



Enrolment		Staff FTE		Budget		
Normalized	464.000	Custodial	3.500000	Salaries	\$4,659,949	97.11%
Weighted	708.555	Exempt	0.000000	Supplies, Equip., Services	\$138,683	02.89%
Regular	464	Support	18.800000			
		Teacher	28.694000			
Year Opened	1946	Total		50.994000	Total	\$4,798,632 100.00%

School Philosophy

Delton School is part of the City Centre Catchment. City Centre is an innovative collaboration that brings together six city centre schools (Delton, John A McDougall, Norwood, Wihkwentowin, Spruce Avenue and amiskwaciy Academy). By combining resources, energy and talents, the City Centre Catchment is working to create enriched opportunities for all of our students. City Centre Catchment is committed to improving student achievement (with a focus on literacy and numeracy) and to make sure all children and youth get the support and resources they need to meet their potential. We are committed to delivering excellent programming with enriched environments and experiences. We believe that individuals in our school community should feel safe, confident, respected and be committed to excellence. As an educational team of parents/guardians, community and staff, we endeavour to foster a caring, supportive and creative learning environment encouraging responsible citizenship and strong academic achievement.

Community Profile

Delton is an elementary school offering programming from Kindergarten to Grade 6 with a population of 476 students for the 2024-25 school year. We are located close to the city centre and we are very proud of the diverse nature of our school community. We see the rich linguistic, cultural and experiential background of our students as an asset that positions them to become future leaders in our rapidly changing world. As a school community we respond to the challenges associated with the transiency of our students and the mobility of our families with intensive, purposeful and responsive teaching and learning to meet the needs of our students. Delton is an "All In For Youth" School and this enables us to provide wraparound services and supports for families and children to enhance their opportunities for success in school. Due to this support, we are able to offer mentoring (in school and off site), an on-site mental health therapist, a Roots and Wings Worker, after school programming, and a morning meal program. We also have a partnership with Capital Health where a nurse from AHS works in conjunction with the school to support positive health.

Programs and Organization

Delton School has Kindergarten to grade six programming. We are also a Division Site for Division I and II Connections Programming, Opportunity Programs and have Full Day Kindergarten.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Boys & Girls Big Brothers Big Sisters, Chinese Lions Club, E4C, Free Play, Rotary Clubs, Start2Finish, The Family Centre, Young Alberta Book Society

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, Delton students who have been in attendance for at least one year, will demonstrate measurable growth in the area of literacy and numeracy achievement. Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy and numeracy, professional learning to build on professional judgment, differentiated instruction, best practices in reading comprehension, phonemic awareness, number sense, computational strategies, and use of manipulatives. This will be supported by Delton's continued involvement in the Equity Achievement Project.
- Monitoring all students for growth and targeted push in literacy and numeracy support.
- Targeted collaborative and professional learning time to assess, evaluate evidence and progress, and develop teacher capacity in the areas of best practices in literacy and numeracy.

Results Achieved:

Literacy Achievements:

Delton School participated in Year 3 of the Equity Achievement Project (EAP) with access to a part time Literacy Lead teacher supporting high quality literacy instruction with a focus on reading. This work included targeted PD for teachers, classroom mentoring opportunities and targeted phonemic awareness work using Heggerty. Despite dedicated intervention, only 39% of our students who had been in attendance for at least one year met at or above grade level expectations in reading at their level of programming as determined by the Fountas and Pinnell Benchmark Assessment System (BAS). However, we are very proud of the fact that 67% of our regular program students from grades 1-6 all made one year's growth in reading which is up 15.7% from the previous school year. Our CAT4 reading results and internal tracking measures showed measurable growth for all students in grades 4-6.

We used the Highest Level of Achievement Test (HLAT) to measure writing growth. 26.6% of our students are working at or above grade level in writing and we are celebrating the fact that 64.2% of our regular students demonstrated a full year's growth in their writing abilities which is up 5.9% from the previous year.

