

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	715.500	Custodial	3.000000	Salaries	\$4,782,058	96.49%
Weighted	794.075	Exempt	0.000000	Supplies, Equip., Services	\$173,708	03.51%
Regular	763	Support	12.300000			
		Teacher	<u>32.919000</u>			
Year Opened	2017	Total	48.219000	Total	\$4,955,766	100.00%

School Philosophy

At Constable Daniel Woodall School, we are a living legacy of Constable Daniel Woodall's values of safety, diversity, community and belonging. Our staff, students and parents work together to support curious, compassionate and confident learners who engage in meaningful service to others. We live by our school promise to lead with kind hearts, fierce minds and brave spirits.

Community Profile

Constable Daniel Woodall School serves the greater Windermere community and is named to honour Constable Daniel Woodall, an Edmonton Police Service member who lost his life in the line of duty on June 8, 2015. Our school has a strong relationship of connection and collaboration with Edmonton Police Service. In honour of our namesake, we work in partnership with members Edmonton Police in way that is mutually supportive and meaningful.

Programs and Organization

We are an elementary school serving students from Kindergarten to Grade Six. We offer French as a Second Language, and Music specialists lead our Music program for students Kindergarten through grade 6. We provide many opportunities for engagement in sports and fine arts beyond the daily curricular activities.

School Community Relationships

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

ATB Financial, Best Bite, COBS Bread, Discover Coding, Edmonton Oilers, Edmonton Police Service, Flossophy, Panago, Real Canadian Superstore, Starbucks, The Edmonton Food Bank, 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 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 of Constable Daniel Woodall School will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Staff will enhance their understanding of, and support for, the diverse learning needs of our students.

This will be accomplished by continued focus on strong literacy programming including:

- Teachers will take part in professional development: Science of Reading, 5 pillar reading screener (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and programming for EAL and neurodivergent students.
- Intervention specialists to support student growth as well as support teachers with differentiating supports within the classroom.
- Educational assistants to take part in literacy professional development.
- Gathering and analyzing data collaboratively to inform teaching practice and student supports.
- Improving staff collective efficacy by providing learning opportunities through administration, staff, and SLS team consultant presentations and activities.
- Creating equitable classrooms which demonstrate high quality literacy and numeracy best practices.

OECD links: High-quality teaching (collaboration, PD), Tailored supports (intervention), Regular monitoring (data gathering and review).

Results Achieved: Forty-eight students (grades 1-3) participated in a 10-month reading intervention program. Every student demonstrated progress in at least one area. A significant number of students made substantial gains. Twenty-three students showed half a year or more of growth in reading comprehension as measured by the TOSREC, 23 in fluency as measured by the TOSWRF, and 21 in phonics and phonemic awareness as measured by the TOWRE. These positive outcomes highlight the effectiveness of the intervention program in supporting students' academic development. Access to appropriate support and services at school improved from 69% to 80.6%, reflecting the staff's dedication to supporting students with high impact teaching practices and the support of the SLS team. The Provincial Screeners, administered to students in grades 1-3, assess a student's single-word reading skills, including phonological decoding, whole-word recognition, and knowledge of letter names, sounds, and common multi-letter graphemes. Based on the results of these screeners, 82 students were identified as being at risk in one or more of these areas.

The CAT4 (grades 4-6) reading assessment identified media text, stated/visual information, and conventions as areas of weakness among students. While 89% of students felt they were getting better at reading, 13.1% of our students are reading below grade level, a decrease of 9% from the beginning of the 2023-24 school year.

CDW's overall teacher's reading assessment data indicated a 4% growth in the population of students performing below grade level in reading. However, of 97 students that were at CDW for the entire school year, 40 students were no longer reading below grade level.

The HLAT results indicate positive progress in writing achievement. The percentage of students writing at or above grade level increased from 80.6% to 85.6%, while the percentage of students writing below grade level decreased from 19.1% to 17.2%. 86% of students felt they were getting better at writing.

Success in numeracy as measured by the CAT4 (grades 4-6) demonstrated slight decreases in total math, with measurement and geometry being areas for growth in division 2 students. Mathematics, computation and total math indicated an average 94% of students at or above grade level in numeracy.

