11:00am – Pathways Team Meeting with Deanna (EAs attending, too) Room 132

École Dansereau Meadows School

Assurance Plan - 2026-2027







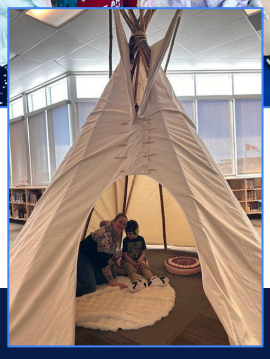












École Dansereau Meadows School
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School Profile:

École Dansereau Meadows School is located in Beaumont, Alberta. It is part of the Black Gold School Division. Our school offers Junior Kindergarten to Grade 9 in English (76%) and Kindergarten to Grade 6 in French Immersion (24%). We have 647 students (1% FNMI, 23% EAL 22% Special Needs) and 100% of our population is urban. Most students walk or are transported by parents to school; there is one district school bus that transports students to and from school. We have 37 certificated staff and 14 Education Assistants, 3 secretaries, 1 library technician, 1 Family School Liaison, and 4 custodians.

Vision – Inspiring minds, empowering individuals, and growing together in a caring, inclusive community rooted in curiosity, determination, and kindness.
Core Values – Engagement, High Expectations, Personal Wellness, Collaboration, Leadership, Relationships



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Highlights:

- Student nutrition program provides breakfast for al students, and lunches or snacks to students in need. We received the President's Choice Children's Charity Powerful Kids Eat Well Grant.
- Junior High extracurricular sports (running club, volleyball, curling club, basketball, badminton, flag football, track & field)
- Elementary extracurricular sports (running club, catch volleyball, basketball, flag football, floor hockey, Cross Country Running)
- Junior High Leadership (plan school spirit days, help out around the school with recycling, lost and found, small groups etc)
- CTF - Entrepreneurship Charity Market, Woods and Foods student products, Coding and Escape Rooms, weight lifting,
- Dedicated School Council (some parents have been attending since we opened in 2014)
- French oral language incentive program (les Points coin-coin) Academic Celebrations
- Teachers collaborate with grade level partners on best practices for literacy and numeracy.
- Education Assistants are provided with Professional Development to support students in literacy, numeracy and behaviour supports.
- There has been an increase in parent participation in the Assurance survey over the last 3 years (In 2024 we had 20/152 = 13%. In 2025 we had 40/128 = 31%. In 2026 we had 44/118 = 37%)

School Events/Activities:

- School Spirit days: Terry Fox, Orange Shirt Day, Ugly Christmas Sweater Day, Beach Day, Staff vs Students Games, staff dress up themes
- Pancake Breakfast, Concession Fundraisers (for athletics and Grade 9 Farewell)
- Co-hosted basketball and volleyball tournaments with ECVS
- Spook N' Spike Volleyball Tournament
- Christmas concert, Parent Guest readers, Grade 9 farewell, awards ceremony (honours, DUCK Awards), 6 Immersion farewell, Carnaval & Cabane á Sucre, French Immersion Weeks,
- Guest Speakers/Presentations including Brianna Lizotte & Ethan Graves, Michael Swampy (Indigenous Lead for BGSD)
- Indigenous Games day run by Michael Swampy
- Field trips (in-person and virtual)
- School Announcements over the PA System (celebrate student/staff birthdays, the theme of the month, jokes, in English/French, videos, and athletics announcements)
- Principal's Weekly Update - blog post sent home at the end of each week to parents and staff.
- Social media posts about things happening in the school (Facebook)
- Family engagement nights - Fall and Spring Family Dances
- Remembrance Day ceremony with Saint André
- Food Bank Drive

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Fall 2026 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Ecole Dansereau Meadows School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	**79.3**	80.6	77.9	**84.2**	83.9	84.0
	Citizenship	**79.7**	76.9	75.3	**81.2**	79.8	79.8
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9
	PAT9: Acceptable	**66.2**	76.4	74.7	**60.8**	62.5	62.6
	PAT9: Excellence	**13.9**	20.7	14.9	**15.5**	15.6	15.5
	Diploma: Acceptable	**n/a**	n/a	n/a	**80.2**	82.0	81.3
	Diploma: Excellence	**n/a**	n/a	n/a	**22.9**	23.0	22.3
Teaching & Leading	Education Quality	**85.2**	85.1	84.1	**87.8**	87.7	87.8
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**84.9**	79.8	79.6	**85.8**	84.4	84.4
	Access to Supports and Services	**69.7**	71.8	72.9	**79.5**	80.1	80.2
Governance	Parental Involvement	**77.5**	74.7	73.8	**79.9**	80.0	79.5

Comments on Alberta Education Assurance Measures Results for École Dansereau Meadows School:

It is encouraging to see increases in both WCRSLE and parent engagement measures over the past two years. These improvements reflect our intentional and sustained focus on building meaningful relationships and establishing a welcoming, safe, and supportive environment for staff, students, and families. Overall Education Quality has remained consistent, reflecting stability in teaching and learning practices across the school.

Access to Supports and Services experienced a slight decline and remains significantly below the provincial average, highlighting an important area for continued growth and improvement. This will be a priority as we consider how to strengthen supports and services to better meet the diverse needs of our students.

PAT results indicate a decline in the percentage of students achieving both Acceptable and Excellence standards. However, our acceptable results remain above provincial averages, demonstrating continued strengths in student achievement. We will continue to engage in collaborative analysis of PAT data to identify trends, inform instructional practices, and support teachers in preparing students for annual assessments.

