



ASSURANCE
PLAN
2023-2024

Innisfree Delnorte
School



Message from the Principal

Welcome to the Delnorte School Assurance Plan - your one stop shop for all the celebrations and information about learning and leading in our little school.

Our missions at Innisfree Delnorte School, in cooperation with the School Council, is a commitment to providing educational opportunities for all students in order that they develop the knowledge, skills, and positive attitudes necessary to become self-confident and capable, and are committed to setting goals, making informed choices, and demonstrating behavior that will improve their own lives and the life of the community.

Our staff goes above and beyond to ensure our students and school community have the supports and opportunities they need to engage in lifelong learning.

Yours in education,
Rachel Miller
Principal

About Innisfree Delnorte School

Mission:

Innisfree Delnorte School, in cooperation with the School Council, is committed to providing educational opportunities for all students in order that they develop the knowledge, skills, and positive attitudes necessary to become self-confident and capable, and are committed to setting goals, making informed choices, and demonstrating behavior that will improve their own lives and the life of the community.

Vision:

We envision a learning community in which students access a variety of novel, real, and project-based learning opportunities to engage their minds while working alongside our community members to engage their hearts. Our school is a community-supported school which in turn enhances our Village with service and partnership.

Values:

Learning Excellence
Leadership Skills
Community Engagement
Career Preparedness

School Profile:

Delnorte School is a grade 1-12 school that serves the rural communities of Innisfree, Minburn and Ranfurly. Located in Innisfree, Alberta, Delnorte school has a population of 63 students (2021-2022). Most students are bussed in from the surrounding communities and farming areas. The school boasts small class sizes and individualized programming for students at risk.

A private kindergarten program is housed within our school building.

Community support for Delnorte School continues to be a great strength, and was instrumental in the modernization process and other fundraising endeavors. For instance, the playground was planned, sponsored, and built by a local parent group and through community support. These groups, along with independent business owners, provide a significant amount of support each year towards field trips, extensions to our physical education program, graduation, additional books for our library, and for special events.

Delnorte School had undergone a substantial modernization which was completed in January 2010. The community had been working towards this goal for many years. It is hoped that this modernization can serve as a model of success for small rural schools in the province, integrating the use of innovative technology, creative use of space, accessibility, and community and parental involvement.

Additional student support services offered at Delnorte School include the SEC (Social Emotional Coach), IL (Inclusive Learning Services), VIBE Mental Health Capacity Building, FCSS and PRN learning, prevention, and capacity building programs, and RCMP liaison partnerships. These organizations provide counseling and educational services to children, capacity building within our community and important support to ensure our school is safe and caring.

Overall Alberta Education Assurance Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 3602 Delnorte School

Assurance Domain	Measure	Delnorte School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	69.0	84.4	84.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	74.6	70.3	74.4	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	*	80.0	67.8	80.7	83.2	82.3	*	*	*
	5-year High School Completion	*	70.1	85.0	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	75.0	64.4	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	0.0	8.9	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	80.3	75.2	n/a	*	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	21.2	18.2	n/a	*	n/a	n/a
Teaching & Leading	Education Quality	83.2	87.5	87.0	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.8	83.5	83.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.5	78.6	78.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	93.3	100.0	95.0	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:



Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 3602 Delnorte School

Measure	Delnorte School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	*	n/a	44.4	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	2.9	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	52.4	45.6	82.2	83.7	84.3	n/a	n/a	n/a
Lifelong Learning	81.3	85.7	80.9	80.4	81.0	76.8	High	Maintained	Good
Program of Studies	53.5	55.5	59.7	82.9	82.9	82.6	Very Low	Maintained	Concern
Program of Studies - At Risk Students	84.8	83.9	86.3	81.2	81.9	83.4	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	*	*	58.3	71.9	70.2	68.3	*	*	*
Safe and Caring	83.0	88.6	86.8	87.5	88.8	89.1	Intermediate	Maintained	Acceptable
Satisfaction with Program Access	61.7	56.0	63.3	72.9	72.6	73.9	Very Low	Maintained	Concern
School Improvement	79.2	88.4	80.2	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	61.8	62.0	68.5	59.7	60.3	60.2	Intermediate	Maintained	Acceptable
Work Preparation	88.9	100.0	94.2	83.1	84.9	84.5	Very High	Maintained	Excellent

Buffalo Trail Assurance Dashboard

[Click Here!](#)

PRIORITY ONE: Supporting Learning Success for All Students



Outcome: Students are prepared for the 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

