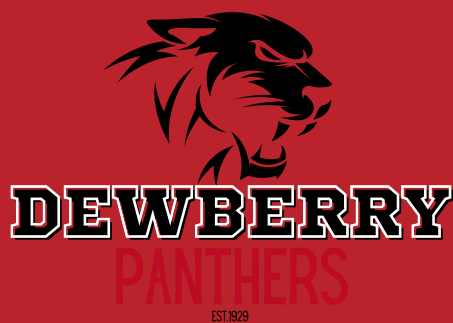




ASSURANCE PLAN

Updated June 24, 2025





Message from the Principal

Dewberry School's mission is to nurture every student's potential, ensuring their academic and personal development in a safe and supportive setting for the future. Along with a mantra of working together for success, this document strives to triangulate data, information, and action. In the following sections we will unpack the data and information of 3 division priorities: Supporting Learning for All Students, Fostering Safe and Caring Learning Environments, and Building Strong Collaborations. Our goal in this document is to share how our story leads to action that addresses and bolsters our wonderful school and community,

Mr. Tyler Comeau, Principal

ABOUT DEWBERRY SCHOOL

Mission:

At Dewberry School, our mission is to nurture every student's potential, ensuring their

academic growth and personal development in a safe and supportive setting for the future.

Vision:

Our vision at Dewberry School is to be a beacon of educational excellence and innovation. We aspire to cultivate a community of learners who are not only academically proficient but also empathetic and globally aware citizens. Inspired by the ethos of Buffalo Trail Public Schools, we aim to guide our students towards becoming dynamic leaders who value lifelong learning and contribute positively to society, locally and globally.

Values:

P Potential
R Responsible
I Inspire
D Discover
E Engage

Encourage innovation and collaboration
Embrace diversity and belonging
Celebrate success and recognize excellence

School Profile:

Dewberry School is a grade 1-12 school situated in the hamlet of Dewberry, AB. The school prides itself in being a small, close knit school community whereby strong personal relationships between staff, students, parents, and community serve as the foundation for a quality learning environment in a safe and caring atmosphere. Students benefit from learning environments that are led by knowledgeable and innovative educators who utilize effective instructional and assessment strategies to engage students. These learning environments are enhanced through the use of digital technologies and multimedia in the most modern of classrooms.



80
students



Grades 1-12 with a
private ECS in the
building.



6 Teachers
&
3 Support Staff



About 65%
of students
ride a bus.

PRIORITY ONE: Supporting Learning Success for All Students



Outcome: Students are prepared for life after K-12

Strategies

Support and expand programming and robust learning experiences - in the classroom, online and in the community.

Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.

School Actions

- Our students are provided with a variety of learning experiences through our partnerships in our educational environment.
- Lakeland High School
- Green Certificate program
- Learning Hub Opportunities
- VIBE programming
- SEC programming
- Dewberry School implements a Land-Based Agriculture Program at Dewberry School as an experiential learning initiative for grades 7 to 9, where students engage holistically with ELA, Science, Math, Health, and Physical Education curricula through our local landscapes, focusing on nature, sustainability, agriculture, and Indigenous practices.
- Dewberry school implements an extensive CTF/CTS program that offers a variety of learning experiences. These include, but are not limited to: design, 3d CAD development, performing arts, french, foods, drama, and additional asynchronous courses.
- Dewberry School will continue to focus on global citizenship and opportunities to build lifelong learners via digital citizenship and the ISTE standards, leadership programs for junior high students, collaborating with Lakeland College and the BTPS Learning Hub to offer programs of interest to our students.
- Implementation of reconstruction of resources from a non colonial perspective, authentic lessons taught from an intergenerational trauma perspective from residential school survivors
- Student Led Truth and Reconciliation Event - in conjunction with Orange Shirt Day. Students celebrated Indigenous authors, artwork, and symbols. Further, the junior high Land Based Program led a reconciliACTION project with the K-6 students.
- Celebrating Metis Week
- Implementation in all subjects
- Dewberry School will build staff foundational knowledge and comfort level with reconciliation and indigenous learning through our

