

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	636.000	Custodial	3.625000	Salaries	\$4,239,578	92.06%
Weighted	832.935	Exempt	0.000000	Supplies, Equip., Services	\$365,833	07.94%
Regular	636	Support	8.800000			
		Teacher	<u>29.624000</u>			
Year Opened	1959	<b>Total</b>	<b>42.049000</b>	<b>Total</b>	<b>\$4,605,411</b>	<b>100.00%</b>

### School Philosophy

At Ottewell School, we uphold a standard of personal excellence. Our commitment lies in unlocking the full potential of every student to enhance their learning experience. We deeply value the uniqueness and worth of each individual, recognizing the innate capacity of every child to learn. Through a collaborative approach to teaching and learning, we emphasize the significance of fostering a caring, nurturing, and supportive environment.

We firmly believe that teaching and learning constitute the cornerstone of our school's activities. Guided by the Division's core values of accountability, collaboration, equity, and integrity, we strive to cultivate a learning environment that fosters the development of competencies essential for our Titans to navigate and thrive in a rapidly evolving society, workforce, and climate.

### Community Profile

Ottewell is situated in an older neighborhood with a lower concentration of young families, consequently, less than 20% of our students reside in our immediate vicinity. However, Ottewell's renowned status as a highly academic and inclusive institution attracts students from all corners of the city. Remarkably, grade seven students come from over thirty different elementary school backgrounds.

Despite this diversity, our dedicated staff fosters a warm, welcoming, and supportive atmosphere where every student can flourish. Our focus remains on enabling academic success and facilitating personal growth for all students.

### Programs and Organization

Ottewell School serves as a Division site for multiple specialized programs, catering to the needs of diverse learners. Our Gifted and Talented Program (G&T) offers enrichment classes in core subjects at all three grade levels, while the Academic Enrichment Program (AEP) provides honours programming. Additionally, we host the Community Learning Skills (CLS) program.

In our curriculum, Language Arts and Social Studies are seamlessly integrated and taught by the same instructor using a Humanities approach wherever possible. We prioritize the integration of technology across all subjects. Students have the option to study a second language, choosing between French or Mandarin, with Ottewell serving as a Division site for the Mandarin Bilingual program.

Across all subjects, we embed specific reading comprehension strategies and higher-order thinking skills to enhance learning outcomes. Our emphasis extends beyond academic achievement to foster high personal standards for both achievement and citizenship. We value student input through our Student Senate, facilitating discussions and collaborative problem-solving with representatives from each homeroom.

For students needing additional support, our Academic Success Centre offers extra time for assessments and assistance. We provide a range of extracurricular activities, including intramural sports and diverse programs such as Archery and Chinese Dance. Complementary courses cover a broad spectrum, including 3D printing, Art, Band, Construction, Communication and Media, Drama, Food Studies, Leadership, Mandarin Language for Beginners, Outdoor Education, and Sports Fitness.

### School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

### 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, students at Ottewell will demonstrate growth in Reading and Writing.

This will be achieved through:

- Realignment of our instructional practices, assessments and department structure and a renewed commitment to the Division pillar of Collaboration
- Analysis and reflection on multiple pieces of data, consideration of implications and implementation of meaningful learning opportunities so students are successful in meeting their learning outcomes
- Professional learning in department meetings, team meetings, and our collaborative learning networks

#### Results Achieved:

Ottewell School continued to uphold the motto, "Excellence is our Standard." Through focused professional development and diverse instructional strategies, our students achieved remarkable growth and success.

- Teachers also increased the number of writing prompts and provided more formative feedback, which had a noticeable impact on student progress.
- We supported students needing additional support with various intervention strategies, including daily noon-hour help sessions, assessment catch-up opportunities, and access to our Academic Support Centre. In the Centre, students worked with an Educational Assistant throughout the day in the learning commons.

#### Evidence (Students that wrote)

ELA PAT (10.7% above the Province)

- Reading Acceptable 94.9% (-2.0%)      Reading Excellence 50% (+6.3%)
- Writing Acceptable 93.4% (+2%)      Writing Excellence 50% (+12.8%)

\*13% of the grade 9 population are in a specialized program (CLS) and are exempted from the PAT. When these students are factored into our results, 94.9% becomes 86.6% and skews our data. Scores on the CAT4, HLAT and At/Above Reading levels remained the same.

By June 2024, students at Ottewell School will demonstrate growth in Mathematics, with a specific emphasis on computation.

