



At Dewberry School we believe in **“Working Together For Success,”** while promoting **PRIDE** in ourselves and our Community.

**Potential
Responsible
Inspire
Discover
Engage**

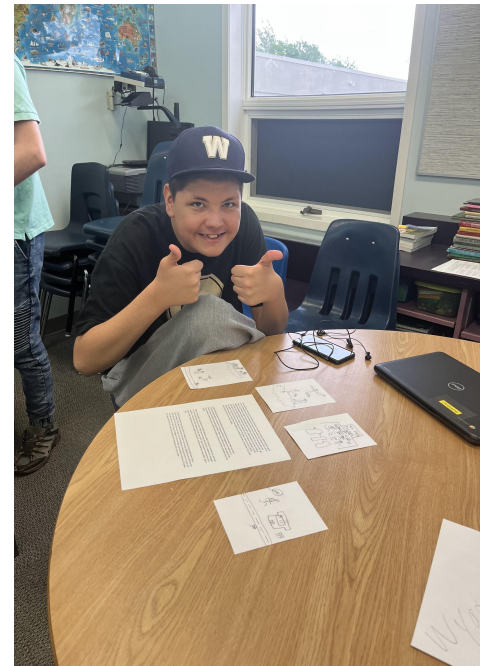


AERR Dashboard:


<https://datastudio.google.com/u/0/reporting/3c6a71d8-02ed-49cb-b08c-f210c2c1218e/page/wVoZB?s=ox-hy3yE3Ko>

Our School Data 3 Year Comparison

- 📄 [Elementary Our School Data \(3 Year Comparison\).pdf](#)
- 📄 [Secondary Our School Data \(3 Year Comparison\).pdf](#)


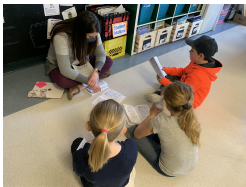


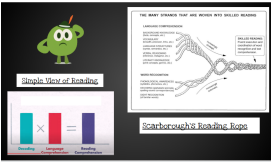




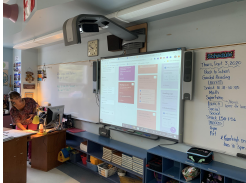


New Desired State 2022-2023









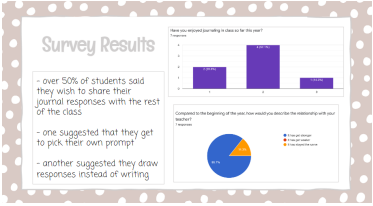


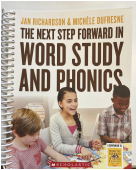
Assurance Element 3 2021-2022 2022-2023	Desired State: Students will exhibit strong literacy, numeracy, communication skills and inclusive attitudes to be productive global citizens.	
Domain	Student Growth and Achievement	
Reviewed	ongoing	
Focus	K-12	

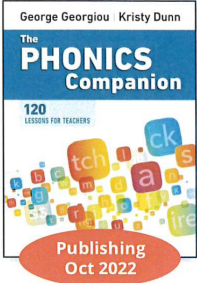
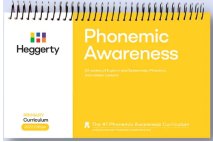
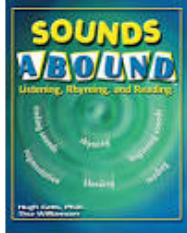

Strategy(ies) to achieve the Desired State	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
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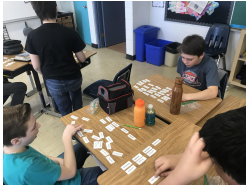
Literacy



<p>Implementation of Guided Reading using Reading Strategies</p> <p> Compreh...</p> 	<p>Saskatchewan Reads Instructional Videos</p> <p> Guided Rea...</p> <p>Professional Development through Lana Lane with a focus on Guided Reading</p> <p> Lana Lane ...</p>	<p>All students progress no less than two reading levels in a year</p> 	<p>Reading Benchmark results</p> <p> 2020-2021 Literacy Tr...</p>
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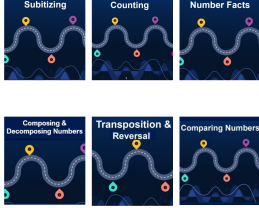