Measures

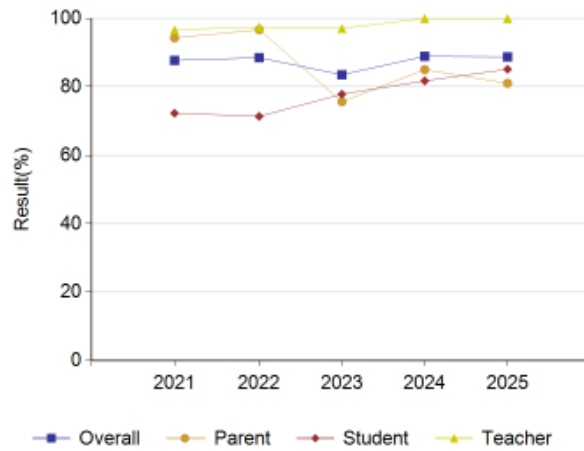
Provincial

- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

Local

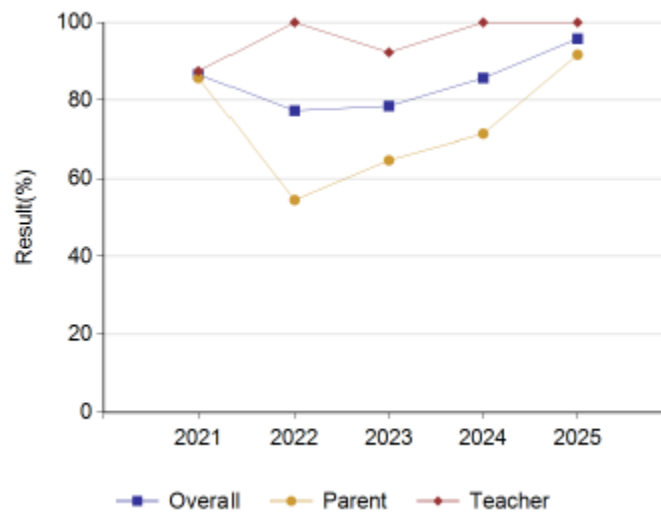
- OurSchool Survey:
 - o Student Engagement
 - o Subject Scores
 - o Intellectual Engagement
 - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence

	Indigenous school lead teachers. Additionally, Mannville School staff will continue to be offered professional learning opportunities around Indigenous education.																			
Results	<ul style="list-style-type: none"> • Student Learning Engagement at Dewberry School rose from 84.6% to 89.0%, showing a significant increase in perceived relevance and connection to learning. • Citizenship remains strong at 88.7%, indicating students are modeling the characteristics of active citizens, an important trait for career readiness and lifelong learning. • The 5-Year High School Completion Rate holds at 88.9%, comparable to the provincial average (87.1%), showing strong long-term academic persistence. • Students in Grades 7–12 showed significant growth in understanding how core subjects (Language Arts, Math, Science, and Social Studies) apply to real life and future careers. • Dewberry students showed increasing engagement in hands-on, career-oriented programming such as the Green Certificate programs, Work Experience, RAP, and CTS offerings. • Offering extra curricular, badminton, guitar club, piano lessons, esports, drama, and CTF/CTS programming • Staff and students take part in sharing circles to connect on our process of reconciliation. Together we raise awareness and understanding • Elementary & Junior High students participate in the firefighter challenge hosted by Dewberry Fire and Rescue • Grade 10s participate in an on site Green Certificate Table Egg Technician Program where they raise table-laying hens and market eggs. • Grade 10s and 11s have the opportunity to participate in an on site Green Certificate Greenhouse Technician program where they convert a donated school bus into a greenhouse, manage the greenhouse, and sell produce. • Future plans to coordinate with parents to expand extra-curricular offerings • Dewberry School has currently provided registration for 5 students to participate in Lakeland CTS programs this year • Dewberry School has 2 kids in Dual Credit Programs for next year • Dewberry School has 3 students in Work Experience programs • Dewberry School has 1 student in a RAP program. <p style="text-align: center;">CITIZENSHIP</p> <table border="1"> <thead> <tr> <th colspan="3">Measure Evaluation</th></tr> <tr> <th>Achievement</th><th>Improvement</th><th>Overall</th></tr> </thead> <tbody> <tr> <td>Very High</td><td>Maintained</td><td>Excellent</td></tr> <tr> <td>High</td><td>Maintained</td><td>Good</td></tr> <tr> <td>Very High</td><td>Improved</td><td>Excellent</td></tr> <tr> <td>Very High</td><td>Maintained</td><td>Excellent</td></tr> </tbody> </table>	Measure Evaluation			Achievement	Improvement	Overall	Very High	Maintained	Excellent	High	Maintained	Good	Very High	Improved	Excellent	Very High	Maintained	Excellent	
Measure Evaluation																				
Achievement	Improvement	Overall																		
Very High	Maintained	Excellent																		
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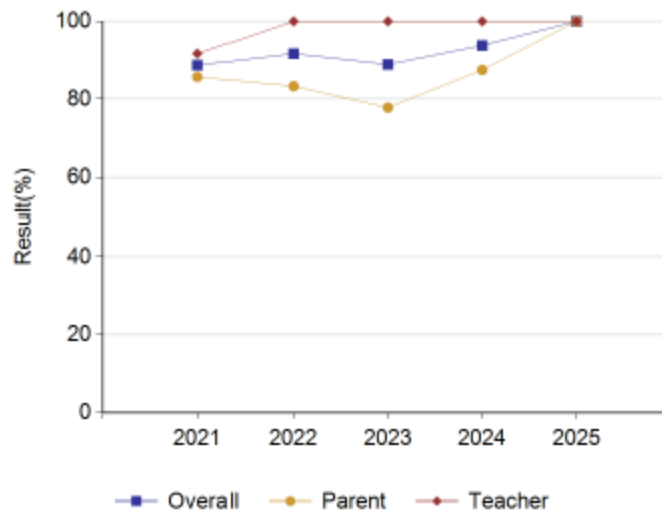
LIFELONG LEARNING

