



Dixonville School 2021-2024 Education Plan



School vision

To be the first choice in education for our community's students and families

School mission

We foster a safe, caring, and student- centered learning environment where students flourish and develop independence.

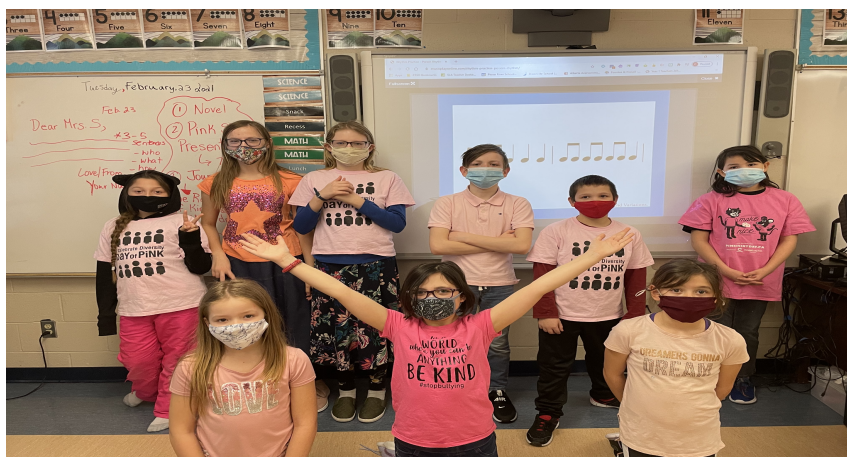
School values

~ All children have talents, skills, and unique abilities.

~ All children want to pursue their goals and dreams.

~ A love of learning should be fostered for all students and staff, both formally and informally.

~ We foster inclusive education where all children reach their full learning potential and decisions are based on the individual needs of the student and founded on evidence.



PEACE RIVER SCHOOL DIVISION PRIORITIES

1. Literacy development/achievement
2. Numeracy development/achievement
3. Inclusionary and responsive culture

GOAL ONE - All students are literate.

Outcome: All students are reading and writing at or above grade level or meeting their individualized program goals.

GOAL TWO - All students are numerate.

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

Performance measures for Goals One and Two - Literacy and Numeracy:

1. (PRSD) The percentage of Grades 1-8 students reading at or above grade level as per achievement on Fountas and Pinnell assessment measures including comprehension, fluency and accuracy;
2. (PRSD) The percentage of students reading at or above grade level as per achievement on the Grades 4 to 12 Reading Comprehension Assessment Tool (RCAT);
3. (PRSD) The percentage of Grades 1-9 students writing at or above grade level as per achievement on the division's writing assessment tool;
4. (PRSD) The percentage of Grades 2-10 students achieving an "acceptable standard" or "standard of excellence" on the Grades 1-9 Math Intervention/Programming Instrument (MIPI);
5. (PRSD) The percentage of Grades 1-9 students achieving "meeting" or "meeting with mastery" on the Numeracy Common Assessment Tool (NCAT);

6. (PRSD) The percentage of students “meeting” or “meeting with mastery” the English Language Arts and Mathematics learner outcomes as per report card data by grade level;
7. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the “acceptable standard” and “standard of excellence” on Grade 6 and Grade 9 English Language Arts PATs and Mathematics PATs;
8. (ABEd) The percentage of students/First Nations, Métis, and Inuit students achieving the “acceptable standard” and “standard of excellence” on English Language Arts Diploma Exams and Mathematics Diploma Exams.

School strategies for Goal One – Literacy:

1. Working with data: an in depth analysis of the PAT, BAS, RCAT and other assessments as outlined in PRSD’s Literacy Framework to use as a guide for focus in our PLC’s.
2. Bi-monthly PLC meetings focused on developing background knowledge and research based literacy practices for teachers.
3. Common Guided Reading - staff will collaborate and implement a multi-graded Guided Reading cohort-based approach 4 times per year along with daily classroom Guided Reading supports.
4. Our staff will focus on personalizing reading strategies as well as planning, teaching and assessments of effective, research based supports for students in reading within a Collaborative Response Model.
5. Where data indicates extra support is needed - literacy intervention (both in class and outside of class depending on need) will be provided.