Parent and staff satisfaction with parental involvement in decisions about their child's education rose from 69.2% to 80.6%, highlighting the importance of the partnership between parents and teachers in students' success. Teachers, parents, and students agreed that they had access to the appropriate supports and services at school, improving from 69% to 80.6%. This speaks to the staff's dedication in finding resources, differentiating instruction, and maintaining open parent communication to support diverse learners.

Overall satisfaction with the quality of basic education provided increased from 89.6% to 95.2%, indicating that staff are effectively meeting the needs of their students.

By June 2024, Constable Daniel Woodall staff will promote a sense of belonging, and social, emotional, and physical well being, through continued and purposeful relationship and connection-building amongst staff, students, and families. We will engage in intentional collaborative learning and experiences that support a comprehensive approach which considers the diversity of student and staff well being and mental health, as well as addressing Priority 2: advancing actions towards anti-racism and reconciliation.

Specific areas of focus to achieve this goal will include:

- LODA Schools That Listen initiative in collaboration with catchment schools.

Results and Implications

- School promise serves to provide consistency and support for student sense of safety and belonging.
 - Dr. Unger's Resilience work: modules taught to all students, universal and tier 1 strategies delivered to meet the needs of students based on resilience survey.
 - Engaging and fun activities that celebrate school spirit and pride - ie birdhouse days.
 - Staff, students, and parents will take part in indigenous learning and experiences to deepen their foundational knowledge of First Nation, Metis, and Inuit peoples of Canada.
 - Teachers to take part in anti-racism PD facilitated by the school team.
 - Consistent and varied exposure to various communities (Islam, Black, LGBTQ+, etc.) which focus on acceptance and belonging for all (EPSB multi faith calendar).
 - Establishment of SOGI and Adult Inclusion Alliance.
- OECD Links: Leadership in Schools, Enlisting active involvement of families, Creating tailored supports and Restorative and trauma informed practices.

Results Achieved: Constable Daniel Woodall School has fostered a strong sense of belonging and well-being among students and families. Through initiatives like the common school promise, student voice, spirit days, 7 Grandfather Teachings, Rainbows Program, therapy dog sessions, and Dr. Unger's resiliency work, the school has provided essential emotional support and addressed mental wellness. The staff's commitment to anti-racism and reconciliation through collaborative learning experiences has further enhanced the school's positive atmosphere with 100% of the staff stating that their learning has transferred into their classroom practices. These efforts have yielded significant results. Student and parent satisfaction has soared, reflecting the positive impact of the school's initiatives on the overall well-being of the school community. There has been a notable increase in students demonstrating active citizenship, from 82.1% to 86.5%. The school environment is now perceived as even more welcoming, caring, respectful, and safe, increasing from 85.3% to 88.2%. Enhanced parental involvement has been another key factor in students' success. Teachers and parents are more satisfied with their collaboration in educational decisions, rising from 69.2% to 81.9%. This increased involvement has led to a boost in student engagement in learning, from 76.1% to 86.5%.

What were the biggest challenges encountered in 2023-2024?

Last year, our school team faced a number of challenges, including teacher and educational assistant absences that strained classroom resources. However, the most significant challenge was adapting to the needs of our increasingly complex student population. Many of our students were neurodivergent or English additional learners (new to Canada) requiring specialized support and individualized attention. A critical component of addressing these challenges was providing our teachers with ongoing professional development to equip them with the knowledge and skills necessary to best support these students.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025? To effectively improve student's reading ability in our diverse classrooms, we will continue to focus on strategies that address the unique needs of our English Language Learners and neurodivergent students as well as students at or near the reading benchmark . This includes culturally responsive instruction, explicit phonics instruction, visual aids, small group support, and collaborative learning for EALs. For neurodivergent students, multi-sensory approaches, flexible learning environments, assistive technology, executive function skills training, and social-emotional support will continue. For those reading near benchmark, intentional phonetic, small group and differentiated instruction will take place in all classrooms.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1924 Constable Daniel Woodall School

Assurance Domain	Measure	Constable Daniel Woodall 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	86.5	76.1	81.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	85.7	82.1	85.5	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	87.4	87.3	87.3	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	47.7	57.7	57.7	19.8	18.0	18.0	Very High	Declined	Good
	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	95.2	89.6	92.1	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	85.3	87.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.6	69.0	73.7	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	81.9	69.2	74.5	79.5	79.1	78.9	High	Maintained	Good

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

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.