<p>Expand Literacy Place Resources *First Nations, Metis and Inuit *Non-Fiction *More Levels for sessions</p> 	<p>Dedicate time on Professional Learning Days to sort through resources and formative assessments aligning with students skill development to reach the next level</p>	<p>*Increase student genre, including First Nations, Metis and Inuit stories building a deeper respect and understanding of their way of life *Expand vocabulary while being cognisant to increase non fiction texts to increase an interest in reading</p>	<p>Improved Reading Benchmark results from the beginning of the year compared to the end of the year 2020-2021 Literacy Tr...</p>
<p>Input Guided Reading in the timetable using reading levels in grade groups around teacher strengths</p> 	<p>*Use Saskatchewan Reads models *Lana Lane PL session on guided reading and Words Their Way (WTW)</p>	<p>Students read at their level and work to develop reading strategies to progress to the next level</p>	<p>Improved Reading Benchmark results 2020-2021 Literacy Tr...</p> 
<p>Model guided reading in all classrooms</p> 	<p>*Lana Lane *Saskatchewan Reads *Edmonton Public *Fountas and Pinnell</p>	<p>Teachers implement guided reading successfully and have a deeper understanding of the structure and assessment tools using a monitoring checklist Monitoring Sh...</p>	<p>Guided Reading is an instructional practice used in all elementary classrooms to improve students reading skills</p>

<p>Investigate benchmark assessments and align with Literacy Place resources giving a more accurate measurement of a students reading comprehension and reading strategies</p>	<p>PL Days used to investigate and discuss Reading A to Z, Dibels, Star Reader and Fountas and Pinnell</p>	<p>Improve Comprehension in Division 2 and develop reading skills and strategies in Division 1</p>	<p>LeNS & CC3 results  Dewberry Making Sen...</p>
<p>Implementation of Fountas and Pinnell Reading Benchmarks</p> 	<p>Using past data and viewing records of skills shared after running records  Copy of Gro...</p>	<p>Students will progress in their reading levels, skills and strategies to understand and decode unknown text</p>	<p>LeNS & CC3 results  2020-2021 Literacy Tr...</p>
<p>Develop more celebrations of Literacy projects across all grades</p> <p>Romeo and Juliet Project</p>	<p>*Teachers as Researchers  Professional... *Reading in the Wild by Donalyn Miller</p>	<p>*Collaboration across classes building a love of reading *An increase of projects around literacy</p> 	<p> Mr. Lancaster Teacher...  Teachers as Researc...</p> 
<p>Develop and implement the Five Pillars of Reading in elementary classroom instruction 1) Phonological Awareness</p>	<p>Lana Lane PD Sessions around The Five Pillars of Literacy Five Pillars of Literacy Phonics Slides (Links)  Literacy Acr...</p>	<p>Our teachers will share a common language, increase collaboration around developing confident fluid readers in our elementary grades *Students developing</p>	<p>*LeNS & CC3  2020-20... *Grade 6 PAT Results Language Part A and B  Literacy ...</p>

<p>2) Phonics 3) Vocabulary 4) Comprehension 5) Fluency</p>	<p>*ARPDC Resources</p>	<p>strategies and skills to read with accuracy and fluidity while developing a love of reading</p>	
<p>Map out a scope and Sequence for Phonics</p> 	<p>George Georgiou “Let’s Talk Phonics” 📄 The Phonic... Measured Mom Scope and Sequence Phonics</p>	<p>Planning of phonics and phonological awareness will become a part of the daily instruction in our elementary classrooms *Students will gain tools to read different genres of text with accuracy and fluency *Teacher year plans will clearly indicate a scope and sequence for Pillars 1 & 2</p>	<p>*LeNS & CC3 📄 2020-2021 Literacy Tr... *Grade 6 PAT Results Language Part A and B</p>
<p>Purchase a program for the development of a foundation for Pillar 1 and 2</p> 	<p>*The Phonics Companion *Jolly Phonics *Phonological Awareness: Heggarty Primary Curriculum</p>  <p>*Sounds Abound</p>	<p>*Communicate clearly about student gaps and designate a clear path to move forward for student growth and instruction to close gaps</p>	<p>*LeNS & CC3 📄 2020-2021 Literacy Tr... *Grade 6 PAT Results Language Part A and B</p>
<p>Purchase Decodable Readers for Grade 1 *Begin a reading program that begins in November for Grade 1 students *Include videos for parents on “How</p>	<p>*Frog Series from Heggarty *FlyLeaf Readers *Reading A to Z Leveled Readers *Fountas and Pinnell Blue System</p>	<p>Deliver an at home reading program for early literacy</p> 	<p>LeNS & CC3 📄 2020-2021 Literacy Tr...</p>

