

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	431.000	Custodial	3.500000	Salaries	\$4,244,495	96.84%
Weighted	632.217	Exempt	0.000000	Supplies, Equip., Services	\$138,561	03.16%
Regular	431	Support	14.600000			
		Teacher	<u>27.451000</u>			
Year Opened	1946	<b>Total</b>	<b>45.551000</b>	<b>Total</b>	<b>\$4,383,056</b>	<b>100.00%</b>

### 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, Oliver, Spruce Avenue and amiskwacy 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 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. 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 family therapist, a Roots and Wings Worker, after school programming, and a lunch 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 E4C Rotary Clubs 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 SMART goals that were established for 2022-2023, 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 2023, Delton students will demonstrate measurable growth in the area of literacy and numeracy achievement, as measured by the Alberta Education Assurance Survey, Provincial Achievement Tests, HLAT writing, BAS Instructional Levels, CAT-4 assessment, and teacher professional judgment (triangulated evidence). This growth will be facilitated through the continued collaborative work by Delton School staff with families and stakeholders, community partnerships and agencies (All in For Youth), and their engagement in professional learning (Equity Achievement Project) to support diverse learning needs.

#### Results Achieved:

Based on data collected, 39% of grade 1 to 6 students were reading at or above grade level, with 51.3% of our students demonstrating one or more years of growth within the year. Our data also suggests that 28.5% of our students are writing at or above grade level, with 58.3% of our students making one or more years of growth within the year. Evidence provided by the Assurance Measure Report, indicated that we continue to see strong results in the area of Education Quality (93.9%) and 86.0% of our stakeholders indicated that they had access to the appropriate learning supports and services, this continues to be above the provincial average of 80.6%. Our CAT-4 evidence has similar themes around continuous growth; with 66% of grade 4 to 6 students achieving at or above grade level, an increase of 13% from the fall. Our Provincial Achievement data also suggests that we need to continue to target how we support students in building foundational numeracy and literacy skills. 50.8% (an increase of 10.8%) of Delton grade 6 students achieved the acceptable level and 3.4% the standard of excellence and 22% (a decrease of 8%) of grade 6 students achieved the acceptable standard in Math. While we have seen some growth in our overall achievement, this is an area that will continue to be targeted. This will be continued through our involvement with the Equity Achievement Project. Staff will continue to engage in professional learning around targeted differentiated instruction, with high-yield strategies, evidence based analysis and ongoing coaching from our Lead Teachers. Lastly, we will continue to target assessment practices, use of manipulatives in Math instruction and progressions in literacy.

When we consider the long-term impact of the pandemic on our overall achievement, we have implemented the following strategies to bridge student learning and support engagement. Staff continue to use a Workshop approach, specifically in the area of providing targeted feedback, professional learning and the use of data analysis to inform next steps to support targeted interventions. Daily small groups, targeted ELL programming and home-reading were targeted approaches in support of literacy achievement. Resources were targeted to represent our diverse population and were implemented into classroom libraries. Through the involvement of the Equity Achievement Project and our Delton Lead Literacy team, staff continued to engage in targeted coaching, professional learning that targeted best practices, and aligned resource acquisition to support diverse student needs.

Through our Equity Achievement Project initiative, staff also engaged in First Steps in Math professional learning opportunities. This was also supported by targeted use of manipulatives within the classroom, along with the implementation of a school-wide home math program and Math Fair. Monthly coaching, professional learning, and data analysis were used to support the implementation of math best practices and build staff capacity and confidence around numeracy instruction. Evidenced within our CAT-4 data, Grade 4 65% at/above grade level (an increase of 24%), Grade 5 63% at/above grade level (an increase of 4%), and Grade 6 71% at/above grade level (an increase of 12%), we saw marked improvements within our numeracy achievement, indicating the impact of our targeted approach. Staff will continue to engage in high leverage professional learning, data analysis and assessment practices to support continued growth and ongoing collaboration to better support continued growth in numeracy.

As measured by the Assurance Survey, we will continue to see demonstrated growth in the areas of Welcoming, Caring, Respectful and Safe Learning Environment, Citizenship, and Student Learning Engagement, by June 2023. This will be targeted through our collaborative approach in implementing restorative practices, culturally responsive celebrations, learning opportunities, resources and through job embedded professional learning, staff and agency partners, will continue to braid in meaningful educational experience to move forward with reconciliation and anti-racism.

#### Results Achieved:

As evidenced by our Assurance Measure report, 84.3% of our school community indicated that they were satisfied with Welcoming, Caring, Respectful and Safe Learning Environments. 93.9% of the Delton community is satisfied with the Education Quality, and 79.3% expressed satisfaction with Citizenship. 86.0% of our stakeholders identified that they had Access to Supports and Services, 5.4% higher than the provincial average (80.6%). The Delton team continued to target student empowerment, targeted approaches to building connection and community, and providing opportunities for students to build resilience. This year, staff also engaged in professional learning, collaborative communities of practices and ongoing reflection to implement culturally responsive and inclusive practices. Evidenced through the Division Feedback survey, 81% of students identified that they feel safe in their school community. 86% of students identified that the school helps them keep trying when things are hard.

The Delton team participated in ongoing professional development in the area of Resiliency, Sexual Orientation and Gender Identity Expression, Indigenous perspectives, restorative practices, anti-racism and equity and targeted learning and opportunities around building welcoming, inclusive and safe learning environments. Evidenced by 100% of students identifying that they are aware of what the school is doing to support anti-racism and belonging and 94% of our students identified that Delton takes deliberate action in support of Truth and Reconciliation based on the Division Feedback survey. Lastly, staff also targeted increased opportunities for students to develop their overall leadership skills, citizenship recognition and empowering student voice with input into clubs, assemblies that targeted continuous growth, literacy acquisition, and spirit days; this was evidenced in our Division Feedback Survey with 80% identified that they have opportunities to be involved in activities that support their sense of belonging.

