

# Dixonville School

## Annual Education Results Report/Three Year Education Plan 2021-2024



A proud member of Peace River School Division

**Accountability Statement**

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP).

This report is a summary of Dixonville School's achievements for the 2020-21 school years and a Three-Year Education Plan for the 2019-2022 Three Year Education Plan, beginning in the 2014 school year. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve students' learning and results.

**Foundation Statements**

**Vision Statement**

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

**Mission Statement**

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

**Principle Beliefs**

- 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.
- Our school should support the physical, emotional, intellectual, and social development of all students
- Curriculum and instruction should challenge students academically: foster intellectual curiosity, provide knowledge, and develop effective communication, problem solving and critical thinking skills.
- 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.



## School Profile

Dixonville School is a K-9 school in the hamlet of Dixonville. **Dixonville School offers educational programs for Kindergarten to Grade 9. It is located approximately 39 km north of Grimshaw, Alberta just off Highway 35 on Highway 689. The population of Dixonville is 108 (2016 stats) living in 37 dwellings.**

Dixonville School serves primarily an agricultural and forestry based community. The citizens of Dixonville play a major part in the life of the school. They volunteer their time in various ways. Community recreational facilities, such as the curling rink, provide students with opportunities to take part in the sport of curling. The community rink provides regular skating opportunities which enhance the Physical Education program at the school. The Agricultural Society (the Dixonville L.I.F.E Club), community businesses that periodically provides hot lunches to our students. Dixonville School supports and promotes community partnerships. The school is home to the Dixonville Playschool and the Dixonville Community Library. The Library is available to community members after school hours. Dixonville School has a dynamic School Council which meets the first Wednesday of every month at 4pm. Everyone is welcome to attend. We have a strong volunteer and corporate community and we rely on community volunteers and local industries for support. The town has a small grocery store, a post office, and Northern Lights County maintenance shop. These organizations are part of what makes Dixonville School a special, exciting, and safe place for lifelong learning.



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**Enrolment Trends** *\*as of September 30th, 2021*

<b>Grade Level</b>	<b>Student Population</b>
ECS	6
Grade 1	2
Grade 2	6
Grade 3	2
Grade 4	11
Grade 5	8
Grade 6	5
Grade 7	3
Grade 8	1
Grade 9	5
Totals	49



**Combined 2021 Accountability Pillar Overall Summary**

Measure Category	Measure	Dixonville School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	Safe and Caring	83.4	77.1	89.2	90.0	89.4	89.1
Student Learning Opportunities	Program of Studies	69.5	62.5	82.1	81.9	82.4	82.3
	Education Quality	84.2	83.8	92.5	89.6	90.3	90.3
	Drop Out Rate	n/a	*	n/a	2.6	2.7	2.6
	High School Completion Rate (3 yr)	n/a	n/a	n/a	83.4	80.3	79.6
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	68.2	n/a	n/a	73.7
	PAT: Excellence	n/a	*	10	n/a	19.6	20.3
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	83.6
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	n/a	24.1
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	n/a	n/a	n/a
	Work Preparation	73.7	n/a	75	85.7	84.1	83.5
	Citizenship	80.7	75.2	88.7	83.2	83.3	83.0
Parental Involvement	Parental Involvement	65.4	n/a	93.8	81.3	81.2	81.1
Continuous Improvement	School Improvement	85.7	70.3	87.4	81.4	81.5	81.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Outcome One: Alberta’s students are successful**

Performance Measure	Results (in percentages)							Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2021	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.8	*	75.0	61.4	75.0	n/a	n/a	75	n/a	n/a	n/a	76	78	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.2	*	3.1	15.9	4.2	n/a	n/a	25	n/a	n/a	n/a	5	10	15

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- Due to COVID-19, PAT’S were not written and no data was received for the last two school years.
- Typically, the low number of students we have writing PATs makes individual performance heavily weighted statistically.

