



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	173.500	Custodial	1.000000	Salaries	\$1,301,706	94.01%
Weighted	181.666	Exempt	0.000000	Supplies, Equip., Services	\$82,882	05.99%
Regular	183	Support	3.679000			
		Teacher	<u>8.457000</u>			
Year Opened	1953	Total	13.136000	Total	\$1,384,588	100.00%

School Philosophy

Windsor Park provides a long standing tradition of excellence in academic achievement and standards for student conduct. Through high expectations of students and faculty, and strong partnerships with parents and our broader community, we strive to inspire all students to be engaged thinkers and ethical citizens who contribute to society. Faculty value diversity, and nurture open communication and trust among stakeholders to ensure the success of all students in their learning journey.

Community Profile

Windsor Park School serves the Windsor Park community and is a school of choice for families living outside the designated boundaries. The school is located directly west of the University of Alberta. Windsor Park has developed and maintained a reputation for excellence in academic achievement through enriched programming, high levels of student engagement, and a close working relationship with parents who are highly educated, supportive, and actively involved in their child's education. Two classrooms are leased to the University and Community Early Learning Center, the Windsor Park Afterschool Care provides before and after-school care one block away, and the Windsor Park Community League provides a preschool program in the community league building on the school grounds.

Programs and Organization

Windsor Park School offers regular programming for kindergarten to grade six students with one class at each grade level. All kindergarten to grade six students receive Music instruction from a qualified specialist. Instruction in French as a Second Language is provided to all students from grades four to six. Programming is enhanced through a wide array of experiential learning opportunities, access to new technologies to support the creation and sharing of knowledge, and a variety of extra-curricular programs.

School Community Relationships

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

Edmonton Region Child Care Association University and Community Early Learning Centre Windsor Park Parent Fundraising 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, teachers will deepen their understanding of the new English Language Arts and Literature, and Mathematics curriculum and align evaluation and reporting with the new learning outcomes. Professional learning will include planning for instruction and assessments that support all learners. Tailored supports will be put in place to respond to individual student areas of need in a timely manner. Interim measures will be used throughout the year to track student academic progress. Indicators of success will include an increase in student achievement evidenced by Provincial, Division, and internal school measures.

Results Achieved:

Providing high quality teaching and learning in literacy and numeracy continues to be a priority at Windsor Park. All faculty participated in ongoing professional learning, and developed unit and assessment plans aligned with the new curriculum outcomes. Faculty identified students requiring additional support early in the year, developed intervention plans, and worked collaboratively with our intervention specialist to monitor student achievement throughout the year. Targeted interventions were implemented, reviewed, and adjusted based on student progress. Internal school measures indicated an increase in student achievement in both literacy and numeracy.

According to the provincial screening tests, 100% of our grades 1-3 students performed at or above grade level in literacy and numeracy.

Based on our CAT4 results, grades 4-6 students reading at or above grade level increased from 93.6% to 97.3%. Mathematics increased from 97.3% to 98.6% and our computation and estimation results decreased from 94% to 92% over the school year.

Based on the HLAT in writing, our grades 1-6 students performing at or above grade level increased from 87.6% in the fall to 90.4% in the spring.

According to the grade 6 Provincial Achievement Tests, 95.8% of students met the acceptable standard and above in ELA, a slight decrease. In Mathematics, 100% met the acceptable standard and 79.2% met the standard of excellence, an increase of 4.2%.

By June 2023, teachers will deepen their understanding of the Division's Anti-racism and Equity Action Plan to promote meaningful, long-term systemic change. Teaching and learning will reflect anti-racism and equity as faculty inform their practice through the lens of professional learning and their own professional growth. Indicators of success will include an increase in our Welcoming, Caring, Respectful, and Safe Learning Environments, and Citizenship measures evidenced by the Alberta Education Assurance Survey.

Results Achieved:

Faculty deepened their understanding of the Division's Anti-racism and Equity Action Plan. After reviewing the plan, we identified areas of strength and future focuses to advance action towards anti-racism and reconciliation. In response, faculty participated in monthly professional learning sessions, completed a collaborative review of our classroom and library resources and engaged in the purchase of new resources that better reflect our multicultural community. A number of presenters were invited to engage students in learning about their various cultural backgrounds throughout the year, along with numerous artists, musicians, and chefs from cultures around the world through our biannual Arts Blitz.

According to our Assurance Measures...

- Welcoming, Caring, Respectful and Safe Learning Environments increased from 92.4% to 95.1%
- Citizenship increased from 87% to 93%

According to our Division survey...