<p>To” or orientation session in October</p>			
<p>Build a data sheet for instruction in teacher planning to increase accountability of the delivery of the five pillars</p>	<p>Lana Lane *Our staff will be working with her in August to gain knowledgeable advice on where to begin and how to implement our scope and sequence in phonics and further strengthen our reading strategies</p>	<p>Provide feedback for teachers to adjust instruction where it may be needed according to students stretches in their reading skills</p>	<p>In progress of building a formative instructional daily checklist</p>
<p>Continue to develop comprehension strategies for readers when they are ready for this stage Prediction Connection Synthesize Visualize Infer Question</p>	<p>*Review Guided Reading PL through Lana Lane *Fountas and Pinnell Reading Strategies *The Science of Reading *ARPD Resources</p>	<p>Students develop a variety of reading strategies to implement to improve reading skills for comprehension</p> 	<p>*Grade 6 PAT Results Language Part A and B 📄 2020-2021 Literacy Tr...</p>
<p>Continue to use Words Their Way to enhance vocabulary skills</p> 	<p>*Review WTW through Lana Lane</p>	<p>Students able to decode words they do not know by gaining a deeper understanding of root words, prefixes and suffixes</p>	<p>Words Their Way Digital Teacher-Pearson</p>

<p>Prepare for Implementation of New Curriculum</p> 	<ul style="list-style-type: none"> *Lana Lane *OLC-Concept Based Inquiry *ARPCD *BTPS Hapara Workspace 	<ul style="list-style-type: none"> *See the new curriculum implemented throughout language arts for grades 1 to 3 *Have Grade 4/5/6 join Professional Development to prepare for their new curriculum upcoming in 2023 	<ul style="list-style-type: none"> *Teacher classroom observations *Teacher Growth Plans *Teacher Year Plans <p>Instructional Resources</p> 
<p>Adjust timetable to better meet the literacy needs of reading groups Gr 1 & struggling Gr. 2-Phonics, Phonological Awareness, Shared Reading Gr. 2, 3, 4 Guided Reading Strategies Gr. 5, 6 Guided Reading Strategies</p>	<p>Time dedicated in PL Days to review reading data</p>	<p>Better alignment of student reading groups to address specific reading skills needed for student growth</p>	<p>Shared document with student reading levels and reading skills</p> <p>Copy of Groups for G...</p>
<p>Strategy(ies) to achieve the Desired State</p>	<p>Professional Learning to Support Capacity Building</p>	<p>Indicators of Success</p>	<p>What data will you use to inform our work?</p>
<p>Numeracy</p>			
<p>Teachers in math highlighting and working consistently to improve students basic math facts to help with all future math operations</p>	<p>PL with Gerry Varty in Mathology</p>	<ul style="list-style-type: none"> *Math facts becoming more fluid and accurate in everyday math problems and units *Student achievement improving in number sense assessments 	<p>Grade 2, 3 MIPI</p> <p>Copy of Dewberry Ma...</p> <p>Numeracy Screening ...</p>

<p>Prepare for Implementation of New Curriculum</p> <p>Mathology Little Books</p> <p>A series of math little books for K-3 that allows teachers to match books to a child's or group's level of math understanding, providing rich opportunities for teaching and learning.</p>  <p>Mathology Little Books Overview Video</p>	<p>*PL with Gerry Varty in Mathology *ARPDC</p>	<p>Improved student achievement</p> 	<p>Numeracy Screening Assessment</p> <p>Mathology Math Mats Grades 3-4: 44 write-on-wipe-off laminated math mats developed to help support students as they represent, demonstrate and illustrate their understanding of math concepts.</p> <p>Mathology.ca: Our on-line teacher hub designed to enhance:</p> <ul style="list-style-type: none"> • Searching • Planning • Teaching • Assessing and Tracking • Professional learning <p>All in one convenient on-line place.</p> 
<p>Adjust timetable to include a Financial Literacy course for Junior High</p>			

The Context: Why is this important?