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved	Excellent
Very High	Improved	Excellent
Very High	Maintained	Excellent



WORK PREPARATION

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved	Excellent
Very High	Improved	Excellent
Very High	Maintained	Excellent



Outcome: Students demonstrate strong numeracy and literacy skills.

Strategies

Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.

Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.

School Actions

Literacy

- Provide embedded PL sessions with Lana Lane focused on literacy foundations including morphology, decoding, and comprehension strategies.
- Implement and support the use of the UFLI phonics program, Heggerty, Jennifer Serravallo's reading strategies, and Secret Stories across early and middle years.
- Integrate daily writing blocks with scaffolded support, writing exemplars, and formative assessment models.
- Align staff understanding of phonological awareness and phonics progression across all grades.
- Use staff meetings to model and unpack effective literacy instruction strategies collaboratively.
- Dedicate PL days to team teaching and strategy modeling with literacy leads and innovation coaches (Lana Lane, Jackie Ratkovic, BTPS Innovation Team).
- Allocate time for cross-grade planning sessions to align leveled literacy instruction, particularly in multi-grade classrooms.
- Use PAT and formative data to identify areas of need and co-develop responsive teaching plans.
- Engage with OLC lead teachers for shared planning and implementation of effective literacy strategies.

Numeracy

- Embed professional learning opportunities with numeracy experts such as Jackie Ratkovic and BTPS innovation coaches to model effective instruction, co-teach lessons, and unpack key numeracy concepts.
- Implement targeted PL on numeracy screeners and diagnostics to support staff in interpreting data and designing responsive instruction

