

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	297.500	Custodial	2.500000	Salaries	\$2,921,272	96.77%
Weighted	424.135	Exempt	0.000000	Supplies, Equip., Services	\$97,395	03.23%
Regular	326	Support	11.400000			
		Teacher	<u>17.540000</u>			
Year Opened	1966	<b>Total</b>	<b>31.440000</b>	<b>Total</b>	<b>\$3,018,667</b>	100.00%

### School Philosophy

#### DELWOOD MISSION:

Delwood School prepares all learners for success in meeting challenges in a changing world. We focus on literacy, numeracy, and the citizenship traits of safety, respect, and responsibility. We strive for 'Success for Everyone' where all stakeholders in our community are lifelong learners.

#### OUR BELIEFS:

We, the staff, are guided by the cornerstone values of accountability, equity, collaboration, and integrity. We believe that everyone can be successful in their learning and strive for excellence. We are committed to the choice of French language programming and a strong partnership between home and school.

We, the parents, are committed to supporting a partnership between home and school, the development of our children's integrity, courage and accountability, the promotion of tolerance, compassion, and personal growth through all experiences.

### Community Profile

Delwood School is an elementary school located in the Delwood community near Londonderry Mall. The school serves students from across north and northeast Edmonton and is the attendance area school for the Brintnell neighbourhood. Delwood School leases space to the Northeast ABC Headstart Program, utilizing four classrooms and separate office space. Delwood also accommodates YMCA Out-of-School Care, Skazka Ukrainian/English daycare and is used extensively by community groups in the evenings. A strong partnership with the Delwood Community League also supports school programs. Parents and volunteers provide extensive and varied support to the school. The highly engaged Delwood Parent Support Association provides financial and volunteer support to enhance programming and enrich school culture.

### Programs and Organization

Thirty percent of students are enrolled in the French Immersion Program, sixty five percent are in the Regular Program, and five percent are in the Interactions Program. At Delwood, the prime foci in both languages of instruction are the fostering of literacy and numeracy. Instructional minutes are organized to devote additional time to language and mathematics instruction. Guided Reading and Guided Mathematics practices support these foci. As a result of diverse programming, we have a strong cultural component, promote respect for individual differences, and enthusiasm for language learning.

### School Community Relationships

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

ABC Head Start Delwood Community League YMCA

### 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, at Delwood School we will increase the number of students who demonstrate one year's growth and achieve student learning outcomes, with a specific focus in the areas of literacy and numeracy as measured on School, Division, and Provincial assessments (CAT4, HLATs, BAS, GB+/ORL, LeNS/NSIe, CC3).

- Strategies:
- Providing high-quality teaching that demonstrates high expectations for all students along with positive and effective learning environments.
  - Implementing a school-wide literacy intervention block.
  - Collaborating in monthly horizontal and vertical staff sessions to discuss data, identify student learning needs, and share high quality instructional and assessment practices.
  - Creating targeted intervention plans for students achieving below grade level and using regularly collected data to tailor educational responses to individual student needs.

### Results Achieved: (brackets indicate % of change from previous year results unless otherwise indicated)

#### CAT4 (brackets indicate % change from fall to spring)

- Reading: average of 1 month's growth in achievement
  - 63.2% of students achieving national stanine of 4 and above (+8.1%)
- Mathematics: average of 4 month's growth in achievement
  - 72.2% of students achieving national stanine of 4 and above (+7.5%)
- Computation: average of 1.13 year's growth in achievement
  - 66.9% of students achieving national stanine of 4 and above (+6.6%)

#### HLAT (Writing)

- English: 40.2% AT or ABOVE grade level (-6.0%)
- French: 56.9% AT or ABOVE grade level (+13.5%)

#### Reading Levels

- English: 13.5% ABOVE grade level (+0.5%); French: 6.9% ABOVE grade level (-12.5%)
- English: 46.3% AT grade level (-2.3%); French: 53.4% AT grade level (+9.0%)
- English: 40.2% BELOW grade level (+1.8%); French: 39.7% BELOW grade level (+3.6%)

#### ELL population = 17%

- 7.7% ABOVE grade level (+7.7%)
- 48.7% AT grade level (+3.2%)

#### First Nations, Métis, and Inuit population = 9%

- 9.5% ABOVE grade level (-5.9%)
- 57.1% AT grade level (+14.8%)

#### LeNS/NSIe & CC3

- LeNS/NSIe (number of students At Risk) - Sept/Jan: 31; Spring: 25
- CC3 (number of students At Risk) - Sept/Jan: 24; Spring: 18
- Numeracy/Numératie (number of students At Risk) - Sept/Jan: 33; Spring: 26

#### Provincial Achievement Tests (Grade 6)

Due to the small number of students writing in French, results below represent All students writing.