Literacy: At our lower grades we found we did not have a foundational program to help build strong literacy skills for phonics or phonological awareness (decoding). We are in construction to develop a clear plan for instruction for student growth around the five pillars of literacy for our students to build and maintain a strong foundation around their reading skills. Reading is a part of everything you do and it is important that our students develop strategies to become confident readers and hold strategies to help them as their reading progresses through the grades and subjects.

Numeracy: We would like to see an improvement in students' basic math facts. It is important because the more fluid they are with their basic math facts the more accurate and fluent they become in their ability to apply their numeracy skills in other units such as problem solving operations.

Strategies in Action: What might we do?

Literacy: We are in progress of building a program that is fluid throughout all the elementary grades using the five pillars of literacy.

- Reconstructing At Home Reading Program
- Develop Daily instruction for Phonological Awareness and Phonics

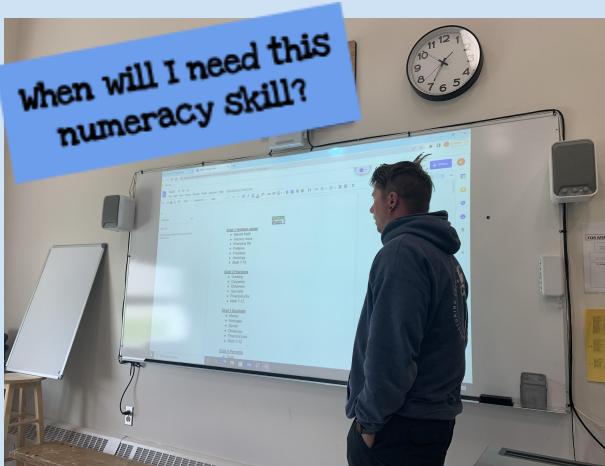

Numeracy: We need to increase the instruction time and consistency for daily practice in all math operations to gain a solid foundation for students' development of their basic math facts.


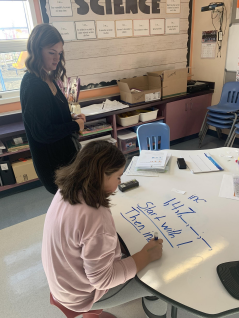
Results Expected: What might we see?

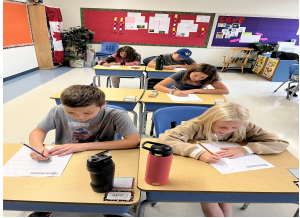
Literacy: We hope to see an increase in our student reading levels and confidence in their reading skills through various subjects.

Numeracy: We would like to see an increase in student achievement in their numeracy assessments and problem solving skills.

New Desired State 2021-2022

Assurance Element 1 2021-2022 2022-2023	Desired State: Students apply knowledge, understanding and skills in a variety of real-life contexts and situations based on student learning outcomes and competencies as outlined in the Alberta <i>Program of Studies</i> .	
Domain	Student Growth and Achievement	
Reviewed	ongoing	
Focus	K-12	
		

Strategy(ies) to achieve the Desired State	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
<p>Link Math units to the jobs in our economy in grades 7-9</p> 	<p>Gr. 7-9 Math Units linked to real life jobs: Math Real Life Units Starters</p>	<p>Survey about the purpose of math and student connection to the learning (developing)</p>	<p>Student Engagement and Relevance improves in Our School Data</p> 

<p>Grade 5/6 teacher in math highlighting and working consistently to improve students basic math facts to help with all future math operations</p>	<p>Provide time on School Based PL days</p>	<p>Math facts becoming more fluid and accurate in everyday math problems and units</p>	<p>Students' assessments improve throughout the grade levels</p> 
<p>Weave real life projects into other subject areas As teachers plan, ask, how does this lesson relate to real life? Implement responses into unit plans</p>	<p>Provide time on School Based PL days to collaborate and develop assignments</p>	<p>Student Engagement improves</p>	<p>Student Engagement and Relevance improves in Our School Data</p>
<p>Grade 1/2 & 3/4 teacher work with Messy Maths to relate math to the outdoors and real life contexts</p>	<p>Real Life Math Slide Presentation Teacher</p>	<p>*Students build a deeper connection to their lessons and units being taught *Improved basic math facts while applying math in the real world outside the classroom</p>	<p>*Improvement in student assessments *Student Engagement and Relevance improves in Our School Data</p>
<p>Link Math units to the jobs in our economy in grades 10-12</p>		<p>Survey about the purpose of math and student connection to the learning (developing)</p>	<p>Student Engagement and Relevance improves in Our School Data</p>

Assigned time for collaboration during PL days to have Grade 5/6 teacher work with junior high teacher to align Gr. 7 outcomes and terminology to real life context			
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The Context: Why is this important?