Numeracy Achievements:

As part of our Equity Achievement Project work, we had access to a Numeracy Lead teacher to support high quality numeracy instruction. Through targeted initiatives and collaborative efforts, we have measured progress in fostering mathematical proficiency and observed evidence of student growth. Teachers focused on multiple new routines including: 'Choral Counting', 'Problem Strings', 'Ratio Tables', and 'Counting Collections.' These strategies have empowered our students to develop numerical fluency and problem-solving skills, increased their use of manipulatives, and laid a strong foundation for future academic success. Our CAT4 data is a source of pride for us with 69% of our grade 4-6 students scoring at or above grade level in Mathematics and 65% of our grade 4-6 students at or above grade level in Computation. Through targeted interventions and supports, we have observed a decrease in the number of at-risk students in grades 1-3, as evidenced by our Learning Loss data. This is evidence of the effectiveness of our implementation of best practices within an inclusive environment.

Alberta Education Assurance Measure/Division Survey Results:

96.9% of those surveyed believe that our education quality at Delton is excellent which is significantly above the provincial average of 86.7%. 84.1% of students believe that the feedback they receive from teachers on their learning is helpful, 79.5% feel they are getting better at math, 82.8% say they are getting better at reading and 80% say they are getting better at writing. This supports our strength based approach to instruction and explicit work in setting attainable goals for improvement.

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to our school community. Achievement of this goal will be supported by:

- Development and implementation of school-wide approaches to support meaningful opportunities for students to engage, connect and build meaningful relationships with staff to increase students feeling a sense of belonging and inclusion.
- Intentional continual professional development for staff to create and implement culturally responsive practices, including intentional braiding in of Indigenous resources, ways of learning and perspectives, resiliency and trauma-informed practices.
- Staff will engage in a school-wide approach to foster positive citizenship and leadership that enhances students in feeling connected to our community.

Results Achieved:

Delton staff, including our All In For Youth partners, worked diligently to support student belonging and connection throughout the school year. Meaningful relationships were built with students and all staff used resiliency and trauma informed practices when supporting students. Monthly assemblies were held to celebrate successes and bring the school community together. Morning announcements celebrated our differences and were used to generate meaningful conversations in classrooms. The Delton Way served as our framework for building citizenship, clearly laying out expectations for how we come together as a community. Connections and belonging were fostered through after school and lunch clubs based on a wide variety of student interests. Delton hosted intramurals, leadership opportunities (Readers As Leaders, Assembly Ambassadors), cultural presentations such as Dallas Arcand and Garth Prince as well as a school wide Multicultural Day.

Our Delton Team made measurable gains in a number of areas. Highlights of our results are included from both the Alberta Education Assurance Survey and our Division's Feedback Survey.

Assurance Survey Results 2023-2024:

- Student Learning Engagement: 87.5% (up 3.8 % from 83.7% in 2022-23)
- Citizenship: 85.5 (up 6.2% from 79.3%)
- Education Quality: 96.9% (up 3% from 93.9%)
- Welcoming, Caring, Respectful and Safe Learning Environment: 83.3 % (down 1% from 84.3%)
- Access to Supports and Services: 89.0% (up 3% from 86.0%)
- Parental Involvement: 86.2% (up 0.2% from 86.0%)

Division Feedback Survey Results:

Students indicated:

- Staff at my school know me as a person: 91%
- My school is a place where all students feel like they belong: 90%
- I see my identity/culture reflected in the materials used in the class: 83%
- I am aware of the work my school is doing to support anti-racism and belonging in schools: 95%
- At school, I have opportunities to be involved in activities that support my sense of belonging: 89%
- I feel safe at school: 86%
- I feel like I belong at my school: 84%
- I have at least one adult in my school who I would go to for help if I need it: 93%
- I feel the adults at my school care about me: 90%

What were the biggest challenges encountered in 2023-2024?

- We have urgent work to do to increase our literacy performance in both reading and writing so that we see a growth in students working at or above grade level. Professional development and alignment of high impact instructional strategies through our Equity Achievement Project work will remain our priority as we work to close the gaps in reading and writing for Delton students.
- Our CAT 4 data showed a growth rate as expected when compared to the Canadian average but our students fell well below stanine 4 national average when compared to students at the same age. Staff commitment to implementing high impact instructional strategies into daily routines is critical work that will remain a focus at Delton.
- Delton School staff continue to work collaboratively with community partnerships and agencies (All in For Youth), to promote and engage family/parent involvement through a comprehensive approach that is culturally responsive to our diverse community.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- We will concentrate efforts to support the learning gaps of our students specifically in the areas of literacy and numeracy. We will align our professional learning, our assessment practices, and our work in the EAP (Equity Achievement Project) to support a consistent and targeted approach in all classrooms. Specific strategies will include: comprehension development, phonemic awareness, effective use of feedback as it relates to writing progression, number sense and computational strategies.
- We will continue to target and align our work to support our staff, students and families in relation to fostering a welcoming, safe and inclusive community. We will intentionally create leadership opportunities and processes that encourage our students to be better citizens in our school community and outside our school. Our staff will continue to incorporate student voices wherever possible and foster meaningful opportunities for our community to engage and connect. As a staff we will continue to implement culturally responsive processes, resources, teaching and learning opportunities, and pathways for students to connect and experience an enhanced feeling of belonging.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7118 Delton School