This will be achieved through:

- Increasing Mathematics instruction from four periods per week to five and moving to a rotational schedule
- Year-long work with a consultant on our assessment practices and unit-by-unit blueprinting of assessments
- Realignment of our instructional practices and department structure, utilizing a unit analysis framework and a renewed commitment to the Division pillar of Collaboration
- Analysis and reflection on multiple pieces of data, acting on our findings and implementing meaningful learning opportunities for students

#### Results Achieved:

Ottewell School continued to exemplify its motto, "Excellence is our Standard." Through targeted professional development and diverse instructional strategies, our students achieved impressive growth and success.

- We enhanced our focus on numeracy by emphasizing mental math skills and reinforcing foundational concepts.
- We increased math instructional time, ensuring it could be taught daily.
- For students requiring additional support, we provided a range of interventions, including daily noon-hour help sessions, assessment catch-up opportunities, and access to our Academic Support Centre. In the Centre, students worked with an Educational Assistant throughout the day in the learning commons.

#### Evidence:

Math PAT 85.4% (24% above the Province)

- Part A - Acceptable 70.1% (+3.4%)      Excellence 37.2% (+6.2%)
- Part B - Acceptable 90.5% (+0.3%)      Excellence 47.4% (+13.5%)

\*13% of the grade 9 population are in a specialized program (CLS) and are exempted from the PAT. When these students are factored into our results, 85.4% becomes 74.1% and skews our data.

By June 2024, we will engage both staff and students in building skills, strategies and relationships that create healthy connections to foster emotional and physical well-being and positive mental health.

This will be achieved through:

- Creation of a shared counsellor position between Ottewell and McNally
- Week of Welcome to start off the year with team-building and opportunities for staff-student connection
- Implementing a House system to broaden students' connections and encourage school spirit
- Continue student surveys, senate, and leadership classes and introduce no-cut teams at grade 7 and a developmental athletics program
- Continued wellness activities and conversations with staff during PD days

**Results Achieved:**

The school has implemented several initiatives to foster a positive and inclusive environment. These include the Week of Welcome, which helps set a welcoming tone for the year, and the house system, which builds school spirit and community. A homeroom request document allows students to request homerooms with a friend, and no-cut sports teams are offered where feasible to encourage broad participation. Leadership classes empower students to organize school events, while Pink Shirt Day every Wednesday promotes anti-bullying awareness. Additionally, students have access to a wide range of clubs such as Chess, Dungeons and Dragons, Yearbook, Art, Gardening, Fitness, and School of Rock, providing varied opportunities for engagement and personal development.

**Evidence:**

Assurance Survey

Students:

- 86% of students feel that the school offers a welcoming, caring, respectful, and safe learning environment
- 91% of students believe they have access to the support and services they need
- 88% of students feel a sense of belonging at school

Families: (73 parent responses)

- 88% of parents feel that the school offers a welcoming, caring, respectful, and safe learning environment
- 80% of parents feel their child can get help with problems not related to schoolwork
- 100% of parents felt their child was safe at school
- A "Cheat Sheet" sent home to parents in advance has reduced the number of "Don't Know" responses.

Division Feedback Survey:

Students Report:

- 72% of students (strongly agree/agree) feel their school helps develop skills that support their wellness
- 80% of students feel they belong at school

Families Report (157 responses)

- 90% of parents (strongly agree/agree) believe their child's school helps them develop skills that support their wellness
- 91% of families feel that their child has positive relationships with one or more adults in the school, which supports the child's wellness

**What were the biggest challenges encountered in 2023-2024?**

We are seeing shifts in our student demographics, leading to a growing number of students who need support for below-grade-level skills in classes that have traditionally been more homogenous. Our goal is to enhance the functionality, impact, success, efficiency, and value of our Academic Support Centre, aiming to provide meaningful support to both students and staff without over-relying on it.

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

All teaching staff will engage in year-long professional development to build a strong foundation in data-driven, collaborative, and evidence-based assessment best practices, with a particular focus on grade-level programming. To support this, we will leverage the expertise of TIPS teams and early adopters within the Catchment to host a McNally PD day, modeled after GETCA, centered on AI. The aim is to explore how AI can assist in designing grade-level programming tailored to students requiring adapted instruction, whether they are working above or below grade level.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7528 Ottewell School

Assurance Domain	Measure	Ottewell 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	86.2	89.9	87.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.3	88.5	85.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	79.4	86.1	86.1	62.5	62.6	62.6	High	Declined	Acceptable
	PAT9: Excellence	40.5	36.9	36.9	15.4	15.5	15.5	Very High	Maintained	Excellent
	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	90.6	91.9	91.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.3	90.9	87.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	87.4	89.7	87.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.9	89.1	78.8	79.5	79.1	78.9	Very High	Improved	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 enrolled at our school for the 2024-25 school year and were reading below grade level will demonstrate one year's reading growth.