The teacher is trying to align the purpose of the math they are learning to the real world outside the classroom. If students develop a purpose for the work they are learning they gain a deeper understanding of the concepts being taught and a reason for learning them.

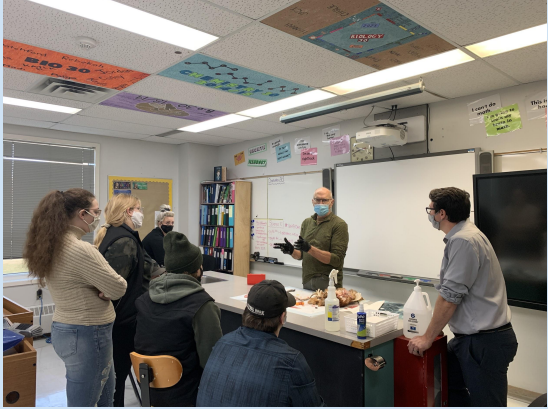
Strategies in Action: What might we do?


*Create a visual and implement the list of real life jobs that apply to the math being taught making the learning more purposeful



*Give PL time to Division 2 and Division 3 teacher to align terminology and skills to real life making transition from Grade 6 to Grade 7 more fluid and purposeful


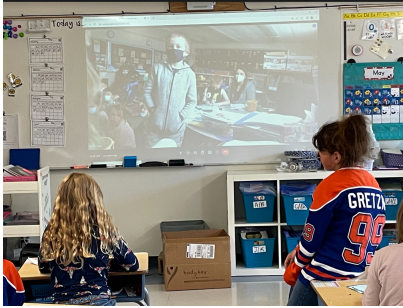
Results Expected: What might we see?

We will hopefully see student achievement improve due to students having a purpose for learning the math concepts. They will know they are not just going to be needed in the classroom but in their everyday life.

Assurance Element 4 2019-2020 2020-2021 2021-2022 2022-2023	Desired State: Teachers and leaders will collaborate with appropriate stakeholders to provide authentic learning opportunities that respect our local and societal contexts.	
Domain	Teaching and Leading	 <p data-bbox="846 856 1390 993" style="text-align: center;">On-Campus Green Certificate Program Gr. 10-12</p>
Reviewed	ongoing	
Focus	K-12	

Strategy(ies) to achieve the Desired State	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
<p data-bbox="201 1304 430 1549"> Develop a collaboration time in the timetable for elementary teachers once a week </p> 	<p data-bbox="449 1304 711 1476"> Shared document providing direction and accountability during collaboration sessions </p>	<p data-bbox="730 1304 946 1444"> Improved core instruction in subject areas of collaboration </p>	<p data-bbox="997 1304 1404 1339"> Improved student achievement </p>

<p>Local Experts into assist with student projects -building -mechanics -foods (COVID impacted this greatly)</p>	<p>Invite experts to present information or show videos for specific subject areas -Lana Lane -John Maxwell -Tom Hierck</p>	<p>Improve student engagement</p>	<p>Our School Data - Student Engagement</p>
<p>Align our Mission and Mantra collaborating to find our vision as a whole staff</p>	<p>Staff Jigsaw activity around Mission and Mantra</p>	<p>Our Mission and Mantra are not just words on a wall</p>	<p>Observe PRIDE, Working Together for Success in our classroom practices and celebrations</p>
<p>Develop a Green Certificate program aligned with authentic learning opportunities in our own backyard for our high school students using stakeholders from Lakeland College and the University of Edmonton</p> <p> Dewberry ...</p>	<p>Meet with Deanna Krys (Lakeland College Vermilion) to provide PL for the program</p> <p>Collaborate with maintenance for information about building requirements</p> <p>Build a committee of stakeholders throughout many aspects of the agriculture world</p> <p>Collaborate with local carpenter for draft plans for shed</p>	<p>Student success during the testing through the three sections of the Green Certificate Program (X, Y, Z)</p> <p>Build agency for the sustainability of the program and development of future programs</p>	<p>Our School Data - Student Engagement & Relevance</p> <p>Results from the tests done through Lakeland College</p> <p>Grade 12 credit data collected each year through looking at Alberta Education High School Requirements</p> 