Assurance Domain	Measure	Delton 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	87.5	83.7	84.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.5	79.3	81.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	33.3	32.2	32.2	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	1.5	5.1	5.1	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.9	93.9	95.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	84.3	85.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.0	86.0	88.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.2	86.0	90.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2025, all students who have been at our school for the 2024-25 school year, and were writing below grade level, will demonstrate one year's writing growth.

Achievement of this goal will be supported by:

- Equity Achievement Project work focusing on writing instruction PD including: explicit pre-writing instruction, giving more intentional planning time to students, coaching, feedback, collaborative marking and common assessment practices
- All staff will participate in reflection on a monthly basis to identify the effect of implementing high impact strategies to support student growth in writing
- Targeted professional learning to support differentiated instruction for diverse learners
- Pre and post assessments following instruction in narrative, information and persuasive writing genres

What data will you use to track continuous improvement?

Data used to track continuous improvement: Highest Level of Achievement Tests, Provincial Achievement Tests - Language Arts 6 Part A, Alberta Education Assurance Measures, Division Feedback Survey Measures and Internal Tracking Systems and documents that track student growth including writer identity profiles with self reflection and individual writing growth charts for all students.

Division Priority 2

By June 2025, Delton students will continue to engage in meaningful learning activities focused on anti-racism and reconciliation, and mental health to increase student sense of belonging, safety, and active citizenship in our school.

The following indicators will serve to help monitor for progress:

Division Feedback Survey

- 3-5% increase in the percentage of students who feel like they can be themselves at school
- 3-5% increase in the percentage of students who feel like they belong at school 3% increase in the percentage of students who feel safe going to an adult for help if something racist or discriminatory happens
- 3% increase in the percentage of students who feel like they have opportunities to be involved in activities that support their sense of belonging.
- 3-5% increase in the percentage of students who feel safe at school.
- 8% increase in students who see their identity/culture reflected in the materials used in class

Alberta Education Assurance Measures

- 3-5% increase in the percentage who agree that their learning environments are welcoming, caring, respectful and safe
- 3% increase in the percentage who are satisfied that students model the characteristics of active citizenship

What data will you use to track continuous improvement?

Data used to track continuous improvement: Alberta Education Assurance Measures, Division Feedback Survey Measures and Internal Measures at the school using surveys.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,325,475		4,798,632
Internal Revenue		0		0
REVENUE TOTAL		4,325,475		4,798,632
Classroom	23.748000	2,566,518	25.044000	2,706,579
Leadership	3.150000	423,216	3.650000	482,121
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	34,000	.000000	63,390
TOTAL TEACHER	26.897999	3,023,734	28.694000	3,252,090
(% of Budget)		69.91%		67.77%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	29,000	.000000	29,000
Support	15.000000	894,914	18.800000	1,110,132
Support (Supply/OT)	.000000	8,000	.000000	8,000
Custodial	3.500000	251,727	3.500000	251,727
Custodial (Supply/OT)	.000000	9,000	.000000	9,000
TOTAL NON-TEACHER	18.500000	1,192,641	22.299999	1,407,859
(% of Budget)		27.57%		29.34%
TOTAL STAFF	45.397999	4,216,375	50.993999	4,659,949
(% of Budget)		97.48%		97.11%
SUPPLIES, EQUIPMENT AND SERVICES		67,500		80,350
INTERNAL SERVICES		41,600		58,333
TOTAL SES		109,100		138,683
(% of Budget)		2.52%		2.89%
TOTAL AMOUNT BUDGETED		4,325,475		4,798,632