- English Language Arts: 2.6% Excellence (+0%), 71.1% Acceptable (-15.7%), 28.9% Below Acceptable (+15.7%)
- Mathematics: 4.9% Excellence (+2.3%), 46.3% Acceptable (-9.0%), 53.7% Below Acceptable (+9.0%)
- Science: 7.7% Excellence (+0.4%), 53.8% Acceptable (-7.2%), 46.2% Below Acceptable (+7.2%)
- Social Studies: 7.9% Excellence (+2.5%), 50.0% Acceptable (-9.5%), 50.0% Below Acceptable (+9.5%)

#### Division Feedback Survey

- Student Responses:
  - At school I have the opportunity to be successful in my learning: 76.7% indicated Agree or Strongly Agree
  - School staff have high expectations for me to be successful in my learning: 76.7% indicated Agree or Strongly Agree
  - The feedback I receive about my learning is helpful: 78.6% indicated Agree or Strongly Agree
  - At school, I feel supported to try my best even when learning is hard: 79.6% indicated Agree or Strongly Agree
  - I know how to get help with my learning in school: 82.5% indicated Agree or Strongly Agree
  - I think I am getting better at math this year: 72.8% indicated Agree or Strongly Agree
  - I think I am getting better at reading this year: 82.5% indicated Agree or Strongly Agree
  - I think I am getting better at writing this year: 75.7% indicated Agree or Strongly Agree
- Family Responses:
  - I feel like I have a positive relationship with staff to support my child's learning in school: 88.0% indicated Agree or Strongly Agree
  - The information I receive about my child's learning helps me to support my child in their learning: 88.0% indicated Agree or Strongly Agree
  - I feel like my child's learning needs are supported at their school: 72.0% indicated Agree or Strongly Agree
- Implementation of school-wide reading intervention block four days per week for 30 minutes
- Guided and small group instruction in classes to provide literacy and numeracy intervention support
- English Language Learner (ELL) pullout to target language learning and increase reading and comprehension
- Division 1 small group Math pullout interventions
- Buddy reading groups between classes to support the development of reading confidence and skills
- Ongoing Response to Intervention (RTI) professional learning and collaboration to support literacy and numeracy
- Participation in Catchment Writing Project and ongoing HLAT staff collaboration on assessing student writing and providing feedback for growth

By June 2023, at Delwood School 100% of staff will have opportunities to engage in meaningful professional learning and collaboration to enhance their professional capacity and leadership to meet the needs of our diverse learning community and to create a culture in which all students and families feel welcome and supported. This will be measured by staff feedback in response to professional learning opportunities, Division Survey results, and Assurance Survey results measures: *Citizenship; Welcoming, Caring, Respectful and Safe Learning Environments; and In-Service Jurisdiction Needs.*

- Strategies:
- Engaging in School, Catchment and Division professional development in the areas of anti-racism, reconciliation, and equity to better meet the learning needs of students.
  - Creating Staff Leadership Teams focused on designing and implementing school-wide initiatives to support ongoing, meaningful learning on anti-racism and reconciliation.
  - Engage our students in positive social interaction and relationship building skills with the support of Division Diversity Consultants.

**Results Achieved: (brackets indicate % of change from previous year results)**

Alberta Education Assurance Measure

- Citizenship: 67.4% (-11.6%)
- Welcoming, Caring, Respectful and Safe Learning Environment: 75.6% (-8.6%)
- In-Service Jurisdiction Needs: 86.7% (+3.4%)

Division Survey

- Student Responses:
  - My school is a place where all students feel like they belong: 57.3% indicated Agree or Strongly Agree
  - I feel like I can be myself at school: 63.1% indicated Agree or Strongly Agree
  - Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school: 61.2% indicated Agree or Strongly Agree
  - I see my identity/culture reflected in the materials used in class: 41.7% indicated Agree or Strongly Agree
  - My school takes actions that support truth and reconciliation: 72.8% indicated Agree or Strongly Agree
  - I am aware of the work my school is doing to support anti-racism and belonging in schools: 82.5% indicated Yes
  - In school I have the opportunity to:
    - Learn about the contributions of Indigenous peoples: 94.9% indicated Yes
    - Learn about Indigenous perspectives: 88.7% indicated Yes
    - Learn about treaties and agreements with First Nations: 94.8% indicated Yes
    - Learn about residential schools and their legacy: 96.8% indicated Yes
- Family Responses:
  - My child feels like they belong at school: 96% indicated Agree or Strongly Agree
  - I feel welcome in my child's school community: 88% indicated Agree or Strongly Agree
  - Many diverse cultures are represented in the events, activities and environment of my child's school: 96% indicated Agree or Strongly Agree