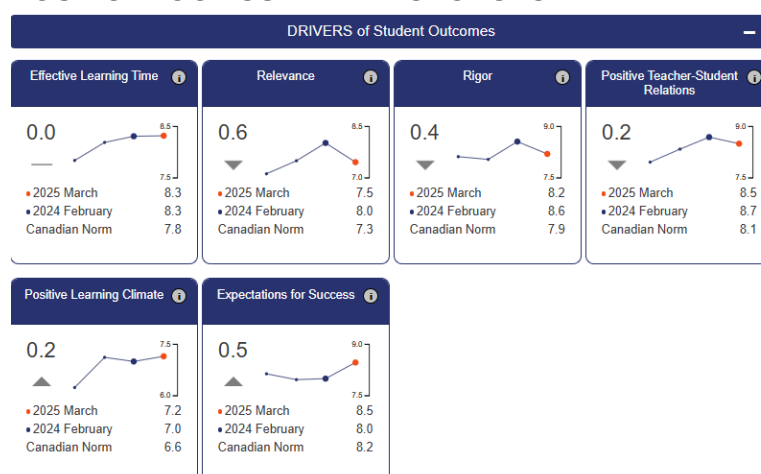
	<p>for students needing intervention or enrichment.</p> <ul style="list-style-type: none"> • Integrate Mathology-based instruction at the elementary level to deepen understanding of concept progression, student engagement strategies, and cross-grade alignment. • Dedicate time during staff meetings and PD days for collaborative planning, reflective practice, and sharing of high-impact math strategies tailored to multi-grade settings. • Develop teacher confidence with number talks and problem-solving routines that support fluency and mental math while building conceptual understanding. • Align classroom practice with the new Alberta curriculum through shared exploration of curriculum outcomes, vertical planning, and identification of key numeracy competencies at each grade level. • Leverage digital tools and platforms (e.g., OLC, AI tools, online manipulatives) to support diverse learning needs and enhance math engagement. • Utilize walkthroughs and IPI reflections to provide timely feedback and celebrate effective numeracy instruction. • Build staff understanding of Indigenous perspectives in numeracy through land-based math connections, local context integration, and collaborative planning with Indigenous leads. • Apply the concept of thinking classrooms across all numeracy levels taught. 	
Results	<p>Literacy TOWRE (based on the September and January Testing of the 2024/2025 school year. We did this for all elementary 1-6):</p> <ul style="list-style-type: none"> • In Sept we had 11 students in the poor or very poor range. Come January we had 8 • In Sept we had 17 students in the Average or Higher Range. Come January we had 20. <p>PAT: Most data is suppressed, however:</p> <ul style="list-style-type: none"> • Grade 9 ELA acceptable standards have significantly improved from a previous 3 year average of 66.7% to 100%. • Standard of excellence improved from 0% to 10% <p>DIP: No Diploma's from last year, but this year we can share information from the January 2025 DIP:</p> <ul style="list-style-type: none"> • Our 30-1 students saw their diploma mark drop significantly from their course marks. All students obtained failing grades on their diploma • Our 30-2 students saw their diploma mark maintain their course marks. All students obtained passing grades on their diploma <p>IPI:</p> <ul style="list-style-type: none"> • Teachers complete continuous reflections on their understanding and implementation of the IPI model. • The principal provides continuous supervision in classrooms and offers instructional leadership on the IPI process. <p>Numeracy Starting in the early years, our Numeracy Screener results show both success and concern:</p> <ul style="list-style-type: none"> • Grade 1 showed strong improvement, with the percentage of students needing additional support dropping from 17% in September to 0% in January — a promising indicator of effective early intervention. • Grade 2 held steady, with 20% of students requiring support in both September and January. • Grade 3, however, saw an increase in students requiring support — from 17% in September to 33% in January (one additional student) — signalling a need for closer examination of instructional strategies and support in this cohort. <p>Our Grade 9 PAT results reflect the complexity of learning recovery and targeted support:</p> <ul style="list-style-type: none"> • 4 students achieved the acceptable standard, while 5 students were below, and 1 did not write. • Part A (non-calculator): 2 students reached the acceptable standard, 1 met the standard of excellence, and 7 were below. • Part B: 5 students reached the acceptable standard, none reached the 	

	<p>standard of excellence, and 4 were below.</p> <ul style="list-style-type: none"> These numbers highlight a gap in performance, particularly in foundational computation (Part A), which reinforces the need to focus on basic number sense and problem-solving fluency. <p>We did not have any students write Diploma Exams in Math last year or this year, so that data set is not available.</p> <p>From an instructional lens, the IPI model continues to support reflection and improvement.</p> <ul style="list-style-type: none"> Teachers are engaged in ongoing dialogue about instructional practice, and classroom walkthroughs are being used to provide timely feedback and support professional growth, particularly in multi-grade numeracy instruction. <p>Finally, student and parent survey feedback provides a helpful qualitative lens:</p> <ul style="list-style-type: none"> 100% of parents surveyed agreed that the numeracy skills their child is learning are useful. Among Grade 4–6 students, 74% understood the usefulness of their math learning, and 60% found it interesting. Grade 7–9 students reported even stronger results, with 92% understanding its usefulness, though only 67% found it interesting — indicating strong understanding, but some engagement challenges we'll 	
Outcome: Students have opportunities for rich learning experiences from highly effective staff.		
Strategies	<p>Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.</p> <hr/> <p>Support strong digital citizenship through a technological rich infrastructure.</p>	
School Actions	<ul style="list-style-type: none"> Deepen collaborative instructional planning through embedded collaboration time via PL days with a focus on balanced assessment, curriculum mapping, and differentiation. Utilize IPI and OurSCHOOL survey data to guide targeted PD, emphasizing: Evidence-based literacy practices (e.g., comprehension strategies, guided reading, feedback on writing) Numeracy instruction that builds conceptual understanding and challenge across grade levels Enhance formative assessment practice, especially in numeracy, with coaching and moderation activities to align internal data with provincial standards. Equip teachers with training to increase the cognitive challenge in tasks while maintaining high levels of student support and engagement. Such as the incorporation of thinking classrooms in math rooms. Leverage high teacher-student relationships to promote personalized goal setting and learning reflection, particularly in junior high. 	
Results	<ul style="list-style-type: none"> Dewberry's numeracy results (from local assessments) indicate strong parent perception: 100% of parents agreed in 2025 that the numeracy skills their children are learning are useful—an increase from 88% in 2024. Literacy results also showed growth, with 92% of parents reporting satisfaction in 2025 compared to 75% in 2024. While PAT and Diploma exam results were suppressed due to small cohort sizes, past trends and 3-year rolling averages 	