**Strategies**

Below are some of the strategies we used throughout the year:

- Continued focus in Grades 1-9 across all subjects on student acquisition of concept-specific vocabulary; and effective instruction strategies for student understanding and retention of vocabulary in all subjects
- Teach test-taking strategies
- Teacher collaboration periods scheduled on a weekly basis (PLC)
- Educational Assistants scheduled into classrooms to support student learning plans for PAT results analysis
- Increase scheduled time for partner and guided reading.
- Focus instruction based on Common Assessments in numeracy and literacy
- Strands, topics, themes arranged school-wide to better suit multi-grade instruction
- Daily intervention period scheduled for Tier 2 and Tier 3 supports (as per Response to Intervention)
- Students in Gr. 2-6 will use [www.reflexmath.com](http://www.reflexmath.com) at least twice times a week to build basic math fact fluency (so as to aid in performance throughout the math curriculum)
- Use blended learning models in core subjects, Gr. 3-9, to aid multi-grade instruction and increase student access to enrichment and extension learning opportunities/activities
- Ensure equitable student access to devices, other technologies, and to assistive technologies to support student learning.
- Keyboarding will continue to be taught as an essential skill in Grades 3-9, with Grades 6-9 receiving keyboarding lessons.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Targets		
	2017	2018	2019	2020	2021	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	93.4	95.7	95.1	75.2	80.7	96	97	98

**Comment on Results**

(an assessment of progress toward achieving the target)

- Due to administration and teacher turnover the targets set in 2019 were not met. However, it is important to note Dixonville School had a **5.5% improvement** between 2020 and 2021 in our results for active citizenship responses.
- Dixonville School had **49** surveys returned this year in comparison to 27 the previous year. This improvement in survey participation is very encouraging.

**Strategies**

Below are some of the strategies we used throughout the year:

- Staff explicitly explain to students how positive behaviours relate to citizenship.
- Positive acknowledgements in ClassDojo refer directly to citizenship, workplace preparedness.
- Weekly assemblies to recognize/celebrate students' acts of citizenship.
- Staff regularly use the term 'citizenship' and 'citizen' to describe how students' behaviour/actions affect the school environment as a whole.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Offer students leadership opportunities (i.e. student council, breakfast program, reading buddies).

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2017	2018	2019	2020	2021	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*	*	*	*	n/a	n/a	n/a

### Comment on Results

*(an assessment of progress toward achieving the target)*

Due to suppression of results, we are unable to report on specifics for this goal. It should be noted that FNMI self-declaration has been an area of focus at Dixonville School. In the future, we hope to be able to have more examinable results.

### Strategies

- Make connections with FNMI leaders
- Collaborate with local support groups to assist in learning
- Incorporation of FNMI specific content into programming and school wide activities



**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Targets		
	2017	2018	2019	2020	2021	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.2	96.5	87.2	62.5	69.5	88	90	92

**Comment on Results**

*(an assessment of progress toward achieving the target)*

- Between 2020 and 2021, Dixonville School saw a **7% improvement** in the percentage of people who are satisfied with the opportunity for students to receive a broad program of studies.
- Although the targets set in 2019 were not met, this improvement is encouraging.

**Strategies**

Below are some of the strategies we used throughout the year:

- A new rotation of options classes (Gr. 3-9) has been implemented to increase students' choices and opportunities, including: foods lab, CO2 dragster making/racing, hovercraft making, outdoor PE, art, second languages (French, Spanish, or German).
- The music (band) program continues (Gr.6-9).
- iPads continue to be used primarily for K-2 numeracy and literacy programming
- Archery program , Cross- country skiing, and curling will continue.
- Continue to explore opportunities for DX students to join other larger schools' athletic teams(GPS).
- Student-centred learning is supported through a blended learning model that includes variations of time, place, path, or pace.
- Create and participate in learning events and competitions – i.e. robotics tournaments, options courses such as CO2 dragsters – to inspire students to pursue further studies and careers in the fields of science, technology, and engineering(Science in Motion).
- Focus on communication for drama at Dixonville School via Class Dojo and newsletters.

## Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Targets		
	2017	2018	2019	2020	2021	2020	2021	2022
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.	92.5	94.6	95.8	77.1	83.4	96	97	98
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.8	97.2	96.4	83.8	84.2	97	98	99
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.	100.0	n/a	75.0	n/a	73.7	76	78	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	100.0	87.5	n/a	65.4	89	90	92
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	96.7	95.3	96.6	70.3	85.7	97	98	99

### Comment on Results

*(an assessment of progress toward achieving the target)*

- Due to a number of factors - including staff turnover and COVID-19 - the targets set in 2019 were not met.
- The results from the past year (2020-2021) are encouraging as there has been **improvement in every category.**
- We will continue to focus on improving the overall quality of basic education.
- We will continue to focus on collaboration and parent/guardian involvement in the school.