School strategies for Goal Two – Numeracy:

1. Examine the PAT/MIPI and NCAT results and utilize that information to focus our PLC's groups to see about areas for improvement.
2. Increased focus and common approach to problem solving skills, strategies and assessment in mathematics.
3. Use of the PRSD's Numeracy Framework to guide and direct instruction.
4. Increased manipulatives and hands-on learning opportunities with an equal balance towards technology that supports mathematical understanding.
5. A school-wide Guided Math approach to teaching.



GOAL THREE – All students are successful through inclusionary practices in an engaging culture.

Outcome 3.1: Inclusive Education

Students are meeting high expectations in learning outcomes that reflect their individual academic needs and interests.

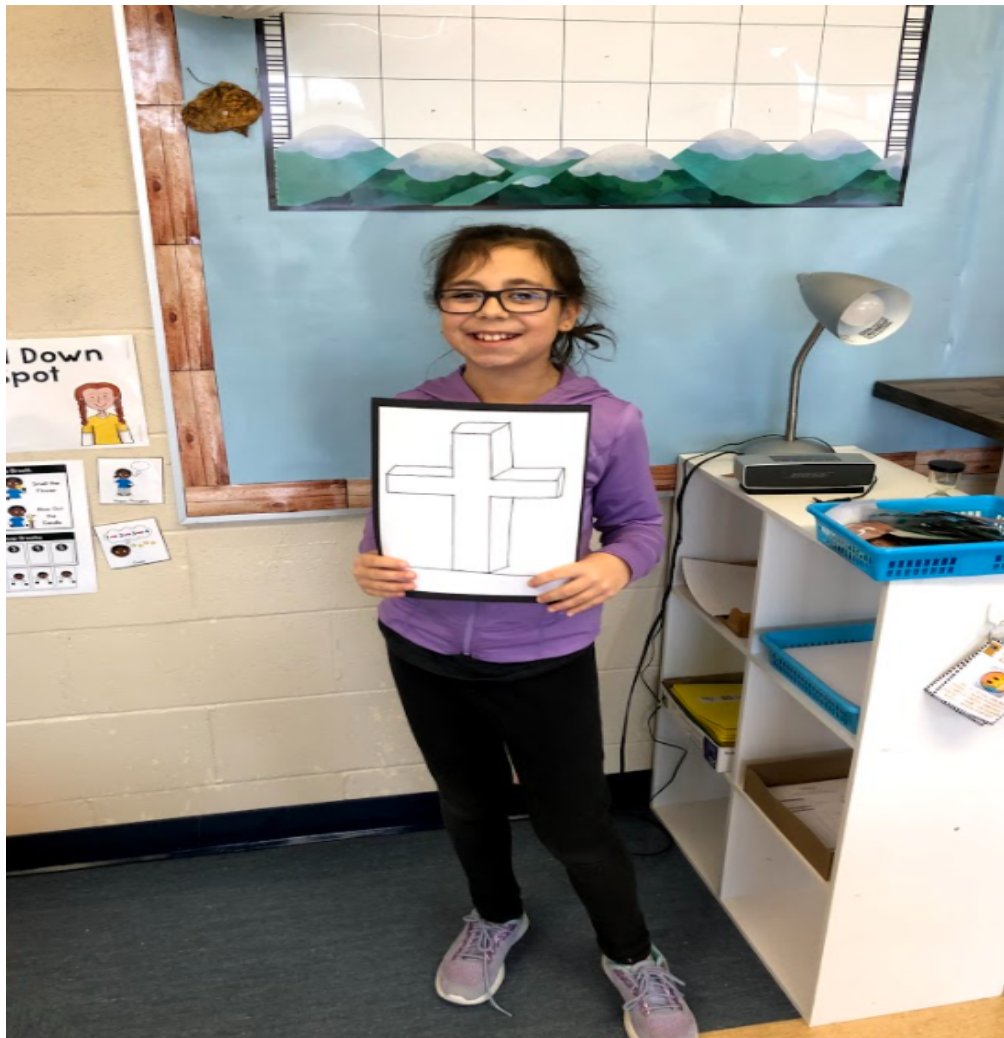
Outcome 3.2: Wellness and Student Engagement