highlight room for improvement, particularly at the Grade 9 and diploma levels in both Acceptable and Excellence categories.

- Instructional Planning Inventory (IPI) observations indicate a strong trend toward student engagement and active learning, particularly in classes integrating CTF/CTS, cross-curricular land-based programs, and hands-on design challenges.
- Internal data from screening tools (literacy/numeracy) and teacher observations suggest improved student ownership over learning in environments that blend technology, community connection, and experiential activities.
- Secondary Survey: Students show above-average academic effort (82%), intellectual engagement (85%), and perception of relevance (7/10). However, reported math and ELA marks (77–79%) are slightly below Canadian norms.
- Elementary Survey: Only 15% of students report high challenge and high skill, suggesting a need to increase academic rigor and self-confidence in the early grades. Despite this, students report very high teacher-student relationships (8.5/10) and expectations for success (8.5/10).

OUR SCHOOL SURVEY RESPONSES ELEMENTARY

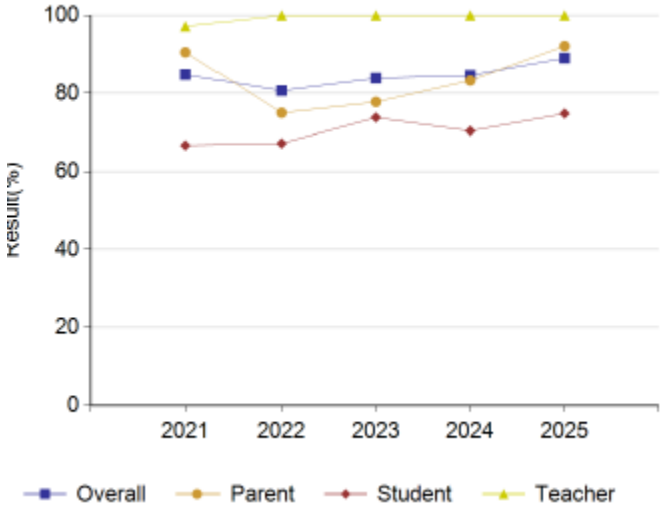


OUR SCHOOL SURVEY RESPONSES JR.SR



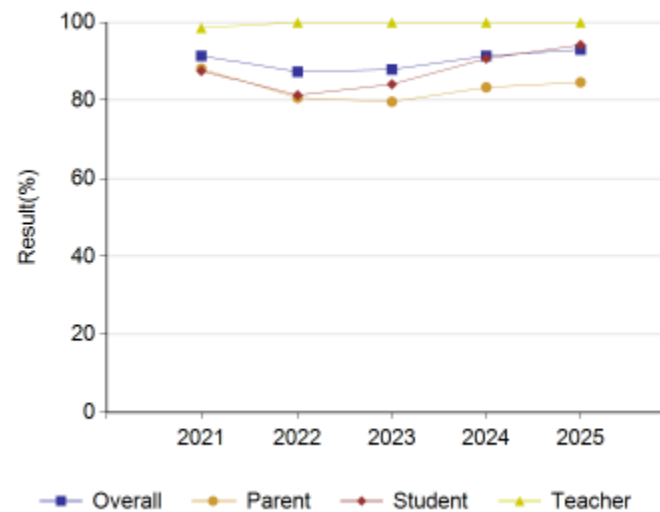
STUDENT ENGAGEMENT

Achievement	Improvement	Overall
Very High	Improved	Excellent
Very High	Maintained	Excellent
High	Maintained	Good
n/a	Maintained	n/a