Our current assurance goals provide a strong foundation for continued improvement. The focus on literacy, numeracy, and reading comprehension will support the identification of targeted instructional strategies and interventions to strengthen student learning and achievement, including improved PAT outcomes. Additionally, our commitment to embedding the Four Directions Values into daily teaching and learning will continue to foster a culture of belonging, safety, respect, and meaningful relationships for staff, students, and families.

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Division Priority Area: **Success: Reading Comprehension Across Curricula**	**School Goal 1:** By the end of the school year, all academic disciplines will actively integrate literacy strategies into daily instruction to deepen content understanding. Every classroom will engage students in talking about learning, reading about learning, and writing about learning to cultivate critical thinking and comprehension across all subject areas.	
An area of concern, need or desire for improvement	**An area of improvement (indicated by evidence) is....**	Students are developing their capacity to respond effectively to higher-order thinking questions on assessments. We aim to expand their critical thinking skills and deepen their understanding so they can more confidently demonstrate success in their learning.
What we need to do to address this	**If we...**	To address this area of concern, we aim to strengthen students' ability to articulate their learning, explain their thinking, and demonstrate deeper understanding by intentionally integrating reading, writing, and speaking opportunities across all curricular subject areas.
Success Criteria	**Then...**	Success will be measured by students regularly annotating texts, using subject-specific vocabulary in peer discussions, and producing reflective writing artifacts. Instructionally, all teachers will model reading strategies and integrate active reading, talk, and writing routines into lesson plans. Systemically, administrative walkthroughs will track visible literacy practices, supported by ongoing staff professional development.
Indicators of Growth	**We will know we have made progress if...**	**Student Artifacts:** Portfolios containing reading annotations, discussion notes, and reflective writing samples across non-English subjects (Math, Science, Social Studies, Arts, PE). **Classroom Observations:** Evidence of reading, speaking, and writing protocols integrated into standard lesson plans. **Assessment Data:** Growth in benchmark reading comprehension scores and interdisciplinary performance assessments.
Actions we are taking in 2026-2027	**Next steps for this year are...**	To turn these actions into practice, teachers across all subjects will model subject-specific reading strategies using shared annotation systems, structure daily peer discussions with academic sentence starters, and embed brief reflective writing prompts like learning logs or error-analysis exit tickets. Concurrently, school leadership will support implementation by running targeted professional development, creating shared resource banks, and dedicating regular time to review student literacy artifacts across subject areas.
Resources Required & Responsible Monitoring	**What do we need & who's responsible for actions...**	Administration, homeroom teachers, learning support, and complexity team teachers, share responsibility for this initiative. Administrators provide resources and feedback, specialized teachers co-plan and adapt strategies, and classroom teachers implement daily routines, with students actively participating.

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Division Priority Area: **Wellness**	**School Goal 2:** To deepen school-wide understanding of Treaty 6 Territory and embed Cree cultural values into daily student life and school climate—moving beyond superficial land acknowledgments toward meaningful, lived expressions of Indigenous ways of knowing, while strengthening students' sense of belonging, cultural identity, and ethical responsibility to one another and the land.	
An area of concern, need or desire for improvement	**An area of improvement (indicated by evidence) is....**	Student, staff, and family feedback indicates a desire to move toward meaningful, lived expressions of Indigenous ways of knowing. School culture surveys show that while students feel safe, there is an opportunity to strengthen their sense of belonging, cultural identity, and ethical responsibility to one another and the land.
What we need to do to address this	**If we...**	Establish a year-long monthly assembly cycle celebrating distinct Cree values (such as *nanâskomowin* / thankfulness, *sôhkisiwin*) aligned with the Four Directions, partner directly with local Treaty 6 Elders, Knowledge Keepers, and Indigenous community members to guide learning, and integrate these teachings into daily classroom reflections and school routines...
Success Criteria	**Then...**	... Students and staff will demonstrate a deeper understanding of Treaty 6 responsibilities, actively embody Cree core values in their daily interactions, and build respectful, long-term relationships with local Indigenous community partners, resulting in a measurable increase in school connection, belonging, and culturally responsive classroom practices.
Indicators of Growth	**We will know we have made progress if...**	**Short-Term (Quarterly):** Student attendance and engagement at monthly assemblies remain consistently high, and classes actively present or reflect on each month's featured Cree value. **Mid-Year:** School climate surveys show a significant increase in students reporting they understand Treaty 6 obligations and can explain how the monthly Cree value applies to their school life. **Community Connection:** Sustainable, reciprocal partnerships are established with local Elders and Knowledge Keepers who participate regularly in school events, classrooms, and advisory conversations.
Actions we are taking in 2026-2027	**Next steps for this year are...**	Invite Elders and local Indigenous artists/storytellers into classrooms following assemblies to deepen learning through stories, protocol, and hands-on experiences.
Resources Required & Responsible Monitoring	**What do we need & who's responsible for actions...**	**School Leadership:** Allocates protocol funding, maintains Elder relationships, schedules assemblies, and tracks climate growth. **Indigenous Education Lead/Committee:** Liaises with Treaty 6 partners, coordinates monthly assembly themes, provides teacher resources, and organizes Elder visits. **Teachers & Student Leaders:** Facilitate assembly presentations, embed monthly values into daily routines, and lead discussions on Treaty 6 responsibilities.

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Supporting Documents

[Professional Development Plan]
[Assessment Plan]

