

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	123.000	Custodial	2.000000	Salaries	\$1,274,975	93%
Weighted	175.430	Exempt	0.000000	Supplies, Equip., Services	\$102,217	07%
Regular	130	Support	3.000000			
		Teacher	<u>8.226600</u>			
Year Opened	1966	Total	13.226600	Total	\$1,377,192	100%

School Philosophy

The mission of Waverley School is to ensure high levels of learning in a supportive environment for all of our students. We are committed to student learning, professional collaboration and student results. Teachers will ensure all of our students experience high levels of success in learning the essential outcomes of the curriculum through formative assessment, summative assessment, intervention and enrichment. We envision a school that is responsive to the needs of our school community and challenge each child to develop core 21st century competencies in a safe, supportive and stimulating environment.

Community Profile

Waverley School is located in the Kenilworth community in South East Edmonton. The attendance area is bound by 75th Street on the West; on the North by 90th Avenue to Ottewell Road; North to 92nd Avenue and East to 50th Street, and on the South by the Sherwood Park Freeway. In addition, Waverley is the designated receiving school for students from the Oak Ridge/Maple Ridge Community. A School Council has been established to support student learning. The school leases space to the following:

- Specialized Services Program (SSP)
- Specialized Learning Supports (SLS)
- Children's Autism Services Edmonton (CASE)
- Waverley Daycare

Programs and Organization

Teachers are committed to quality teaching supported by targeted and job embedded professional learning to ensure high levels of learning for all of our students. Teachers identify essential learning outcomes and use formative assessment which enables teachers to provide quality programming for students. Currently there are 7 regular classes of students in Kindergarten to Grade 6. Teachers program for students in a fully inclusive environment. Starting in Grade 4, students receive instruction in French as a Second Language. We also have a music specialist for Kindergarten through Grade 6. All classrooms are equipped with technology to enrich and support student 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:

Waverley Daycare

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Division Priority #1 - Through our cornerstone values, McNally catchment staff will continue to focus on student intervention and differentiation to improve student competence in literacy and numeracy, as measured by the Accountability Pillar Survey, Division Feedback Survey, MIPI, Fountas and Pinnell BAS, teacher professional judgment and teacher generated assessment.

At Waverley School, our students will demonstrate growth and achievement in literacy and numeracy by June, 2021. We will:

- effectively program and set targets for learning
- identify students who require targeted interventions and supports
- implement an effective intervention plan aligned with identified strategies and intervention tools outlined in school and Division generated pyramids of intervention (literacy and numeracy)
- develop a pull-out intervention plan that provides dedicated intervention time for literacy (LLI), numeracy (Div II) and individual needs (IPP)
- provide targeted or universal supports in class using a push-in model
- provide meaningful feedback about writing through individual student conferencing at least once every reporting period; identify areas for growth and areas of success
- increase the percentage of students meeting acceptable standards in reading and mathematics

Results Achieved:

- Reading levels were tracked using Fountas and Pinnell BAS resources and most students demonstrated growth in reading with 66.4% of our students reading at or above grade level. This is a slight decrease from last year (69%) and consistent with the slight decrease measured within the catchment (71.06% last year- a decrease from 75.2% in 2019/20).
- All students who required targeted intervention were identified through the use of assessments such as Fountas and Pinnell BAS and MIPIs. Students in grades 4-6 received intervention and support within the classroom setting through one to one support and small group support
- In division 1, students received some one to one and small group support within the classroom as well
- 7 students in grades 2-3 who were reading below grade level received targeted support through literacy intervention (LLI). 100% of these students achieved at least one year's growth in their reading
- 7 students in grades 1-6 with identified special needs received one to one support online or in person. 100% of these students achieved growth in areas such as reading, writing, letter sounds, phonemic awareness, and math
- For students who received one to one support from the intervention teacher, parents and students indicated that they felt positive about the experience and looked forward to the individual instruction time with the teacher
- Most students demonstrated growth in their math abilities and there was an increase of 5% in MIPI results (66% in 2019/20 to 71% in 2020/21)
- 90% of students agree/strongly agree that they feel they get help with their learning
- 87% of students feel the feedback they receive about their learning is helpful
- 88% of parents feel their child has the supports and resources they need to be successful
- 91% of parents and teachers are satisfied with the overall quality of education at Waverley

Division Priority #2 - Through our cornerstone values, McNally catchment staff will provide welcoming, high quality learning and working environments with a focus on literacy, numeracy, mental health and Indigenous understandings. This will be measured by the Accountability Pillar Survey, Division Feedback Survey, teacher reflective feedback and staff participation in PL.