By June 2025, all students of Constable Daniel Woodall who have been in attendance at CDW for the 2024-25 school year, and were reading below grade level, will demonstrate one year's reading growth.

Achievement of this goal will be supported by:

- 2% improvement in students feeling like they are getting better at reading compared to previous year as measured by Division Feedback Survey (DFS)
- 2% improvement in staff knowing how students learn best as measured by DFS
- 2% improvement in students identifying positively on the Alberta Education Assurance Measures (AEAM) measure "At school, can you get the help you need with reading?" compared to previous year".
- Teachers will collaborate around student reading data to identify and support the implementation of high impact strategies to support student growth in literacy. Including regular monitoring of student reading levels through a common school assessment tracker.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Reading intervention for students identified by teachers using specific criteria for participation.
- All division one teachers will implement the UFLI model in their classroom.
- All teachers will take part in professional development in supporting neurodivergent students as well as English language learners.
- Literacy Hour to support differentiation across the grades.
- Engagement with families and community partnerships.

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; literacy intervention results; 5 pillar screeners; teacher observations; teacher awarded grades; Canadian Achievement Test 4 (CAT4); Staff perception of their capabilities and student perception of their reading progress from the Division Feedback Survey; family engagement results from Alberta Education Assurance Measures.

Division Priority 3

Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

By June 2025, the students and staff of Constable Daniel Woodall School will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, students will feel more connected and an enhanced sense of belonging to the school community.

The following targets and associated indicators will be used to help monitor progress:

- Division Feedback Survey (DFS)
 - 2% improvement in students feeling like they belong
 - 2% Improvement in students feeling better than in the previous school year.
 - 2% Improvement in student feeling like they can be themselves at school.
 - 2% Improvement in staff perception of their ability to program/support EAL students.
- Youth Resilience Survey (YRS)
 - 2% Improvement in the combined percentage of students identifying as "High Engagement" and "Above Average" in the Overall Engagement measurement.
 - 2% Improvement in the combined percentage of students identifying as "High Engagement" and "Above Average" in the Student Connectedness subset measurement.
 - 2% Improvement in student connectedness to teachers.
- Alberta Education Assurance Measures—AEAMs
 - 2% Improvement in the number of students who agree that their learning environments are welcoming, caring, respectful and safe as reported in the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) measure of the AEAM.
 - 2% Improvement in the number of students who feel engaged in their learning
- Other Qualitative and Quantitative survey results and/or observational data signaling an improvement in student's sense of belonging:
 - Antidotal comments in open-ended DFS survey questions.

Plans

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaborative time to reflect, share, and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Sacred Teachings, developing personalized land acknowledgements, promoting cultural awareness activities using EPSB multi faith calendar, and focusing on resilience modules as supported by Dr. Unger's work.

What data will you use to track continuous improvement?

Survey questions in the DFS, YRS, AEAMs related to belonging, engagement and connectedness; Qualitative data signaling improvement in student-school staff relationships; The WCRSLE measure results; and school created surveys.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,853,064		4,955,766
Internal Revenue		0		0
REVENUE TOTAL		4,853,064		4,955,766
Classroom	29.900000	3,231,383	30.119000	3,255,051
Leadership	3.000000	395,031	2.800000	373,412
Teacher Supply	.000000	64,000	.000000	90,000
TOTAL TEACHER	32.900002	3,690,414	32.918999	3,718,463
(% of Budget)		76.04%		75.03%
Exempt (Hourly/OT)	.000000	93,514	.000000	93,514
Support	11.500000	707,842	12.300000	756,395
Support (Supply/OT)	.000000	2,000	.000000	1,000
Custodial	3.000000	205,686	3.000000	205,686
Custodial (Supply/OT)	.000000	7,000	.000000	7,000
TOTAL NON-TEACHER	14.500000	1,016,042	15.300000	1,063,595
(% of Budget)		20.94%		21.46%
TOTAL STAFF	47.400002	4,706,456	48.218999	4,782,058
(% of Budget)		96.98%		96.49%
SUPPLIES, EQUIPMENT AND SERVICES		80,363		107,463
INTERNAL SERVICES		66,245		66,245
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		146,608		173,708
(% of Budget)		3.02%		3.51%
TOTAL AMOUNT BUDGETED		4,853,064		4,955,766