- Staff Responses:
  - My school is a place where all students feel like they belong: 100% indicated Agree or Strongly Agree
  - Many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school: 88.8% indicated Agree or Strongly Agree
  - My school takes steps to support a sense of belonging and inclusion for everyone: 100% indicated Agree or Strongly Agree
- Staff engaged in professional learning and collaborative conversations at the School, Catchment and Division levels, to support student and family diversity.
- Staff awarded Leadership, Safe, Responsible, and Respectful award certificates at monthly assemblies for a total of 560 student recognitions.
- Staff awarded 50 classroom awards for classes demonstrating safe, respectful and responsible behaviour in around the school.
- Division Specialized Learning Support team and Diversity team engaged with staff to support the sustainment of an inclusive, safe and healthy learning environment.

By June 2023, at Delwood School we will demonstrate an increase in the percentage of teachers, parents, and students, indicating that school is a safe environment where students care for others, show respect for others, and are treated fairly to foster a sense of belonging, as measured by staff feedback on professional learning, Division Survey results, and Assurance Survey results measures: *Citizenship; Welcoming, Caring, Respectful and Safe Learning Environments; Safe and Caring.*

- Strategies:
- Creating Staff Leadership Teams focused on creating and implementing school-wide initiatives to promote student citizenship, leadership, and sense of community.
  - Participation in the LEADs Recess Initiative involving multiple northend Edmonton schools (including Edmonton Catholic Elementary schools) and students being trained in recess leadership to support development in appropriate activities that enhance student social-emotional growth and meaningful conflict resolution and restitution.
  - Installation of a school sensory pathway to support self-regulation, reduce anxiety, and improve cognitive development.
  - Staff engagement in ongoing Catchment professional learning on Mindful Leadership.

**Results Achieved: (brackets indicate % of change from previous year results)**

Alberta Education Assurance Measure

- Citizenship: 67.4% (-11.6%)
- Welcoming, Caring, Respectful and Safe Learning Environment: 75.6% (-8.6%)
- Safe and Caring: 80.6% (-6.4%)

Division Survey

- Student Responses:
  - How are you doing this school year?: 63.1% indicated Well or Very Well
  - My school helps me develop skills that support my wellness: 72.8% indicated Agree or Strongly Agree
  - I feel safe at school: 66.0% indicated Agree or Strongly Agree
  - I feel like I belong at my school: 64.1% indicated Agree or Strongly Agree
  - I have at least one adult in my school who I would do to for help if I need it: 76.7% indicated Agree or Strongly Agree
  - I feel the adults at my school care about me: 70.1% indicated Agree or Strongly Agree
- Family responses:
  - School has helped my child develop skills that support their wellness: 88.0% indicated Agree or Strongly Agree
  - I feel my child is safe at school: 92.0% indicated Agree or Strongly Agree
  - Through school my child has build relationships that support their wellness: 88.0% indicated Agree or Strongly Agree
  - I feel my child has a positive relationship with one or more adults in their school: 84.0% indicated Agree or Strongly Agree
  - I feel the staff in my child's school care about my child: 92.0% indicated Agree or Strongly Agree
- Staff responses:
  - I feel confident helping students build skills that support their wellness: 94.1% indicated Agree or Strongly Agree
- Staff leadership teams provided opportunities for students to model characteristics of active citizenship and increase partnerships with families.
- Participating in the LEADs Recess Initiative involving multiple northend Edmonton schools and students being trained in recess leadership which support development in appropriate activities that enhance student social-emotional growth and meaningful conflict resolution and restitution.
- Installed a school sensory pathway to support self-regulation, reduce anxiety, and improve cognitive development.
- Engaging families and celebrating student achievement through the sharing of photos and videos on SchoolZone, school-wide assemblies, student performances and events such as Terry Fox Run, Carnival, and Sports Day.
- Sharing Community League family events on SchoolZone and backpack letters in support of community involvement.

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

- Increasing complex behaviour and learning needs in an inclusive setting.
- The amount of differentiation required in each classroom.
- Implementaion of new mathematics curriculum in Division 1 presented large learning gaps in students.
- Ongoing staffing shortages and level of staffing required to provide interventions.