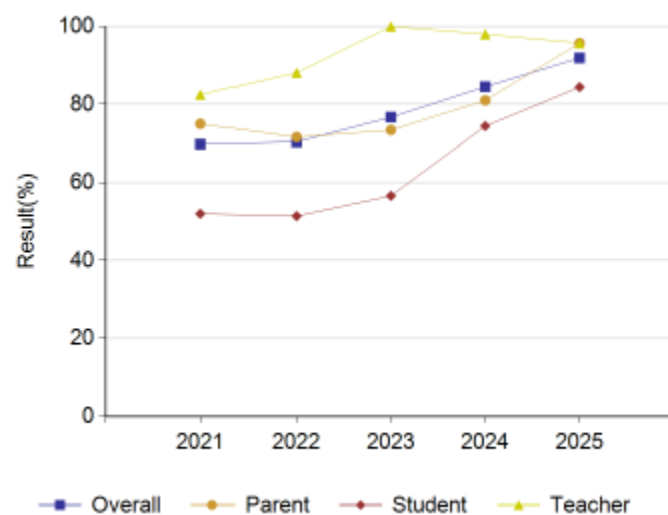
EDUCATION QUALITY

Achievement	Improvement	Overall
Very High	Maintained	Excellent
High	Maintained	Good
Very High	Improved	Excellent
Very High	Maintained	Excellent



PROGRAM OF STUDIES

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
Very High	Improved	Excellent
Very High	Improved Significantly	Excellent
Very High	Maintained	Excellent



Assurance Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

PRIORITY TWO: Fostering Safe and Caring Learning Environments



Outcome: Students learn in inclusive spaces that are welcoming and caring.

Strategies

Ensure all students are valued, safe, and have their diverse needs met.

School Action

Dewberry School provides a range of in-school support in collaboration with outside services to ensure students are learning in inclusive spaces. These include, but are not limited to

- SEC
- ISP creations
- VIBE
- Speech/Behavioural
- WISE Plans
- PSME Plans
- VTRA Plans
- TES Training
- Circle Discussions
- Universal Supports and Schools Meetings

Dewberry School will continue to provide whole school opportunities to build strong connections and relationships with each other. This is attained through morning announcements, school wide assemblies and celebrations, and classroom based initiatives.

Results

- Dewberry School scored 91.2% on the Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE) measure—well above the provincial average of 84.4%, placing it in the "Very High" achievement range and maintaining excellence.
- The OurSCHOOL Secondary Survey reflects strong student perceptions: Teacher-student relationships rated 7.8/10 (national norm: 6.3) Positive learning climate rated 6.8/10 (national norm: 6.2)
- Expectations for success scored 8.1/10 (national norm: 7.3) In the Elementary Survey, students rated:
 - Teacher-student relationships: 8.5/10
 - Positive classroom climate: 7.2/10
- Feeling safe at school was frequently selected as one of the top supports for learning. However, areas for attention include: Moderate to high anxiety levels in 27% of secondary students (especially equal across genders), and 35% in elementary (above the national average). Higher depression in girls (32%) in secondary compared to boys (9%), signaling a need for targeted mental health support.