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

- CAT4: One year's growth
- Informal reading inventories

**Strategies for achieving this goal:**

- Teachers will work together to analyze student reading data, identifying and implementing high-impact strategies to support literacy growth.
- Staff will engage in evidence-based assessment professional development to enhance their knowledge and confidence when working with students not yet reading at grade level.
- Teachers will provide instructional accommodations and adaptations designed to support individual students who continue to experience literacy challenges.
- An EA will provide push-in support in addition to our previously established supports.

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

Teacher observations, teacher-awarded grades, Canadian Achievement Test 4 (CAT4) results, Provincial Achievement Tests (PATs), student perceptions of their reading progress from the Division Feedback Survey, and 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:**

- CAT4: All students scoring below the Canadian norm will improve by at least one stanine toward achieving average or above-average scores (stanine 4 and above).
- Division Feedback Survey: 5-10% increase in the percentage of students who agree that they are improving in their math learning.
- Alberta Education Assurance Measures Survey: 5-10% increase in the percentage of students agreeing that the math they are learning is useful and interesting.
- Provincial Achievement Test: 2-5% increase in the percentage of students achieving at an acceptable standard on the Grade 9 Math.

**Strategies for achieving this goal:**

- Teachers will engage directly with students to discuss learning outcomes, emphasizing strengths and areas for growth.
- Using CAT4 results and teacher observations to identify specific areas for targeted supports in math, focusing on computation and estimation skills.
- Teachers will design/provide grade-level programming that challenges students while keeping tasks within their "zone of proximal development" allows them to succeed with guidance. This approach promotes growth without causing students to feel overwhelmed.

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

Survey questions in the Division Feedback Survey (DFS) and Alberta Education Assurance Measures survey (AEAM) that are related to engagement in math, Provincial Achievement Tests (PATs), CAT4 spring Math and Computation & Estimation subtests.

#### Division Priority 3

By June 2025, students at our school will feel more connected and have a greater sense of belonging to their school community.

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

- Division Feedback Survey: 5-10% increase in students feeling like they belong.

## Plans

- Youth Resilience Survey: Improvement in engagement results for Grade 8 and 9 students.
- Alberta Education Assurance Measures: 2% increase in "Welcoming, Caring, Respectful, and Safe Learning Environment" (WCRSLE) results.

**Achievement of this goal will be supported by:**

- Dedicated weekly Health classes (no longer embedded).
- Continuation of a shared counsellor position between Ottewell and McNally.
- Week of Welcome to start off the year with team-building and opportunities for staff-student connection.
- Strengthen the House system to broaden students' connections and encourage school spirit.
- Continue student surveys, senate, and leadership classes and introduce no-cut teams at grade 7 and a developmental athletics program.
- Continued wellness activities and conversations with staff during PD days.

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

Survey questions in the Division Feedback Survey (DFS), Youth Resilience Survey (YRS), and Alberta Education Assurance survey related to belonging, engagement, and connectedness; qualitative data signaling improvement in student-school staff relationships; monthly monitoring of student attendance; the WCRSLE measure results.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,325,056		4,605,411
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,325,056</b>		<b>4,605,411</b>
Classroom	26.294000	2,841,671	26.224000	2,834,106
Leadership	3.000000	405,223	3.000000	408,136
Teaching - Other	.000000	0	.400000	43,229
Teacher Supply	.000000	95,000	.000000	122,000
<b>TOTAL TEACHER</b>	<b>29.294001</b>	<b>3,341,894</b>	<b>29.624001</b>	<b>3,407,471</b>
<b>(% of Budget)</b>		<b>77.27%</b>		<b>73.99%</b>
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	8.000000	492,855	8.800000	537,300
Support (Supply/OT)	.000000	14,500	.000000	21,500
Custodial	3.650000	259,622	3.625000	258,307
Custodial (Supply/OT)	.000000	14,500	.000000	15,000
<b>TOTAL NON-TEACHER</b>	<b>11.650000</b>	<b>781,477</b>	<b>12.425000</b>	<b>832,107</b>
<b>(% of Budget)</b>		<b>18.07%</b>		<b>18.07%</b>
<b>TOTAL STAFF</b>	<b>40.944000</b>	<b>4,123,371</b>	<b>42.049001</b>	<b>4,239,578</b>
<b>(% of Budget)</b>		<b>95.34%</b>		<b>92.06%</b>
SUPPLIES, EQUIPMENT AND SERVICES		138,795		249,124
INTERNAL SERVICES		57,390		114,709
OTHER INTEREST AND CHARGES		5,500		2,000
<b>TOTAL SES</b>		<b>201,685</b>		<b>365,833</b>
<b>(% of Budget)</b>		<b>4.66%</b>		<b>7.94%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,325,056</b>		<b>4,605,411</b>