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

- Results for student achievement in literacy and numeracy indicate the need for continued growth. Staff will continue to use data collected to understand and respond to the diverse and complex needs of students to support their academic growth. Strategies will include building staff capacity to support diverse learning needs, developing intervention plans for students deemed 'at risk' and using guided practice in the classroom along with 30 minute reading intervention blocks 4 times per week to support students at risk.
- Results indicate the need for continued growth in the area of students sense of belonging and feeling connected to others at school. We continue seeking ways to build community and connection between students, staff, and families to support diversity, well-being, and citizenship. This work will be supported through ongoing initiatives and events, student engagement in LEAD's recess initiative, and staff involvement in School Leadership Teams, and our school's participation in the Catchment 'Schools That Listen' project .

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7194 Delwood School

Assurance Domain	Measure	Delwood 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	65.8	83.3	83.3	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	67.4	79.0	77.7	80.3	81.4	82.3	Low	Declined	Issue
	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	41.3	45.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.5	4.2*	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	74.5	92.2	91.2	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.6	84.2	84.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	62.9	69.7	69.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	70.1	74.7	70.5	79.1	78.8	80.3	Very Low	Maintained	Concern

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 of 2024, at Delwood School we will increase the number of students who demonstrate one year's growth and achieve student learning outcomes, with a specific focus in the areas of literacy and numeracy. Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy and numeracy professional learning to build knowledge and confidence when working with students who are not yet at grade level.
- Provision of targeted literacy and numeracy support (e.g. Guided Reading/Guided Math).
- Continuation of a school-wide literacy intervention block.
- Staff collaboration to discuss data, identify student learning needs, and share high quality instructional and assessment practices.
- Creating targeted intervention plans for students achieving below grade level and using regularly collected data to tailor educational responses to individual student needs.

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

CAT4, HLATs, BAS (at, above or below grade level), GB+/ORL (at, above or below grade level), provincial screening assessments (LeNS/NSIe, CC3, Numeracy/Num  ratie), teacher observations (e.g. Guided Reading, Guided Math), PATs

#### Division Priority 1

By June 2024, students at Delwood School will demonstrate growth in their sense of belonging to the school, indicating that school is a safe environment where students care for others, show respect for others, and feel connected to our diverse learning community. Achievement of this goal will be supported by:

- Creating Staff Leadership Teams focused on developing and implementing school-wide initiatives to promote student citizenship, leadership, diversity, and a sense of community.
- Participation in the LEADs Recess Initiative involving multiple northend Edmonton schools, and students being trained in recess leadership to support development in appropriate activities that enhance student social-emotional growth and meaningful conflict resolution and restitution.
- Implementation of a movement room to support self-regulation, reduce anxiety, and improve cognitive development.
- Participation in our Catchment 'Schools that Listen' professional series.

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

Staff observations related to student connectedness and behaviours, Division Feedback Survey results, Alberta Education Assurance Survey results, student connectedness from the Youth Resilience Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,825,564		3,018,667
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,825,564</b>		<b>3,018,667</b>
Classroom	14.152000	1,523,789	15.540000	1,673,238
Leadership	2.000000	264,389	2.000000	264,546
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	57,161	.000000	53,931
<b>TOTAL TEACHER</b>	<b>16.152000</b>	<b>1,845,339</b>	<b>17.540001</b>	<b>1,991,715</b>
<b>(% of Budget)</b>		<b>65.31%</b>		<b>65.98%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	25,000	.000000	21,000
Support	10.900000	668,548	11.400000	698,342
Support (Supply/OT)	.000000	25,000	.000000	20,000
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	13,000	.000000	13,000
<b>TOTAL NON-TEACHER</b>	<b>13.400000</b>	<b>908,763</b>	<b>13.900000</b>	<b>929,557</b>
<b>(% of Budget)</b>		<b>32.16%</b>		<b>30.79%</b>
<b>TOTAL STAFF</b>	<b>29.552000</b>	<b>2,754,102</b>	<b>31.440001</b>	<b>2,921,272</b>
<b>(% of Budget)</b>		<b>97.47%</b>		<b>96.77%</b>
SUPPLIES, EQUIPMENT AND SERVICES		38,710		54,472
INTERNAL SERVICES		32,753		42,923
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>71,463</b>		<b>97,395</b>
<b>(% of Budget)</b>		<b>2.53%</b>		<b>3.23%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,825,565</b>		<b>3,018,667</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0