LEARNING SUPPORTS: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

Measures

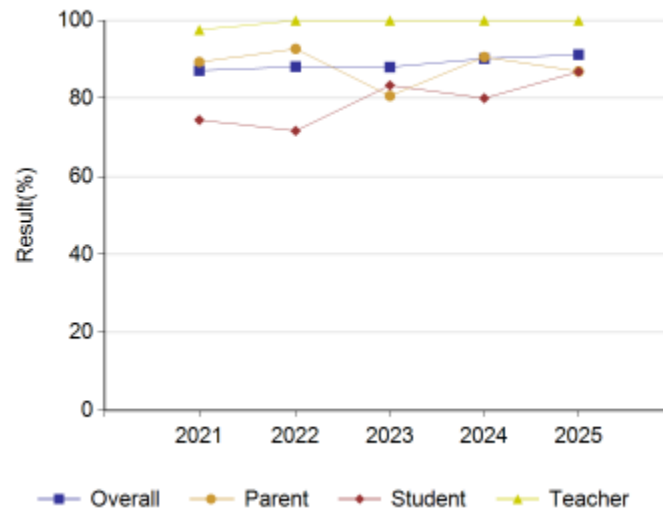
Provincial

- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

Local

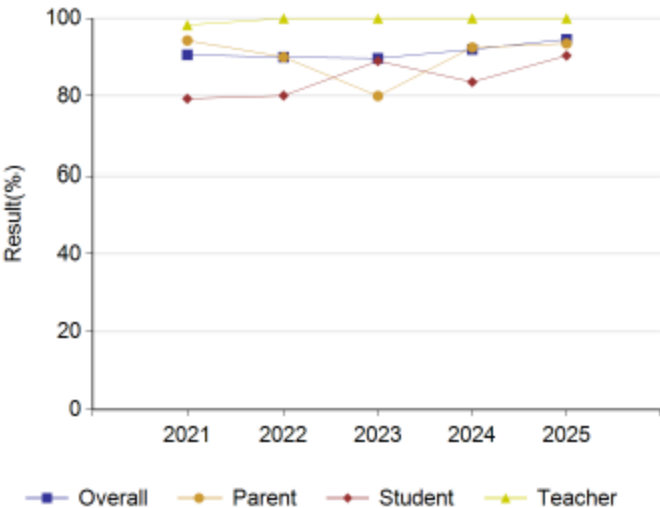
- OurSchool Survey:
 - o Social-Emotional
 - o Classroom Context
- Anecdotal Evidence

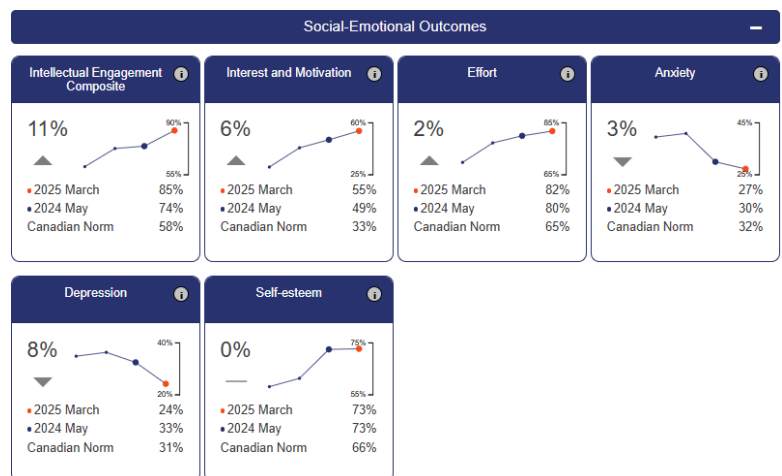
Measure Evaluation		
Achievement	Improvement	Overall
Very High	Maintained	Excellent
Intermediate	Maintained	Acceptable
Very High	Improved	Excellent
n/a	Maintained	n/a



SAFE AND CARING SCHOOLS

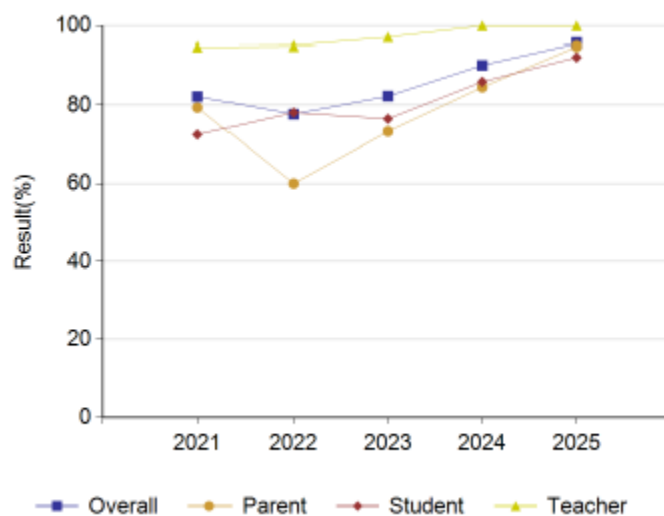
Measure Evaluation		
Achievement	Improvement	Overall
Very High	Maintained	Excellent
Very High	Maintained	Excellent
Very High	Maintained	Excellent
Very High	Maintained	Excellent

