



Enrolment		Staff FTE		Budget		
Normalized	270.000	Custodial	2.000000	Salaries	\$2,651,602	96.22%
Weighted	371.663	Exempt	0.000000	Supplies, Equip., Services	\$104,260	03.78%
Regular	270	Support	10.850000			
		Teacher	15.532000			
Year Opened	1908	Total		28.382000	Total	\$2,755,862 100.00%

School Philosophy

At Norwood School we create a welcoming, accepting and safe community by fostering partnerships, collaboration and citizenship. We build capacity for lifelong learning by helping students become engaged learners who are responsible, respectful and resilient. To serve our diverse student population we collaborate with families to support the academic, social/emotional and behavioural needs of our students.

Community Profile

Norwood School is a member of the City Centre Catchment, which consists of six city centre schools that work together on a collective vision; combining resources, energy and talent to create enriched opportunities for the students they serve. Norwood School welcomes families from the surrounding communities and strives to make Norwood an inviting, warm, inclusive community. To support our work we are very fortunate to be an ‘All in for Youth’ site which provides access to a half time Mental Health Therapist, a half time Success Coach, a Mentorship Coordinator, and a part time Roots & Wings worker (Family Support Worker). A morning meal is available for all students through our partnership with E4C School Lunch Program and Alberta Education. Interagency involvement and the support of many strong Norwood alumni and community members are critical to meeting the diverse needs of our students. We are also very fortunate to have the dedication and support of our small but mighty parent group, Parents Actively Creating Educational Experiences Society (PACEES).

Programs and Organization

Norwood School proudly serves children from Kindergarten to Grade 6 and offers high quality instruction to meet the needs of our students. French as a Second Language is provided to students in Grades 4-6. Students at Norwood are provided a variety of experiences including leadership and experiential learning opportunities which foster resilience, confidence and community. Along with being an All in for Youth site, we work together with community agencies such as START2FINISH, Boys and Girls Club, Big Brothers & Sisters of Edmonton to promote after school activities for our students. Norwood also works with the Jane Goodall Society, and has become one of the Canadian Roots & Shoots Schools. Norwood parents and staff highly value the influence of the arts, culture and nature on helping students become citizens who can engage in all aspects of society.

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, Edmonton Chinese Lions Club, Free Footie, Government of Alberta Correctional Services, Kinette Club of Edmonton, Rotary Clubs, Start2Finish, The Family Centre, Vanguard College, Weldco

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, Norwood students who have been in attendance for at least one year will demonstrate measurable growth in the areas of literacy (reading and writing) and numeracy. Achievement of this goal will be supported by:

- Continued participation in the EAP project with a schoolwide focus on phonics, writing craft and mathematical computation
- Dedicated literacy and numeracy meetings each month
- Monthly "on demand" writing focused on writing craft and practice HLATs twice a year
- Standard setting and collaborative marking
- Use of First Steps in Math 'Diagnostic Tasks'
- Tracking and monitoring student literacy & numeracy growth
- Collaboration opportunities for grade level partners and Div I & Div II teams
- Targeted professional learning

Results Achieved:

Continued participation in the Equity Achievement Project afforded staff multiple opportunities to develop their capacity in the areas of literacy and numeracy with the goal of improving student outcomes. Our collective decision to focus on phonics, writing craft and computation helped ensure consistent practices and high leverage instructional routines across all classrooms. Dedicated literacy and numeracy time each month allowed teachers to enhance their existing pedagogical practices, reflect on new learning, and share their expertise; it was exciting to watch staff becoming comfortable enough to lead discussions and present their learnings to their colleagues. Examples of this work included common HLAT marking time and sharing of best practices in the areas of phonemic awareness, phonics, word building and counting strategies. Staff also took advantage of monthly collaboration opportunities with grade level colleagues to examine and build resources for the new curriculum in English Language Arts & Literature, Mathematics, Physical Education & Wellness and Science. These collective efforts focused on implementing targeted school-wide strategies aimed at improving student outcomes.

We've seen an increase (8.5%) in the number of students reading at grade level; however, our internal literacy data showed that 69.8% of our students demonstrated at least one year's growth in their reading. Our CAT 4 Reading results show corresponding evidence of growth with a 7.4% increase in the number of students achieving a stanine of 4 or higher on our spring results. Data from the Provincial Literacy and Numeracy Screeners highlighted improvements for all students, with fewer students identified as at risk in June. However, our HLAT data shows a significant decrease in the number of students writing at grade level (20%) and this is in contrast to our five year trend that was showing continuous incremental growth. A closer examination of our HLAT data highlighted the need for greater staff training related to the marking of our HLATs, specifically in the area of grade level criteria.