- 95% of the students feel that their school is a place where all students feel like they belong
- 88 % of students feel that many diverse cultures are represented in the books and materials at their school
- 71% of students see their identity/culture reflected in the materials used in class
- 100% of students feel their school takes actions that support truth and reconciliation
- 99% of students are aware of the work their school is doing to support anti-racism and belonging in their school
- 98% of students feel that they have opportunities to be involved in activities that support their sense of belonging
- 95% of students feel safe going to an adult at their school for help if they felt something racist or discriminatory happened

- 100% of students feel that they have the opportunity to learn about the contributions of indigenous peoples
- 100% of parents feel that their child feels like they belong at school
- 100% of parents feel that many diverse cultures are represented in the events, activities and environment of their child's school
- 73% of parents agree or strongly agree that their child's school keeps them informed of steps they are taking to support truth and reconciliation

What were the biggest challenges encountered in 2022-2023?

In relation to high quality teaching and learning, our spring HLAT results indicate that 90.4% of our students performed at or above grade level. As a result, writing has been identified as a future focus for faculty this year. We also experienced a slight decline in computation and estimation results. A plan will be put in place to address this at all grade levels.

Based on the feedback that we received from students, 71% of them see their identity/culture reflected in the materials used in class. Although 100% of students feel their school takes actions that support truth and reconciliation, 73% of parents agree or strongly agree that their child's school keeps them informed of steps they are taking to support truth and reconciliation. This will be addressed in the coming year.

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

Preparing high quality learning experiences in writing will be a top priority in the coming year. Student writing will continue to be analyzed, patterns of specific areas of concern will be identified and addressed school-wide. Teachers will explore resources that align with the new learning outcomes and tools for communicating student growth and achievement. They will continue to identify and support students who are performing below grade level and put interventions in place to improve achievement. Teachers will ensure that quality assessment practices and feedback are integral to this work to promote continued growth in student learning.

In regard to computation and estimation, faculty will complete an item analysis to identify areas in which groups of students struggle to inform instruction. Students requiring additional support will receive interventions that align with their future focuses.

Anti-racism and reconciliation will continue to be an integral part of ongoing learning for all faculty and students. To support growth in these areas, faculty have developed a communication plan to keep students and parents better informed of the steps being taken to support truth and reconciliation, and enhancing our classroom and library collections to better represent the identity/cultures in our school.

We would like to acknowledge the incredible work of our faculty, the encouragement and support of our parents, and most importantly, the diligence of our students as we work together to maintain a learning environment of academic excellence and leadership.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7182 Windsor Park School

Assurance Domain	Measure	Windsor Park 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	91.7	88.6	88.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.0	87.0	90.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	100.0	96*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	83.3	84*	n/a	16.0	17.7	n/a	Very High	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	95.8	94.3	94.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.1	92.4	92.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91.7	83.5	83.5	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	85.2	77.8	83.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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, all students who have been at our school for at least one year will write at or above grade level. The achievement of this goal will be supported by:

- Continuing to analyze student writing school-wide and identifying patterns of concern to inform instruction.
- Monitoring all students for growth and providing targeted literacy supports and/or interventions for those students who are struggling.
- Continued refinement of teacher assessment plans that reflect evidence-based practices and the learning outcomes in the new English Language Arts and Literature curriculum.
- Teacher engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet writing at grade level.

What data will you use to track continuous improvement?

School-wide writing prompts; HLATS; PATs; Classroom assessments

Division Priority 1

By June 2024, there will be an increase in the percentage of students who see their identity/culture reflected in our school. The achievement of this goal will be supported by:

- Developing a stronger understanding of the identity/cultures reflected in our school.
- Reviewing the books and materials currently available in classrooms and our library and ensuring that they reflect the diversity of our school community.
- Ongoing staff engagement in professional learning focused on anti-racism and equity.
- Developing a communication plan to keep students and parents better informed of the steps being taken to support anti-racism, and truth and reconciliation.

What data will you use to track continuous improvement?

Division Survey; Alberta Education Assurance Survey

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,366,885		1,384,588
Internal Revenue		0		0
REVENUE TOTAL		1,366,885		1,384,588
Classroom	7.477000	805,071	7.457000	802,917
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,375
TOTAL TEACHER	8.477000	972,875	8.457000	971,096
(% of Budget)		71.17%		70.14%
Exempt (Hourly/OT)	.000000	25,000	.000000	26,000
Support	3.679000	218,470	3.679000	218,470
Support (Supply/OT)	.000000	1,500	.000000	2,500
Custodial	1.000000	79,640	1.000000	79,640
Custodial (Supply/OT)	.000000	2,000	.000000	4,000
TOTAL NON-TEACHER	4.679000	326,610	4.679000	330,610
(% of Budget)		23.89%		23.88%
TOTAL STAFF	13.156000	1,299,485	13.136000	1,301,706
(% of Budget)		95.07%		94.01%
SUPPLIES, EQUIPMENT AND SERVICES		38,758		51,782
INTERNAL SERVICES		28,642		31,100
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		67,400		82,882
(% of Budget)		4.93%		5.99%
TOTAL AMOUNT BUDGETED		1,366,885		1,384,588
Carry Forward Included		0		0
Carry Forward to Future		0		0