Current
 VIBE metal wellness programming focussing on developing student skills in recognizing and addressing their own mental wellness concerns as well as empowering skills for strong relationships in their family and school community
 Incubating eggs to develop chicks and developing awareness of life cycles, care and compassion
 Involving community members in learning - It Takes a Village to Raise a Reader
 Woodworking partnership with our Village Public Works Leadership 7/8/9 class to experience planning and development of school and community programming and events
 Infusing first nations content into learning - snowshoeing learning, field games, using primary sources and indigenous voice resources when teaching indigenous content, jam making with cree community member
 Accessing public library and programming to further develop skills for authorship and self-esteem
 Lakeland Programming to develop skills and provide career-based learning for highschool students
 Greenhouse programming to bring plant, greenhouse effect, and life-cycle learning to life
 Multi-Sport Court project spearheaded by School Council to provide a space for outdoor learning and enhancement of physical education opportunities.

Intent for Future Programming
 Offering true career based options in a mixed grade, flexible model.
 Offering life-based, career based curricular enhancement learning activities such as field trips, engaging community members for career day, continuing to bring in experts in

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

	<p>curriculum areas. Start to develop Greenhouse Green Certificate programming. Continue with community partnerships for CTS course work. A+ for Energy sustainability passion project Fridays to encourage the use of skills from various core subjects to build or create projects of interest that will enhance knowledge of or promote sustainable energy use and conservation of energy. Arranging to attend Frog Lake pow wow in partnership with Mannville School and/or Fort MacKay treaty days in partnership with Fort MacKay School through community connections.</p>	
<p>Outcome: Students demonstrate strong numeracy and literacy skills.</p>		
<p>Strategies</p>	<p>Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.</p> <hr/> <p>Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.</p>	
<p><u>School Actions</u></p>	<p><u>Current</u> Professional learning for new curriculum through BTPS learning days. Professional learning for literacy and numeracy in admin meetings and school based professional learning. Began using benchmark assessments - STAR Reader, STAR Math. Enhancing curricular content with hands-on, project based activities. Implementation of Mathology and Heggerty with Grade 1-3. Extra time beyond recommended allocation for literacy programming in Grade 1-9. Implementation of Fry individualized spelling program for Grade 1-6. Literacy Action projects - Reading activities and challenges beyond the classroom.</p> <p><u>Future</u> Collaboratively investigate the use of AI as a learning tool Professional collaboration around digging deep into literacy and numeracy assessments. Further Professional development around cross curricular teaching of literacy skills using Lana Lane materials. Implementation of Mathology in Grade 4-6. Evaluation of literacy and numeracy benchmarking programs including investigation of Dibels, STAR, Words Their Way, HLATs, etc. Incorporating numeracy challenges into the monthly literacy challenges to make it a literacy and numeracy focus!</p>	

Outcome: Students have opportunities for rich learning experiences from highly effective staff.

Strategies

Align professional learning with educational research focused on building instructional leadership capacity and employing sound pedagogical practices.

Support strong digital citizenship through a technological rich infrastructure.

School Actions

Current

Professional learning for new curriculum through BTPS learning days.

Professional learning for instructional leadership in administration meetings with Gerry Varty and school based professional learning.

Enhancing curricular content with hands-on, project based activities through professional learning using resources such as Making Thinking Visible and

Implementation of Mathology and Heggerty with Grade 1-3.

Extra time beyond recommended allocation for literacy programming in Grade 1-9.

Implementation of Fry individualized spelling program for Grade 1-6.

Literacy Action projects - Reading activities and challenges,

Future

Collaboratively investigate the use of AI as a learning tool

Professional collaboration around digging deep into literacy and numeracy assessments.

Collaborative analysis of PATs and Diploma exam results to understand trends in students' understanding.

Further Professional development around cross curricular teaching of literacy skills using Lana Lane materials.

Professional Learning on school based days using Literacy Leadership Matters as a guide for instructional walkthroughs and literacy conversations.

Implementation of Mathology in Grade 4-6.

Evaluation of literacy and numeracy benchmarking programs including investigation of Dibels, STAR, Words Their Way, and HLATs.

Results and Key Insights

Strengths - Our teachers use benchmark assessments and data to inform their decision making in regards to classroom pedagogy, pace, etc. Our students are meeting the acceptable standard on PAT and Diploma exams. Our results from the Assurance Survey indicate that overall we have a concern with education quality but when you dig into the data there are high levels (80% or higher) of student and parent reporting clear learning expectations and satisfaction with the quality of teaching. Over the past two years our Grades 2-4 students have significantly improved in literacy screening results from an

