School: Delwood [0194]
Address: 7315 Delwood Road

Profile

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Staff FTE</th>
<th>Budget</th>
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<tbody>
<tr>
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<td>Salaries $2,624,641 95%</td>
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<tr>
<td>Weighted 0.000</td>
<td>Exempt 0.000000</td>
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<tr>
<td>Regular 0</td>
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<td>Total $2,748,414 100%</td>
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<tr>
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</tr>
<tr>
<td>Year Opened 1966</td>
<td>Total 29.435000</td>
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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. Levelled Literacy Instruction as well as 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, Save On Foods, YMCA

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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 2019-2020, report on the results you achieved (with evidence, including referencing the School’s Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division’s Priorities that were in effect when the goal was set.

By June 2020, all students will improve in reading by 1 or more years of growth as measured by the Fountas and Pinnell or GB+ benchmark assessments.

Results Achieved:
- Due to our pivot to emergent remote learning, year end assessments were not administered. Teachers used professional judgement regarding reading levels. When unsure, teachers were asked to mark students at below grade level to flag students for assessment and support in the fall. This resulted in a greater number of students reported as below grade level in reading.
- Across grades one to six, 59.4% of students in the regular program were reading at grade level. This is a decrease of 6.6% compared to the prior 3-year average.
- Across grades one to six, 54.4% of students in the French Immersion program were reading at grade level. This is a decrease of 14.2% compared to the prior 3-year average.
- Due to reduced budget, Leveled Literacy Interventions (LLI) was reduced to half time. Leveled Literacy Interventions were provided to 20 students. These students saw an average increase of 3 reading levels in the regular program and 3.75 reading levels in the French Immersion program.
- Implementing school-wide Guided Reading was our high impact strategy to support this goal. Dedicated time was provided daily for guided reading in each classroom. Assistant Principal provided coaching around guided reading to support teachers.
- All teachers participated in catchment cohort guided practice collaboration.
- Catchment Curriculum Coordinator support was implemented for students requiring targeted remediation in reading.
- Teacher leadership teams targeted literacy in their initiatives (Literacy night, writing greeting cards to community residents, writing rules for student created math games)
- Music teacher incorporated literacy and vocabulary into lessons through stories and songs.
- Continued Reading Buddies throughout the school.
- Delwood Parent Support Association (DPSA) financially supported the acquisition of expanded literacy resources to accommodate a wider range of abilities.
- During emergent remote learning, teachers participated in a half day professional learning with Sandra Herbst on assessment and data tracking in an online environment.

Delwood staff will emphasize attitudes and behaviours necessary for the future world of work and active citizenship to increase student well-being and citizenship by June 2020, as measured on the Provincial Accountability Pillar and District Feedback Survey results.

Results Achieved:
**September - March:**
- Teachers awarded Leadership, Safe, Responsible, and Respectful award certificates at monthly assemblies for a total of 336 student recognitions.
- Patroller of the Month awards were also given out during the monthly Leadership Assemblies.
- Delwood students were awarded 1355 ‘Star Tickets’ between September 2019 and March 2020 for demonstrating safety, responsibility, and respect.
- A total of 56 students had lunch and played board games with the principal between September and March as ‘Star Ticket’ draw winners. Focusing on fair play, turn taking and positive connections.
- Students strived to improve boot rack and classroom cleanliness, boosting school spirit, as they worked to earn the Golden Boot Rack and Golden Garbage Can awards.
- Students strived to demonstrate positive behaviours in the Library as they worked to earn the Golden Book awards.
- All students participated in learning about other cultures through our music programming. Performances by classes were held during monthly assemblies, such as rhythms and singing from First Nations, Mets, and Inuit cultures.
- All students participated in our Stone Soup event, learning about the importance of community and sharing. As part of this event, students created greeting cards and delivered them to community residents. Students also contributed ingredients for a collective soup which was made by parent volunteers.
- Staff participated in half-day Dr. Carrington presentation on the importance of relationships and connection. This learning supported our work on building connection during unprecedented times and emergent online instruction.
**Implemented our L.E.A.D. (Linking the School, Energy on the Playground, All Play, Dynamic L.E.A.D.ers) Recess Program. Over 20 student leaders were given the tools to facilitate recess games for younger students: kids are more empowered, we are building student leadership in running the program and students are stewards of safety during recess.**

**Installation of a Sensory Room to support development and self-regulation skills in students with complex behavioural needs.**

**Staff participated Complex Behaviour training, non-violent crisis intervention training, and self-regulation strategies to apply in the workplace.**

**Provincial Pillar overall results for the Citizenship Measure at 76.5%, a decrease of 8% from the previous year.**

**Among respondents on the Provincial Pillar, 83.6% agree that Continuous School Improvement is occurring, which is an increase from the previous year of 82.0%.**

**Staff conducted regular check-ins of students, families and colleagues.**

- 23.5% of parents indicated that technology and the programs were causing difficulty or stress.
- 17% of students indicated they were feeling stressed with their new way of learning.
- 85.3% of parents felt satisfied with the level of communication with teachers.
- 13.2% of parents did not feel connected with their teacher.
- 47.2% of students indicated that they ‘kind of’ felt connected with their teacher.
- 39.6% of students indicated that they felt connected with their teacher.