<p>Develop a leadership class for junior high aligning authentic learning opportunities with our local context of the school</p>	<p>Provide examples of student projects Hanna Ladybug Foundation Cooperative Games TedTalks Past Exemplars of Leadership</p> <p>Group for No...</p>	<p>School activities are student led</p> 	<p>Our School Data - Student Engagement & Relevance</p>
<p>Adjust timetable to implement authentic courses</p>	<p>*Data collected through student interviews about courses students wanted to see in our school. *Our School Data open questions section</p>	<p>Student engagement improves due to courses being more of interest and relevant to everyday life</p>	<p>Our School Data - Student Engagement & Relevance</p>
<p>Taking Learning Outside the Classroom</p> <p>Chuckwagon Horses in Training</p>	<p>*Pen Pal Program in Nova Scotia *Sharing knowledge with one another through google meets *Sending artifacts from one another's culture</p>	<p>Student engagement increases due to students learning from other students through making meaningful real life connections</p>	<p>Our School Data - Student Engagement & Relevance</p> 
<p>Environmental Stewardship course for Junior High</p>	<p>*Lakeland College *Concept Based Inquiry *Making Thinking Visible *Local greenhouses and gardeners *Mynam School</p>	<p>Strengthen community connection and authentic learning opportunities</p>	<p>Our School Data - Student Engagement & Relevance</p>

<p>Building/Carpentry for Junior High-develop a space in the school to set up carpentry equipment</p>	<p>*Local carpentry experts *Lakeland College *Collaborate with other schools in the division</p>	<p>*Create projects to use in our community and our school increasing a purpose to authentic learning *Strengthen community connections</p>	<p>Our School Data - Student Engagement & Relevance</p>
<p>Sharing Circles during staff meetings aligned to authentic learning opportunities</p>	<p>PL Learning Days</p>	<p>*Brainstorm, collaborating and sharing ideas *See an increase of authentic projects strengthening community connections and students learning real life skills</p>	<p>Our School Data - Student Engagement & Relevance</p>

The Context: Why is this important?

Collaboration is one of the most important elements to improve student learning. We know in order for teachers to collaborate we must give them time to collaborate about student results and develop a plan on how to drive instruction according to the results. We started with providing staff collaboration and modeling this during our School PL Days. This year we have been able to step further into the collaboration element by now including stakeholders and authentic learning opportunities really focusing on our agriculture context.

Strategies in Action: What might we do?


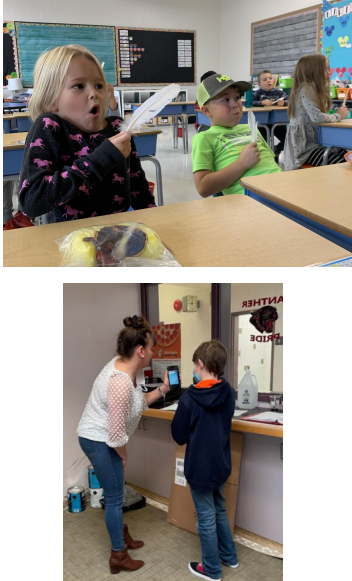
Provide staff with collaboration time in their PL days and classroom prep time to provide evidence of student growth through the projects they have worked on. There will be professional learning time provided in our school days to collaborate around experts we might need to bring in (virtual or in person) to help enhance our desired state to the next level. We have a focus around agriculture and trades and are looking forward to continuing to expand our student experiences through our CTS and CTF courses.

Results Expected: What might we see?

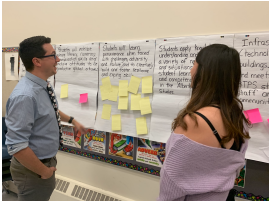




We would see collaboration take the next step and become implemented into the classroom to enhance student learning through classroom experiences and projects for learning.

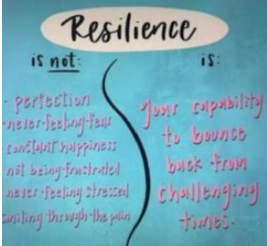





We want to see the results from Our School survey around student engagement and relevance improve. We would like to also see our students become active citizens in their community and our AERR results around this element Student Growth and Achievement improve.