		
Outcome: Students and staff health and wellness are supported.		
Strategies	<p>Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.</p> <hr/> <p>Provide student health and wellness support through a continuum of support model.</p>	
School Actions	<ul style="list-style-type: none"> • VIBE Programming • SEC Programming • TES Training • Dewberry School will use our health and wellness champion, outside services, and cross-curricular opportunities to support the health and wellness of students and staff. 	
Results	<p>OUR SCHOOL SURVEY ELEMENTARY</p> <p>Social-Emotional Outcomes</p> <div> <div> <p>Interest and Motivation</p> <p>24%</p> <p>70% 94% 78%</p> <p>2025 March 2024 February Canadian Norm</p> </div> <div> <p>Effort</p> <p>4%</p> <p>90% 94% 88%</p> <p>2025 March 2024 February Canadian Norm</p> </div> <div> <p>Anxiety</p> <p>4%</p> <p>35% 31% 29%</p> <p>2025 March 2024 February Canadian Norm</p> </div> </div> <p>OUR SCHOOL SURVEY Jr. Sr.</p>	



ACCESS TO SUPPORTS AND SERVICES

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
Very High	Improved	Excellent
Very High	Improved	Excellent
n/a	Maintained	n/a



Assurance Domains: Learning Supports, Local and Societal Context, Governance.

PRIORITY THREE: Building Strong Collaborations



Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.

Measures

Provincial

- Parental Involvement

Local

- School Council Yearly Reports

Strategies

Support and foster learning partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents/guardians.

School Action

- Coffee with the Principal & Open land based shop during school hours to promote interactions with the parents.
- Scheduling time to review ISP goals with parents, running student-led conferences, and using plain-language progress reports.
- Educating the parental community on how they can be involved in school council.
- Encourage parents to open lines of communication with their teachers and principal
- Encouraging teachers to open lines of communication with their students' parents.
- A few of our strong collaborations at Dewberry School include:
 - Lakeland Courses
 - Try A Trade
 - Work Experience programming
- Dewberry School will provide a range of in-school support in collaboration with outside services to ensure students are learning in inclusive and safe spaces. The range of support includes, but is not limited to:
 - Educational Assistant allocation
 - Social Emotional Coaching
 - VIBE programming
 - Family and Community Support Services

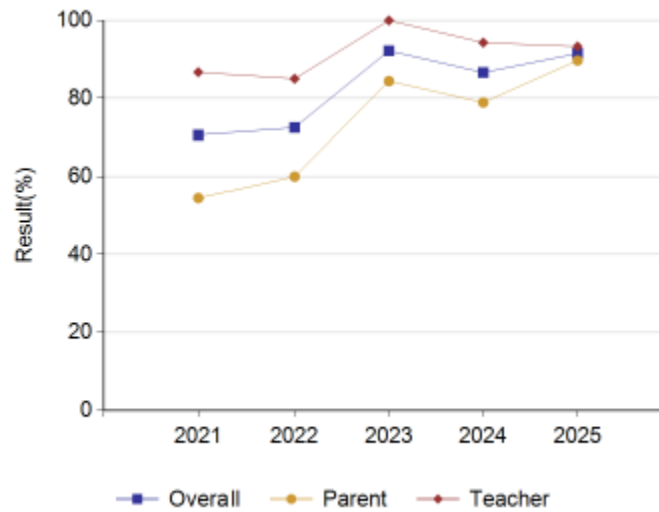
Dewberry School will collaborate with the School Council to support and enhance learning.

Results

- The Parental Involvement measure climbed to 91.5 % overall—with parents at 89.7 % and teachers at 93.3 %, all evaluated Very High / Excellent
- Satisfaction has trended upward three years in a row, moving from 82 % (2021-23 avg.) to 90 % (2023-25 avg.) .
- Parents now report 100 % “Top-2-box” agreement that they have opportunities to be involved in decisions about their child’s overall education .
- Elementary and secondary students echo this strength: 8.5 / 10 teacher-student relations and 7.8 / 10 positive learning climate, signalling a home–school partnership that supports day-to-day learning.

PARENTAL INVOLVEMENT

Achievement	Improvement	Overall
Very High	Maintained	Excellent
Very High	Maintained	Excellent
Very High	Maintained	Excellent



SATISFACTION WITH PROGRAM ACCESS

Measure Evaluation		
Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
Very High	Improved	Excellent
Very High	Improved Significantly	Excellent
Very High	Maintained	Excellent

