	Total Assessed	Grade 1 At-Risk	Total Assessed	Grade 2 At-Risk	Total Assessed	Grade 3 At-Risk
DF	52	38%	59	44%	62	37%	64	19%

Elk Island Assessment - Fall 2024

	September 2024 - Elk Island Math Assessment					
	Total Grade 4 Students	Grade 4 At-Risk Percentage	Total Grade 5 Students	Grade 5 At-Risk Percentage	Total Grade 6 Students	Grade 6 At-Risk Percentage
Ecole Dickinsfield	68	37%	59	71%	98	46%



École Dickinsfield School SUPPORTING DATA *Doing What's Best for Kids*



OurSchool Survey Trend Report Spring 2025