At Waverley School, all staff will enhance their instructional and leadership practices through engagement in online catchment or Divisional collaboration and job-embedded professional learning by June 2021. We will:

- engage in collaboration and PL (Division-based, catchment-based and school-based) on PD days
- collaborate at the school level on site-based initiatives responsive to targeted literacy, numeracy, individual and mental health interventions
- deepen Indigenous understandings through PL and school-wide virtual and in-class activities

- lead stakeholders through collaboration, PL and instructional opportunities

Results Achieved:

- All staff engaged in collaboration and professional learning on PD days at the Division, catchment and/or school level
- 100% of staff collaborated at the school-level on site-based initiatives responsive to targeted literacy, numeracy, individual and mental health interventions and initiatives
- Our FNMI lead teacher participated in professional learning offered through the Division and shared her learning at staff meetings and through teacher collaboration. She initiated a whole-school virtual reading by an Elder, and introduced the "Cree word of the week" during announcements. Teachers indicated that these and other opportunities positively impacted their Indigenous understanding and knowledge, and student response to these initiatives was positive as well
- 100% of our staff and students participated in a virtual Pow Wow organized for Division schools by Westglen School and their community partners
- Teachers provided leadership at the school level through collaboration in the areas of reading, writing, interactive student notebooks (math), mental health and diversity
- 100% of the Waverley staff chose to participate in a school-based "Building Resilience" project to develop their own resilience
- 78% of students indicate that their school helps them learn how to keep trying when things are hard
- 82% of staff feel supported in their work
- 83% of staff feel they have access to the resources and supports they need for work
- 100% of parents feel their child has opportunities to connect with their teacher(s)
- 75% of parents indicate their child feels included in their community

Division Priority #3 - Through our cornerstone values, McNally catchment staff will meaningfully engage parents and stakeholders, as measured by the Accountability Pillar Survey, Division Feedback Survey, attendance/participation in virtual events and feedback from staff and families.

At Waverley School, we will enhance and grow our school culture by providing opportunities for parent involvement and focus on continuous improvement by June 2021. We will:

- communicate with families consistently and in a timely manner through SchoolZone, phone messages and emails
- call parents and guardians to discuss the individual needs of students and their accomplishments
- provide families with many opportunities to provide input (IPPs, conferences, transitioning to next grade/school, surveys)
- encourage and provide parents and guardians with opportunities to participate in virtual activities and events
- engage students in meaningful activities that grow school culture and build connections

Results Achieved:

- Staff communicated with families consistently and in a timely manner throughout the year through SchoolZone, phone messages and emails
- 88% of parents indicate the information they receive from their child's school tells them about their progress
- 88% of parents feel they have opportunities to communicate with their child's teacher(s)
- 81% of students feel included in their school community and 88% of students feel safe in their school community
- Throughout the year, parents and guardians were called to discuss the individual needs of students and their accomplishments. All teachers used email and SchoolZone for communication that was information-based. Proactive phone calls were made to discuss individual needs, as needed
- All parents were provided with many opportunities to provide input. Almost all families provided input for IPPs, and most families participated in conferences at least once last year
- Students were engaged in meaningful activities to grow school culture and build connections, including Orange Shirt Day, School Spirit Fridays, the Terry Fox Run, Holiday Spirit Week, a virtual Pow Wow, and creating a whole-school "Waverley School Garden"
- Results for citizenship increased significantly, with 81.7% of staff and families indicating their satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. This is a 7% increase from the previous year
- 87% of teachers and parents are satisfied with parental involvement in decisions about their child's education. This is an almost 10% increase from the previous 3 year average

What were the biggest challenges encountered in 2020/21

- The unpredictability of day to day operations due to the global pandemic
- The interruption to learning as a result of close contacts, students pivoting from in-person to online (and back), quarantines, and family fear of COVID
- Continuing to support the increasing emotional and mental health needs of students, families and staff
- Unpredictability created disruption in building and maintaining relationships (student to student, staff to staff)
- Classroom cohorting made dedicated intervention (pullout program) difficult and limiting, as the intervention teacher was limited to working with students within the same cohort, rather than skill level (cross- grade groupings)

- The complexity of student needs significantly increased, with high levels of support needed for students in person and online
- Switching to a quarterly system was difficult at the elementary level as the evidence of learning was difficult to collect due to quarantines and attendance

What are the implications from 2020/21 that will impact your current year plan?

- Continuing to include student voice when developing a plan to support academic, social and emotional growth and needs
- Prioritizing supports and intervention in the areas of literacy, numeracy, mental health, self-regulation, building relationships, and developing teacher's instructional capacity
- Mental health supports need to be prioritized for all stakeholders
- Triangulation of data will be critical with the introduction of the CAT4 assessment, and learning loss assessments. This data, along with teacher professional judgement, can provide us with the framework in developing an action plan to support growth in literacy and numeracy, and may indirectly support positive mental health in our students
- HLAT writing results have decreased since the last time they were written in 2018/19. Literacy intervention and best practices in writing need to continue to be an area of focus
- Communication with families needs to continue in an effective, timely manner as we continue to be impacted by COVID
- Student successes and areas for growth need to continue to be communicated with families in an effective, timely manner

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Waverley School (7189)



Assurance Domain	Measure	Waverley School (7189)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.7	74.7	72.2	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	84.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.8	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.9	89.6	90.9	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.1	83.9	78.7	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student achievement in literacy and numeracy.

By June 2022, Waverley students will demonstrate measured growth in reading, writing and mathematics.

