Peace River School Division
Learning Together - Success for All

Dixonville School
2024-2029

Education Plan

1 YEAR ONE

A Message from our Principal

Dixonville School

I am excited to present the first year of the 2024-2029 Education Plan. The Dixonville School's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan.

Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

At Dixonville School, we strive to be the first choice in education for our community students and families. Our vision statement encapsulates our aspiration to provide top- notch learning opportunities and support systems that empower students to excel academically and personally. Our mission at Dixonville School is to create a safe, caring, and student-centered learning environment. We firmly believe that education is not solely about academics but also about nurturing the social, emotional, and physical well-being of our students. We strive to foster a sense of belonging and community where students feel supported and valued.

At Dixonville School, our vision and mission serve as guiding principles in everything we do. We are dedicated to providing a comprehensive education that enables our students to flourish and develop independence. Together, with the support of our dedicated teachers, families, and community, we are building a brighter future for our students.

Tracy Demeester
Dixonville School

Foundation Statements

OUR VISION:

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

OUR MISSION:

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

Principles & 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.

Quick Facts

43 STUDENTS

9 STAFF

Our Priorities

1 Literacy Development

2 Numeracy Development

3 Inclusionary Culture

Goals and Outcomes

Literacy Development

Goal One ▶ All Students are literate

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

Numeracy Development

Goal Two ▶ All Students are numerate

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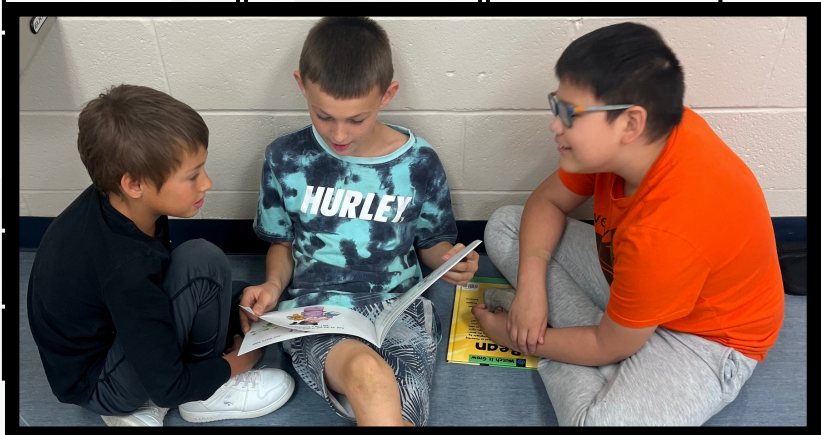
Inclusionary Culture

Goal Three ▶ All students are successful through inclusionary practices

Outcome: All students' academic, physical, and social-emotional needs are met within a culture of inclusion.

Performance Measures:

Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:
- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners..
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.
- Gaps between progress made by "mild/moderate" students on their ELA learning goals and progress made in ELA by all other students.

School Strategies

Goals One: Literacy Development

1. Dixonville School staff will continue to support students in fosters high levels of literacy knowledge, skills and understanding.

2. We will facilitate/provide professional development for staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.

3. We will work with the administration to develop professional development plans that align with the school and division's literacy goals.

4. Following the division's Literacy Assessment Framework (LAF), staff will administer the RCAT to Grades 4-12 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, to analyze the results to inform teaching practices that best support literacy learning.

5. As part of the division's LAF, Dixonville School staff will administer the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. Additionally, Dixonville School has chosen to F&P benchmark all students in the school to provide high literacy instruction. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).

6. As part of the division's LAF, Dixonville School staff will administer the division's WAT for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning. Additionally, Dixonville School will assess Grade 1 students on the WAT in the Fall Assessment to provide high-quality literacy instruction.

7. Dixonville staff will meet with divisional staff committees to aid in developing common assessments of core learner outcomes in English Language Arts across grade levels.

8. School administration will work with central operations staff to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.

9. Dixonville staff will continually seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
Math Intervention/Programming Instrument (MIPI) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6, Grade 7-9, and Grade 10-12			
Most Current PAT Results			
Five-year PAT Results Trend Data			

Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between male and female learners.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.
- Gaps between progress made by "mild/moderate" students on their math learning goals and progress made in math by all students.

School Strategies

1. Dixonville School staff will continue to support school-based leaders in fostering high quality teaching to improve numeracy knowledge and skills.

2. We will provide professional development for staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices to help support student needs.

3. Dixonville School staff will work with school administration to develop professional development plans that align with the school and division's numeracy goals.

4. As part of the division's Numeracy Assessment Framework (NAF), Dixonville School will provide support to staff to administer the EICS MA to Grades 1-7 and the MIPI to Grades 8 and 9 students in the first three weeks of the school year, the Grades 1-7 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.

5. As part of the division's NAF, Dixonville School will provide support to staff to administer the NCAT in Grades 1-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.

6. As part of the division's NAF, Dixonville School will provide support to staff for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.

7. Dixonville School will establish working committees of teachers to develop common assessments of core learner outcomes in Mathematics across grade levels.

8. Dixonville School will work with staff to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.

9. Dixonville School will support staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.

Performance Measures:

Student Attendance and Engagement (Quantitative/Numerical Data)
PowerSchool/Dossier attendance Data
Data regarding participation in PATs
Province of Alberta Student Assurance Survey Data
PRSD Student Assurance Survey Data

Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:
- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual PBSPs
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

School Strategies

Goal Three: Inclusionary Culture

1. Administrative staff will support staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.

2. Dixonville School staff will continue to provide a broad range of learner-centered programming and supports that best meet learning needs (e.g., flexible groupings, LLI, Guided reading groups, differentiated instruction and differentiated assessment) with the assistance and support of I-Coaches, School Based Learning Support Teams and Divisional I-Coaches.

3. Dixonville School staff will work with school-based leaders to act on feedback provided by students and parents during meetings of the Parent Advisory Committee, Student Council and Student Wellness Action Team (SWAT) inclusive education practices.

4. Dixonville School staff will promote and support opportunities to improve health and wellness among students and staff, with support from the Health Champion, SWAT, and Student Support Worker (SSW).

5. Dixonville School staff will continue to foster community partnerships to support staff in effectively responding to student health and wellness needs supported by the L.I.F.E Society, Curling Club, Library, Senior Center and Playschool.

6. We will continue to provide and promote equitable access to universal social-emotional programs and collaborative wrap-around services with community partners that support safe and caring schools. RCMP, FCSS, Library, PRFRN, AHS, Peace Collab

7. Dixonville School staff will continue to support school-based staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students. Metis Local and Holly

8. Provide opportunities for students and staff to learn about and appreciate our diverse culture.

School Budget Considerations

Literacy and Numeracy Development

- New curriculum resources
- Professional development
- Digital technology to support curriculum

Inclusionary Culture

- Multi-sensory space for student regulation
- Professional development for specific student needs
- Building Indigenous partnerships
- Community Events
- Mental health awareness activities
- Complex classroom supports

Connect With Us

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