CAT 4 data in the area of Mathematics also showed measurable growth, with a 16% increase in the number of students achieving a stanine of 4 or higher on our spring results. Worth noting is the growth in Mathematics at Grades Four and Five. Within classrooms, teachers used common counting and additive strategies (e.g. choral counting, count arounds and "I have, you need") to support mathematical reasoning. We continued to keep math visible throughout our school with our weekly school-wide math challenges. The use of manipulatives, math games and online programs like Mathletics continued to assist with student engagement, confidence and competence in mathematics.

Student responses on the Resiliency Survey and Assurance Survey showed a decline in student engagement and this may be due to the shift in curriculum. However, our Division Feedback Survey (DFS) results indicated that our students believe they are improving in the areas of Reading (89%), Writing (82%) and Mathematics (76%). Students believe that teachers have high expectations for them (94%) and that they have both the opportunity and supports to be successful. Additionally, staff responses on the DFS indicated that 100% of staff felt that they had the knowledge and skills to support students in their literacy and numeracy learning (up from the previous year). The DFS also showed that 94% of staff believed that school level collaboration & resources positively impacted their confidence in supporting students to achieve learning outcomes (up from the previous year). Our Education Quality as measured by the Assurance Survey also improved over the previous year, from 88.4% to 95%. Finally our yearly attendance averages have been consistent over the last three years (81-82.7%).

The modest improvements in our reading and mathematics data, combined with what our student feedback is telling us, suggest we are on the right path. However, greater attention needs to be paid to the area of writing, particularly in the areas of content and organisation. As we look ahead to the 2024-2025 school year, we will continue to refine our practices aimed at improving the phonemic awareness, phonics, writing, mathematical reasoning and computational skills of our students. We will continue to use assessment tools such as the Fountas & Pinnell BAS, CAT4, on demand pre and post writing tasks, HLAT based writing tasks, the EAP writing continuum, the EAP mathematical tracker and student self reflections to best plan for and support each student in their literacy and numeracy journeys. We are extremely proud of the high quality instruction in all classes.

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

- Creation of authentic opportunities for students to engage, connect and build meaningful relationships with one another and staff
- Providing opportunities for students to take on leadership roles within the school
- Welcoming student perspectives and ideas
- Ongoing professional development for staff in the areas of First Nations, Metis and Inuit foundational knowledge, culturally responsive practices and resiliency and trauma informed educational practices.
- Ongoing partnerships with community agencies and volunteers

Results Achieved:

Fostering a safe, welcoming, respectful, and caring school community where everyone feels they belong remains a top priority for the staff, students, and families of Norwood School. We have made significant strides in enhancing our capacity for trauma-informed educational practices, focusing on self-regulation strategies for both our staff and the students they support. To further assist our students and their families, we were fortunate to be able to collaborate with our 'All In For Youth' (AIFY) team, along with Division consultants from the Specialized Learning Supports Team and Intercultural consultants. Together, we were committed to providing comprehensive support that met the diverse needs of our community.

Weekly school-wide assemblies continued to spotlight the good work that was happening in each classroom and provided opportunities to recognize “Everyday Heroes.” Our “Everyday Heroes” started with staff recognizing students but quickly moved to include students recognizing one another as well as staff. Meanwhile, monthly celebration assemblies allowed our school community to recognize and honour the incredible work of our students. The creation of Family Groups as an alternative to Buddy Classes ensured that students across all grade groups had the opportunity to come together for community building activities each month (known as FAM JAM time). FAM JAM time not only provided an opportunity for students to connect with other students outside of their classroom and division but it also enabled students to interact and develop ties with other caring adults in the building. Additionally, it provided leadership opportunities for students in Grades Four, Five and Six as they partnered with younger students and helped them to complete the activities. Our Division Two students had other leadership opportunities through our Student Leadership Team, Recess Helper initiative and Fun Team Alberta partnership. We also introduced a number of staff-run clubs over the course of the year, including an Art Club, Gardening Club, Dungeons & Dragons Club, Dance & Cheer Club and a team for the Indoor Journal Games. Finally, understanding the positive impacts of mentoring was the impetus behind getting more than a third of our students connected to a mentor (teen, corporate or one on one) with many more on a wait list.

By organising school-wide events like the Fall Fair and Taste of Norwood, along with our Goal Setting Conferences, our Celebration of Learning Evening, and Family Games Night, we fostered a stronger sense of community and encouraged parental participation. Furthermore, weekly emails (“Week at a Glance”) from administration combined with monthly updates from teachers helped to ensure families were aware of what was happening in our classrooms and school community. Our focused efforts to welcome and support new students and their families contributed to positive and successful transitions for students moving into our school throughout the year, ultimately setting them up for success.