### Strategies

Below are some of the strategies we used throughout the year:

- Decreases have been noted in outcomes three and four, communication plan and achievable targets have been set.
- Active and supportive PAC meets monthly.
- Continue to foster a positive and enjoyable culture through engaging school-wide events (such as this year's Spelling Bee and Public Speaking).
- Communication through school newsletters, social media, the school website, and Class Dojo.

- Recognition and celebration of parents, guardians, and volunteers through Parents Matter events (chili dinner).
- Enhance existing community partnerships and seek new partnerships (i.e. delivery of options courses). Continue to partner with business, industry, local governments, and community service programs to enhance student learning opportunities by sharing information about career opportunities, education, training, and job preparation (i.e. field trips to DMI, local airlines, etc.).
- Positive Acknowledgement in Class Dojo referring directly to Work Preparedness.

**Local Outcome Six: Positive safety attitudes**

*Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders*

Performance Measures	Result		Targets			
	2019	2020	2021	2030	2021	2022
Dixonville School will successfully provide safety education/activities monthly between the months of August through June.	100	100	100	100	100	100
Dixonville School will successfully incorporate key safety messages into communication plan.	100	100	100	100	100	100
Dixonville School will show an increase in reported incidents and near misses on PSW	n/a	n/a	n/a	100	100	100

**Comment on Results**

Throughout the 2020-21 school year, Dixonville School met the goals set out. Dixonville shared monthly key safety messages 10/10 months, education/safety activities were provided and reported for 10/10 months and meaningful on going safety activities were provided 10/10 as per the yearly safety plan. Activities included a range of topics and delivery modes. Health and safety of staff and students continues to be a priority of Dixonville School and is firmly embedded in the school culture.

**Strategies**

Below are some of the strategies we used throughout the year:

- A site-based Health and Safety Plan is developed annually, with the primary focus on safety education and activities for all stakeholders
- Public School Works will be utilized as a safety tool as per the Health and Safety Plan
- All safety education and activities will be reported monthly to the Division Health and Wellness Coordinator via Google forms
- Health and safety will be incorporated into the site based communication plan. The may take many forms and target both specific and general audiences.
- Site based safety meetings (including site inspections) will occur on a monthly basis.
- Centrally developed safety messages will be incorporated into monthly newsletters and the school website.
- Participate in community safety training events and partnerships.

## Budget Report

Peace River School Division No. 10  
2021-2022 Spring Budget

### SCHOOL: Dixonville

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$26,400	\$25,650
<b>Total AB ED: Service &amp; Supports</b>	<b>\$26,400</b>	<b>\$25,650</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>96%</b>	<b>96%</b>

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$1,080	\$1,080
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: ECS	0 Students	0 Students
FNMI and Aboriginal Enrolment: Grade 1-12	18 Student	18 Student
<b>Total AB ED: Differential Cost Funding</b>	<b>\$1,080</b>	<b>\$1,080</b>
<b>% of Revenue and Allocations to Budget Center</b>	<b>4%</b>	<b>4%</b>

<b>Total Revenue and Allocations to Budget Center</b>	<b>\$27,480</b>	<b>\$26,730</b>
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#### Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$2,664	\$2,664
Days of School Certified Subs	12.00 Days	12.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$266	\$266
School Based Certificated Sub Cost	\$2,664	\$2,664
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
<b>Total Other Staffing Costs</b>	<b>\$3,430</b>	<b>\$3,430</b>
<b>% of Expenditures</b>	<b>12%</b>	<b>13%</b>

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$1,400	\$1,400
Uncertificated Inservice/Reg Fees	\$650	\$650
Professional Fees	\$350	\$350
Staff and Public Relations	\$500	\$500
Postage & Phone	\$500	\$500
Advertising	\$100	\$100
Expense Reimbursement	\$2,100	\$2,100
Contracted Building Grounds Maintenance	\$2,000	\$2,000
<b>Total Contracted Services</b>	<b>\$7,600</b>	<b>\$7,600</b>
<b>% of Expenditures</b>	<b>28%</b>	<b>28%</b>

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$12,100	\$11,350
Library Supplies	\$350	\$350

Budget Report

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Monday, October 25, 2021 11:34 AM

SCHOOL: Dixonville - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Furniture & Equipment	\$4,000	\$4,000
<b>Total Supplies</b>	<b>\$16,450</b>	<b>\$15,700</b>
<b>% of Expenditures</b>	<b>60%</b>	<b>59%</b>

<b>Total Expenditures</b>	<b>\$27,480</b>	<b>\$26,730</b>
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#### Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$27,480	\$26,730
Total Expenditures	\$27,480	\$26,730
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