Students' physical and social-emotional wellness needs and interests are met and their academic engagement is increased by ensuring a safe and caring environment that celebrates diversity.

Performance measures for Inclusionary Practices in a Responsive Culture:

1. (PRSD) The percentage of students receiving individualized programming services;
2. (PRSD) The percentage of students with special education needs who are being supported by appropriate documentation such as Individual Program Plans (IPP) and Behaviour Support Plans (BSPs);
3. (PRSD) The percentage of students who are absent less than ten percent of the time during the school year;
4. (PRSD) The percentage of schools that implemented strategies to address the top five most important issues expressed by students in the 2021 Student Mental Health and Wellness Survey;
5. (ABEd) Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, careers, technology, and health and physical education;
6. (ABEd) The percentage of teachers, parents and students satisfied with the overall quality of basic education;
7. (ABEd) The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;

8. (ABEd) The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning;
9. (ABEd) Annual drop-out rate for students/First Nations, Métis, and Inuit students aged 14 to 18;
10. (ABEd) The 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.



School strategies for Goal Three: Inclusionary and Responsive Culture

1. We believe that each individual student has learning, emotional, cultural, behavioural and social needs that are different. We strive to meet those needs in an inclusive and fair manner, ensuring that all students will flourish and develop independence.
2. The Inclusive Education Coach will continue to provide support to teachers and Educational Assistants through Professional Development, working in partnerships in classrooms and providing Tier 3 support through interventions.
3. Positive Behavioural Supports are developed and implemented throughout the school. Dixonville's Student Behaviour Policy is designed to help create a climate of cooperation, academic excellence, respect and safety for all students. Our school rules are designed to maintain a safe, happy, bully-free atmosphere.
4. Diversity is embraced at Dixonville School. Strategies and supports are put into place for those who may seek alternative learning and social emotional support. Collaborative Response Meetings as well as Continuums of Support assist in ensuring that all students are supported and ensure success.
5. Communication between school and families is essential. Dixonville School remains committed to communication through social-media, individual phone call and meetings as well as the use of Class Dojo and School Messenger.
6. Maintain that all students have equal access to technology.
7. Ensure that students in need are provided with Wrap-Around supports such as: Youth Education Worker, Peace Collaborative Services, Alberta Mental Health, Alberta Health Services, FNMI support.



School Budget Considerations

General

1. Professional Development for Teachers and Support Staff.
2. Teachers are provided with extra time to ensure assessments are completed and data is current. Substitute costs are provided by the school.
3. Furniture and technology are kept current and in line with individual student needs.

Goal One: All students are literate

1. Purchase a Guided Reading program to use alongside the Fontas and Pinnell L.I.I program.
2. Increase levelled readers available to students.
3. Continue to purchase high quality technology programs to support readers (Raz-Kids, Spelling City, Reading A-Z, EPIC reading).

Goal Two: All students are numerate

1. Continue to purchase hands-on materials to support Guided Math.
2. Purchase of new educational math resources for teachers (Dr. Nikki Newton) to help facilitate Guided Math instruction across the grades.
3. Continue to purchase high quality technology resources to support students.

Goal Three: All students are successful through inclusionary practices in a responsive and engaging culture

1. Provide time for teachers and support staff to meet, coordinate and plan programming to meet individual student needs.
2. Continue to provide support through field trips/resources/literacy/guest speakers to support the school community in acquiring and applying foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.
3. Resources available to purchase that support our Social Emotional needs of students and their families.