Our Division Survey results reveal several successes related to this goal. Notably, the number of parents participating in the survey increased from 6 to 26, reflecting a significant boost in parental involvement and engagement. Furthermore, 96% of respondents indicated they either strongly agreed or agreed that they have a positive relationship with school staff, up from 88% the previous year. Similarly, the sense of connection to the school rose from 83% to 96%. Additionally, 88% of parents reported that the information they receive about their child's learning effectively helps them support their child's education. Remarkably, 100% of parents felt that their child belongs at school, while 96% agreed that their child feels safe and has formed relationships that support their overall well-being. These results underscore our ongoing commitment to fostering a supportive school environment.

Student responses reflect these positive trends as well. Seventy-eight percent of surveyed students indicated that Norwood School is a safe environment, while 83% feel they belong and have access to supports that promote mental health and wellness, an increase from the previous year. Most impressively, 91% of students reported having opportunities to engage in activities that enhance their sense of belonging. These results highlight our commitment to creating an inclusive and supportive school community. Nevertheless, our Assurance Survey results in the areas of Citizenship and Welcoming, Caring, Respectful and Safe Learning Environments declined during the 2023-2024 school year and these are two areas that we will need to examine further moving forward.

What were the biggest challenges encountered in 2023-2024?

School enrollment continued to rise throughout the 2023-2024 school year. At the same time, this growth enabled us to add an additional Grade Four class midway through the year, which helped alleviate class size pressures. Our staff actively collaborated with the Specialized Learning Supports (SLS) Team to enhance their skills and ensure success for all students. Our commitment to creating inclusive environments to meet the diverse needs of every learner was the impetus behind the establishment of a sensory room, along with professional development opportunities for staff to develop their capacity in Tier Two and Three interventions. This made a significant impact on our

students' learning experiences.

As we celebrated the growth of our school community, we quickly recognized that the transition of staff has created a gap between teachers who are trained in the Units of Study approach and newer teachers who are not. Moving forward, we will need to evaluate whether continuing with the Units of Study resources for reading and writing is feasible given our changing staff dynamics. Fortunately, the comprehensive support provided to teachers through our involvement in the Equity Achievement Project will help bridge this gap and ensure all educators are equipped to meet the needs of our students.

Data from the Provincial Learning Assessments, CAT 4, and HLAT assessments continue to reveal critical areas for academic focus. Additionally, a comprehensive schoolwide review of our data has identified specific priorities, particularly in the area of writing.

The continued implementation of new curriculum added an additional layer of complexity to the 2023-2024 school year; however, staff were grateful to have access to the supporting materials provided by the Division's CLS department and the time to collaborate with colleagues.

We also recognized one of the challenges stemming from an increasing enrollment is ensuring our new students feel like they belong. We provided new students with peer buddies and opportunities to quickly get involved with school activities but this is one area that requires further examination and attention. Going forward we will continue to look for authentic ways to build community and a sense of belonging for the students, staff and families of Norwood.

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

In the 2024-2025 school year, we will continue to strive to maintain a connected and positive school community while prioritising academic achievement, social-emotional development, and mental health and wellness.

Building on the work initiated last year, our school staff will continue to emphasise phonemic awareness and phonics instruction, as well as computation and mathematical reasoning. Additionally, recognizing the significant need highlighted in our data regarding student writing, we will prioritise this area for the upcoming year. Dedicated monthly literacy and numeracy meetings will provide staff with opportunities to enhance their pedagogy through common marking sessions, professional learning, school-wide instructional practices, and collaborative planning. We will also continue to allocate time for grade partner collaboration, focusing on the implementation of new curriculum and the sharing of best practices. Furthermore, our participation in the fourth year of the Equity Achievement Project will facilitate valuable mentoring, modelling, and coaching opportunities for all teachers.

Our Makerspace has offered students valuable opportunities for Design Thinking and STEM challenges, and we will continue to utilise this approach to enhance critical thinking and creative problem solving. Building on this foundation, we will have 7 out of 12 classes participating in Inquiry Schools which will provide students further opportunities to experience inquiry-based learning.