Intentional actions were taken this past school year to increase celebrations, parent/guardian engagement opportunities, and guest presentations around equity. In addition, we continued to build upon our intentional efforts to visually represent our Black, Indigenous, and Persons of Color and create meaningful learning opportunities that align with cultural understanding, appropriate resources, and cultural responsiveness.

### **What were the biggest challenges encountered in 2022-2023?**

We continue to experience the impact of the pandemic and the interruption of readiness of students entering Kindergarten. This was also compounded by our high mobility rate over the course of the year, with increased population occurring over the course of the year (402 students at the end of September and 444 end of June).

There are continual challenges with the gaps in social support (housing, food security, and health care) that many of our families rely on. This created unexpected challenges for our school and partner agency teams to navigate in support of our families. These interruptions of critical connections and relationships significantly impacted staff and agency partners' ability to foster resilience, community and provide consistent interactions.

The complexity of our population continues to be an ongoing challenge. Many of our students continue to require a high level of support within an inclusive setting. Our community continues to welcome and support an increasing number of English as another Language Learners with early emergent English, requiring a high level of targeted support. In addition to the challenges of complex classrooms, we have an increasingly high number of students identified with complex needs, including mental health and emotional regulation concerns that we continue to provide support for. This was also impacted by the higher than usual rates of student/family mobility in and out of the Delton Community.

Finally, we saw an increased need for support through some partnerships, specifically in the area of food security and housing support. This resulted in an increased number of students accessing our snack and lunch program, supported through our E4C partnership, increased referrals to our Roots and Wings Worker, and increased support to our Weekenders program that is supported by our BGCBiggs partnership. These partner agency relationships continue to be invaluable supports within our school and continue to not only promote engagement with our families, but also support positive attendance and access to wrap around supports.

### **What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

While we have seen positive growth in our data measures like the Assurance Survey and our Division Feedback survey, 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. Through a relational approach we will continue to intentionally create leadership opportunities and processes that encourage our students to be better citizens in our school community and outside our school. Our staff continue to incorporate student voices wherever possible and foster meaningful opportunities for our community to engage and connect. Finally, 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.

Given our current achievement data, 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) will support a targeted approach to developing comprehension, phonemic awareness, effective use of feedback as it relates to writing progressions, number sense and computational strategies. We recognize that curricular alignment, academic intervention, and student growth needs to occur at every grade level. As a school team, we continue to implement research-based practices to support literacy and numeracy progressions. Staff will also continue to use evidence and engage in ongoing data analysis to align supports and next steps in relation to differentiated instruction.

We will continue to align our school-wide celebrations with our continued achievement growth of students and support engagement around literacy and mathematical understanding and thinking. This will also be supported through our differentiated math at home program and home reading program.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	83.7	84.8	84.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.3	83.4	78.9	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	32.2	36.7*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.1	5*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.9	96.5	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	86.2	86.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.0	90.8	90.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.0	95.0	86.4	79.1	78.8	80.3	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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

### 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, five reflective questions have been included in the Budget 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 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.

#### What data will you use to track continuous improvement?

BAS (at, above or below grade level); provincial screening assessments; intervention results (e.g. Leveled Literacy Intervention), teacher observations (e.g. Guided Reading); CAT4, HLAT Writing (fall and spring); Alberta Education Assurance Survey, and Provincial Achievement Tests.

#### Division Priority 1

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.

#### What data will you use to track continuous improvement?

Through the Alberta Education Assurance Survey, specifically an increase in the areas of Student Learning Engagement, Citizenship, and Welcoming, Caring, Respectful and Safe Learning Environments; staff and partner agency staff observations related to student connectedness. Additionally, the 2024 Division Feedback Survey results and student connectedness from the Youth Resilience Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,040,029		4,383,056
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,040,029</b>		<b>4,383,056</b>
Classroom	22.430000	2,415,106	23.951000	2,578,877
Leadership	3.500000	456,042	3.500000	460,458
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,974	.000000	55,836
<b>TOTAL TEACHER</b>	<b>25.930000</b>	<b>2,917,122</b>	<b>27.451000</b>	<b>3,095,171</b>
<b>(% of Budget)</b>		<b>72.21%</b>		<b>70.62%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	37,000	.000000	34,000
Support	12.091000	701,525	14.600000	848,516
Support (Supply/OT)	.000000	8,000	.000000	8,000
Custodial	3.500000	248,808	3.500000	248,808
Custodial (Supply/OT)	.000000	9,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>15.591000</b>	<b>1,004,333</b>	<b>18.100000</b>	<b>1,149,324</b>
<b>(% of Budget)</b>		<b>24.86%</b>		<b>26.22%</b>
<b>TOTAL STAFF</b>	<b>41.521000</b>	<b>3,921,455</b>	<b>45.551001</b>	<b>4,244,495</b>
<b>(% of Budget)</b>		<b>97.07%</b>		<b>96.84%</b>
SUPPLIES, EQUIPMENT AND SERVICES		77,674		94,137
INTERNAL SERVICES		40,900		44,424
<b>TOTAL SES</b>		<b>118,574</b>		<b>138,561</b>
<b>(% of Budget)</b>		<b>2.93%</b>		<b>3.16%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,040,029</b>		<b>4,383,056</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0