Previous - Secondary Focus

<p>Assurance Element 2 2019-2020 2020-2021</p>	<p>Desired State: Students will learn perseverance when faced with challenges, adversity and failure and to creatively build and foster resilience and coping skills.</p>	
<p>Domain</p>	<p>Student Growth and Achievement</p>	
<p>Reviewed</p>	<p>Secondary Focus</p>	
<p>Why? Interview Data -At times students lack independence and ask for constant assistance, not using tools, like the textbook right in front of them -Finding students really struggle with problem solving questions -When faced with a roadblock students get frustrated and begin to blame others for their lack of success rather than digging in, trying to find out what they need to learn to do better and try again -Students ask for a rewrite before they even do the test -Students struggle to identify the important information and sometimes do not use their prior knowledge to dive into critical thinking -When students are given many chances to hand in overdue assignments the longer you give them the poorer the quality the assignment and the pattern continues again and again, they do not develop responsibility -At times students express it is your fault if they didn't get the mark they wanted -When a teacher is making the study sheet, picking out the important information the teacher is doing more work than the student -Some students are not prepared for class, simple supplies (pencil) -Some students lack pride with things such as being able to read ones printing</p>	<p>K-12</p>	

<p>-Students not willing to put in the effort for quality work, don't feel they need to do their best</p> <p>-Students just come to school, no learning purpose, just a social gathering</p> <p>-Students not working in class, then upset with you because they have homework</p>		
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Strategy(ies) to achieve the Desired State	Professional Learning to Support Capacity Building	Indicators of Success	What data will you use to inform our work?
<p>Setting SMART Goals Specific Measurable Achievable Realistic Time Bound in the classroom with students</p>	<p>Use our Professional Learning days to have an hour dedicated to resilience.</p> <p>Tom Hierck sessions</p>	<p>Improved data through the various methods mentioned in next column</p> 	<p>Student survey</p> <p>Classroom supervision accompanied with documented debriefs (checklist, What has improved?)</p> <p>Documentation of parent concerns</p>
<p>Staff Collaboration around student achievement, have restorative justice circles when absences and achievement become a concern</p>	<p>Professional Learning around:</p> <ul style="list-style-type: none"> -Student leadership -Resilience -Problem solving -Critical Thinking -Mindset <p>-Book Study Student-Centered Leadership</p>		<p>Documentation of student visits to the office</p> <p>PAT/Diploma Results</p> <p>Data of missed assignments</p> <p>Student Success celebration of PRIDE Awards</p>
<p>Create and Communicate expectations of students for graduation hand book</p> <p>Graduation...</p>	<p>*PL around mindset for students during our assemblies</p> <p>*PL for staff around mindset during PL Days</p>	 <p>Dewberry SCHOOL</p>  <p>Dewberry School Graduation Handbook Working Together For Success</p> 	<p>Student Success in High School Graduation Rate</p> <p>Student absences</p> <p>Our School Data - see a decline in depression</p> <p>Our School Data - see a decline in anxiety</p>

<p>Staff/Student Connection-sharing circles each staff meeting</p>	<p>*Book Study, Mindset by Carol Dweck</p>		
<p>Weaving weekly resilience communication into student announcements.</p>			
<p>Short video-clips around mindset during student assemblies.</p>	<p>parenting business school relationships</p> <p>CAROL S. DWECK, Ph.D.</p>		
<p>VIBE-use VIBE to provide programming around resilience and mindset through grades 1-12</p>  	<p>VIBE provides programming in the classroom for students: Mindset Gratitude Worry Woos Building Mental Wellness Mental Toughness Mental Health Literacy (Andrew Baxter) https://mentalhealthliteracy.org/</p> 	<p>*Students will be better able to cope and show resilience when challenges arise. *Students will complete their courses needed to graduate.</p> 	<p>VIBE Data around student and parent surveys along with in class feedback questions</p> 

The Context: Why is this important?

Staff have shared their thoughts during an interview and discussion in the above column, *The Why*.

Strategies in Action: What might we do?

We would have our school culture work towards developing a mindset of resilience for student and staff's everyday work environment. We have to work to set expectations for our students to come prepared, display and show excellent examples of work and have students develop their own study sheets while the teachers use concept based questioning to highlight important information they should know. We need to develop steps for students to dust themselves off when they fail and try again providing positive encouragement.

Results Expected: What might we see?

We need to move forward working to develop an environment needed to be resilient, having students become more responsible for their results and further develop coping skills to continue to move forward when challenges arise.