	<p>average of 80% of students needing intervention in some skill to an average of 82% no longer needing intervention. In numeracy screening, our grade 2-4 students have improved from an average of 80% of students needing intervention to an average of 65% no longer needing intervention.</p> <p>Areas to Investigate - Our students and their teachers are reporting low engagement in learning but students are reporting rigor and purpose is demonstrated by teaching staff. Of note, parents are reporting higher engagement than their children. Students are also reporting that they recognize they are putting forth lower amounts of effort (57% of our secondary reporting they try hard to succeed). While we continue to offer a variety of subject areas and project based learning in the classroom, we continue to monitor this data and the opinions of our students in their learning engagement. We will continue to focus on achieving excellence in regards to PAT and Diploma exams by evaluating our results and identifying areas (concepts and thinking skills) we can work on further. We will continue to focus on numeracy skills in the Grades 1-4 programming to enhance skills and offset the need for continued intervention with these students due to learning disruption.</p>	
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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.

- Measures**
- Provincial**
- Welcoming, Caring,

Strategies	Ensure all students are valued, safe, and have their diverse needs met.	Respectful, and Safe Environments • Access to Support and Services
School Action	<u>Current</u> Access to VIBE, Good Life Collective, and SEC for students Flexible programming for students with medical or diverse needs Professional learning and collaboration with ISPs and behavior support plan creations dn implementation <u>Future</u> Small class sizes to ensure needs are met Providing resources and training to staff and students to use supports for their own learning such as AAc devices, speech to text, AI etc.	Local • OurSchool Survey: <ul style="list-style-type: none"> o Social-Emotional • Anecdotal Evidence
Outcome: Students and staff health and wellness are supported.		
Strategies	Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others. <hr style="width: 50%; margin-left: 0;"/> Provide student health and wellness support through a continuum of supports model.	
School Actions	<u>Current</u> Provide PD opportunities for staff members to gain information on connectedness and their personal purpose for teaching and learning. Professional development and staff collaboration around behavior support plans and ISPs to enhance everyone’s capacity and be consistent for students. Work with FCSS and The Good life Collective as well as VIBE programming to provide strategies and practice to our students to be able to. Hosted open gym night (for all stakeholders) and youth Art nights in partnership with FCSS/PRN. Include a Students at risk piece in each school staff meeting Fun days hosted by Student Union to promote connectedness and student enjoyment Presentations around self-esteem and resilience for students. <u>Future</u> Continue with similar strategies as are currently being employed as we are seeing improvement.	

	Developing programming with FCSS developing unique programming to meet the needs of our students to provide direction for life after school or enhance interest in career opportunities to increase engagement.	
Results and Key Insights	<p>Strengths - Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach is within the Canadian Norm. On average in Grades 4-12, 90% of our students indicate that they are encouraged to try their best. Students report largely (more than 80% at varying grade levels) feeling treated fairly by adults in the school.</p> <p>Areas to Investigate - Of concern, and as reported in the past, 29% of students reporting moderate levels of anxiety (which is on par with Canadian norm). Students report school, family relationships, personal mental wellness, and other reasons as stressors in their lives. Continuing to support students with skills and strategies for developing work and study habits, dealing with family relationships, engaging families, and providing resources and strategies for mental wellness will be of priority. Students report some discord among the student body indicating lower levels of students respecting and caring about each other, particularly as they get older.</p>	

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

<h2 style="margin: 0;">PRIORITY THREE: Building Strong Collaborations</h2>	
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<h3 style="margin: 0;">Outcome: Students benefit from strong collaborations with families, our rural communities, and external partners.</h3>		<p>Measures</p> <p>Provincial</p> <ul style="list-style-type: none"> • Parental Involvement <p>Local</p> <ul style="list-style-type: none"> • School Council Yearly Reports
<p>Strategies</p>	<p>Support and foster learning partnerships that enhance and strengthen learning opportunities.</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Continue to enhance collaboration across the division, with communities and with parents/guardians.</p>	

<p>School Action</p>	<p><u>Current</u> Involving community members in learning - It Takes a Village to Raise a Reader Woodworking partnership with the Village Multi-purpose court partnership with School Council Many student learning/wellness projects in partnership with our local School Council and Public Library</p> <p><u>Future</u> Involving more community organizations in student programming options such as the local library, sewing clubs, and ag society to provide option and project based learning to our students. Continuing with the above partnerships</p>	
<p>Results and Key Insights</p>	<p>Strengths - Parents are reporting that our students are demonstrating high levels of active citizenship with special consideration to students being encouraged to be involved in activities that help the community (89%) and being encouraged to try their best (100%). Our school council year end reports indicate a very active role played by our school council in school events and can be accessed here: W School Council 2022-2023 Annual Summary.docx</p> <p>Areas to Investigate - We will continue to work with our stakeholders on how we can engage and inform our school community about school events and access the resources our community offers to provide educational opportunities to our students.</p>	

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