We will continue school-wide initiatives designed to strengthen citizenship, sense of belonging and overall school culture (e.g. Taste of Norwood, Fall Fair, Schoolwide Assemblies, Family Games Night, FAM JAM time, Fun Team Alberta), while introducing new activities including a Family Movie Evening and new student clubs (GSA, Basketball and Musical Theatre). We will continue our opportunities for student leadership (recess buddies, student leadership team) while introducing a student advisory committee which will meet with administration on a monthly basis. Community volunteers play an important role in our school community and we will continue to work with our volunteers to support student success. Finally, we will continue to listen and learn alongside our families and community members as we understand their voices and partnerships strengthen the work that we do.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7156 Norwood School

Assurance Domain	Measure	Norwood 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	78.2	82.3	85.2	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	82.9	89.7	89.4	79.4	80.3	80.9	Very High	Declined	Good
	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	35.5	26.1	26.1	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	9.7	0.0	0.0	19.8	18.0	18.0	Low	Improved	Acceptable
	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	95.0	88.4	93.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.4	88.7	88.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	88.6	82.1	85.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	94.5	88.8	89.4	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:

- Teachers collaborating around student writing data to identify and support the implementation of high impact strategies to support student growth in literacy. This includes regular monitoring of student writing levels through common school assessment trackers.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet writing at grade level.
- Engagement with families and community partnerships.

What data will you use to track continuous improvement?

HLAT writing assessments, teacher observations; teacher awarded grades; staff perception of their capacities and student perception of their writing progress from the Division Feedback Survey; student self-reflections, internal literacy trackers; family engagement results from the Alberta Education Assurance Measures.

Division Priority 1

By June 2025, students at our school will demonstrate growth in their ability and confidence to engage in math.

The following indicators will serve as targets to help monitor for progress:

All students who participate in the Canadian Achievement Test 4-CAT4 and who are below the Canadian norm, will improve by at least one stanine toward average or above average scores (stanine 4 and above).

Division Feedback Survey -DFS

- 3-5% increase in the percentage of students agreeing that they are improving in their math learning.

Alberta Education Assurance Measures survey—AEAM

- 3-5% increase in the percentage of students agreeing that the math they are learning is useful and interesting.

Achievement of this goal will be supported by:

- Continued participation in the EAP project with a schoolwide focus on mathematical computation and reasoning
- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in math and computation for students.
- Use of First Steps in Math 'Diagnostic Tasks'
- Tracking and monitoring student numeracy growth using the EAP Mathematical Reasoning Tracker
- Collaboration opportunities for grade level partners and Div I & Div II teams
- Targeted professional learning on math reasoning and new manipulatives

What data will you use to track continuous improvement?

CAT4—specifically the Spring math and computation & estimation subtests results, teacher observations and student work as indicators of progress, student self reflections, EAP Mathematical Reasoning Tracker, Provincial Numeracy Screeners, engagement in math learning as measured by the DFS and AEAM survey. Additionally, PAT results will be analyzed as an indicator of success towards our goal.

Division Priority 3

By June 2025, students at our school will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 2-5% increase in students feeling like they belong

<div><p>Youth Resilience Survey—YRS</p><ul style="list-style-type: none">• Improvement in engagement results• Qualitative survey results and/or observational data signaling improvement in student-school staff relationships, such as:• Students engaging more in classrooms.• Mentioning relationships/connectedness to staff in open-ended survey questions.<p>Alberta Education Assurance Measures—AEAMs</p><ul style="list-style-type: none">• The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2-5%<p>Increase in overall attendance (1%) by the end of the year.</p><p>Achievement of this goal will be supported by:</p><ul style="list-style-type: none">• Using collaborative school-based teams (e.g. AIFY), staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.• This work will include support for staff through informal and formal PL as well as community relationships that support this work.</div>	
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<p>What data will you use to track continuous improvement?</p> <div><p>Survey questions in the DFS, YRS, AEAMs related to belonging, engagement and connectedness; Qualitative data signaling improvement in relationships (e.g. family participation at school wide events); Monthly monitoring of student attendance.</p></div>
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	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,568,083		2,755,862
Internal Revenue		0		0
REVENUE TOTAL		2,568,083		2,755,862
Classroom	12.750000	1,377,931	13.882000	1,500,270
Leadership	1.650000	224,265	1.650000	226,249
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	50,000	.000000	70,000
TOTAL TEACHER	14.400000	1,652,196	15.532000	1,796,519
(% of Budget)		64.34%		65.19%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	11.000000	663,637	10.850000	654,533
Support (Supply/OT)	.000000	12,500	.000000	32,500
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	9,000	.000000	15,000
TOTAL NON-TEACHER	13.000000	838,187	12.850000	855,083
(% of Budget)		32.64%		31.03%
TOTAL STAFF	27.400000	2,490,383	28.382000	2,651,602
(% of Budget)		96.97%		96.22%
SUPPLIES, EQUIPMENT AND SERVICES		52,500		71,760
INTERNAL SERVICES		25,200		32,500
TOTAL SES		77,700		104,260
(% of Budget)		3.03%		3.78%
TOTAL AMOUNT BUDGETED		2,568,083		2,755,862