- Assessments such as CAT4, PATs, HLAT writing and teacher professional judgement (triangulated evidence: observation, conversation and student product) will guide instruction through the provision of tailored supports and intervention
- Data from the Provincial Assurance Survey, Division Feedback Survey and regular monitoring of other relevant sources of data will be used to measure and report growth
- Students requiring literacy and/or numeracy supports in division 1 will be identified, monitored and receive support during dedicated intervention time
- Students will receive meaningful feedback about writing through individual student conferences, identifying areas for growth and areas of success

Priority 1

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality learning and working environments.

By June 2022, Waverley staff will enhance their instructional practices through engagement in school, catchment and Division collaboration and job-embedded professional learning.

- Professional learning topics may include literacy, numeracy, mental health, Indigenous understandings, diversity and differentiation (SCERTS, NVCI)
- All teachers in grades K - 3 will collaborate throughout the year and will address phonemic awareness using the Jolly Phonics Program
- Teachers in grades 4-6 will continue to use common resources in math such as Jump Math and collaborate throughout the year on best practices
- Measures will include the Provincial Assurance Survey, Division Feedback Survey, staff participation in professional development opportunities and goals and reflections addressed in professional growth plans

Priority 2

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage students and their families.

By June 2022 at Waverley School, we will enhance and grow our school culture by providing opportunities for parent involvement and focus on continuous improvement.

- Measures will include the Provincial Assurance Survey, Division Feedback Survey, participation in events and feedback from staff, students and families
- Communication from the school will be consistent and timely through School Zone, phone calls and emails
- Parents and guardians will be called to discuss the individual needs of students and their accomplishments
- Families will be provided with many opportunities to share input (IPPs, conferences, transition meetings, surveys) and the level of participation will increase by the end of the year
- Students and families will be engaged in meaningful activities that grow school culture, build connections and help all stakeholders feel welcome, safe, and a sense of belonging

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,218,416		1,377,192
Internal Revenue		0		0
REVENUE TOTAL		1,218,416		1,377,192
Classroom	6.580000	676,635	7.226600	743,126
Leadership	1.000000	131,379	1.000000	131,610
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,948	.000000	45,573
TOTAL TEACHER	7.580000	828,962	8.226601	920,309
(% of Budget)		68.04%		66.83%
Exempt (Hourly/OT)	.000000	4,000	.000000	4,000
Support	3.000000	190,767	3.000000	190,767
Support (Supply/OT)	.000000	2,000	.000000	5,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	6,760	.000000	10,000
TOTAL NON-TEACHER	5.000000	348,426	5.000000	354,666
(% of Budget)		28.6%		25.75%
TOTAL STAFF	12.580000	1,177,388	13.226601	1,274,975
(% of Budget)		96.63%		92.58%
SUPPLIES, EQUIPMENT AND SERVICES		24,148		71,297
INTERNAL SERVICES		16,880		30,920
TOTAL SES		41,028		102,217
(% of Budget)		3.37%		7.42%
TOTAL AMOUNT BUDGETED		1,218,416		1,377,192
Carry Forward Included		0		0
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$447,497	95%
Weighted	0.000	Exempt	4.000000	Supplies, Equip., Services	\$22,503	05%
Regular	0	Support	0.000000			
		Teacher	<u>0.000000</u>			
Year Opened		Total	4.000000	Total	\$470,000	100%

School Philosophy

The mission of Waverley School is to ensure high levels of learning for all of our students. We are committed to student learning, professional collaboration and student results. Teachers will ensure all of our students experience high levels of success in learning the essential outcomes of the curriculum through formative assessment, summative assessment, intervention and enrichment. We envision a school that is responsive to the needs of our school community and challenge each child to develop core 21st century competencies in a safe, supportive and stimulating environment.

Community Profile

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Programs and Organization

Teachers are committed to quality teaching supported by targeted and job embedded professional learning to ensure high levels of learning for all of our students. Teachers identify essential learning outcomes and use formative assessment which enables teachers to provide quality programming for students. Currently the Elementary has 7 regular classes of students in Kindergarten to Grade 6. Teachers program for students in a fully inclusive environment. Starting in Grade 4, students receive instruction in French as a Second Language. We also have a music specialist for Kindergarten through Grade 6. All classrooms are equipped with technology to enrich and support student learning. There is also a Specialized Services Program (SSP).

School Community Relationships

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

Waverley Daycare

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		470,000		470,000
Internal Revenue		0		0
REVENUE TOTAL		470,000		470,000
Teacher Supply	.000000	0	.000000	0
TOTAL NON-TEACHER	.000000	0	.000000	0
(% of Budget)		0%		0%
Exempt	4.000000	447,497	4.000000	447,497
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	.000000	0	.000000	0
Support (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	4.000000	447,497	4.000000	447,497
(% of Budget)		95.21%		95.21%
TOTAL STAFF	4.000000	447,497	4.000000	447,497
(% of Budget)		95.21%		95.21%
SUPPLIES, EQUIPMENT AND SERVICES		22,503		22,503
INTERNAL SERVICES		0		0
TOTAL SES		22,503		22,503
(% of Budget)		4.79%		4.79%
TOTAL AMOUNT BUDGETED		470,000		470,000
Carry Forward Included		0		0
Carry Forward to Future		0		0