**DPSA parent association provided support for families experiencing food insecurity during COVID-19 by creating food hampers for Delwood and community families.**

By June 2020, Delwood teachers will engage in developing community partnerships with a cohort of five M.E. LaZerte Catchment schools. Teachers will participate in professional development and grade level collaboration supporting the incorporation of guided practices. Success will be measured, through the district wide and cohort surveys, by an increase in the percentage of staff indicating that their participation has contributed to their ongoing professional growth.

**Results Achieved:**

J.A. Fife, Belvedere, Balwin, Horse Hill, and Delwood staff to met collaboratively, once a month to explore high-impact approaches for guided practice.

- Cohort work emphasized concept-based learning with the pre-planned rollout of new curriculum.
- Staff created guided approach lesson plans for implementation then shared their learning through reflection and collaborative conversations.
- Some grade level groups created unit plans which integrated multiple subject areas to support conceptual understanding.
- Some grade level groups began looking at creating assessments and rubrics which allowed for student choice.
- Division survey results were not available due to COVID-19.

54 Cohort staff responded to a Google survey.

- 72.2% of staff indicated that our cohort work provided them with a greater understanding of concept-based learning. 1.9% of staff indicated that their learning was ‘to a great extent’.
- 79.6% of staff indicated that they are comfortable with concept-based learning. 3.7% of staff indicated that their comfort level was ‘extremely comfortable’.
- 66.6% of staff indicated that they were familiar with the design and layout of the new curriculum. 3.7% of staff indicated that they were ‘extremely familiar’ with the new curriculum.

Other measures of success are the anecdotal comments made by staff.

- When asked about next steps, staff expressed interest in:
  - Continuing professional learning on conceptual understanding
  - Having the opportunity to co-creating pre and post assessments
  - Completing and putting into action the unit plans created prior to shifting to emergent online learning
  - Time for collaboration to create a year plan which supports conceptual understanding
  - Incorporating technology into conceptual understanding
  - Visiting classes with concept based lessons to see it in action
  - Continued sharing of best practices and experiences
  - Increased frequency and time to collaborate together
  - Opportunity to observe other classrooms and learn together
  - Individual teacher copies of books for reference, ex. ‘Concept-Based Inquiry in Action’ and Tools for Teaching Conceptual Understanding’
What were the biggest challenges encountered in 2019/20?

September - March:
The ever-growing diversity in our classrooms was a challenge for us this year. There were a number of students requiring learner and behaviour supports, emotional regulation assistance, and social interaction guidance (getting along with others). Student diversity has challenged teachers to differentiate instruction and support a wide range of learning needs.

March - August:
Pivoting to an emergent online learning environment during the pandemic of COVID-19 was our greatest challenge. Teachers were required to provide instruction in an online learning environment, while at the same time developing their own understanding of technology applications and online teaching practices. Maintaining connections with students and families, particularly those with limited access to technology. Maintaining the implementation of our school-wide Guided Reading program.

What was most important for your school community as you prepared for the 2020-2021 school year?
- Creating a safe and welcoming environment
- Designing a re-entry plan with a clear flow and details to establish confidence with staff, students, and families
- Ensuring staff had a good understanding of routines and protocols to support a successful re-entry and reduce student anxiety
- Seeking ways to build community and connection between staff and students (when siloed into cohorts) to support mental health
- Maintaining staff connection, mental health, and professional growth
### Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7194 Delwood School

<table>
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<tr>
<th>Measure Category</th>
<th>Measure</th>
<th>Delwood School</th>
<th>Alberta</th>
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<td>Current Result</td>
<td>Prev Year Result</td>
<td>Prev 3 Year Average</td>
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<td>Parental Involvement</td>
<td>School Improvement</td>
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<td>82.0</td>
<td>83.8</td>
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</table>

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
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 2020/2021 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.

**Priority 1**
By June 2021, all students will improve in literacy and numeracy by 1 or more years of growth as measured by performance on school, division, and provincial assessments.

**Strategies:**
- Identify students’ unique strengths and growth areas to differentiate instruction accordingly, within all 3 tiers of the system
- Develop effective classroom assessments to support and monitor students’ learning
- Continue to develop our understanding of high-impact instructional strategies and assessment practices

**Priority 2**
By June 2021, the number of students who report that school is a safe environment where we care for others, show respect for others and are treated fairly will increase by 5% as measured on the Provincial Accountability Pillar and the Division Feedback Survey.

**Strategies:**
- Staff will acknowledge every student at least once during the school year for having demonstrated one of the Delwood citizenship character traits: leadership, safety, responsibility, and respect
- Supporting student growth through our LEAD Recess Initiative and Restorative practices
- Increase mindfulness, gratitude, and student connectedness through morning announcements and school-wide virtual activities and events
- Teachers will address ‘safety in self and others’ through Health curriculum, school-wide safety practices, and ongoing teachable moments
- Staff will engage in professional development in Complex Behaviour training, non-violent crisis intervention training, and regulation strategies to apply in the workplace
- Staff will participate in ongoing professional development through the online course with Dr. Jody Carrington: ‘How to Connect with Kids These Days’

**Priority 3**
By June 2021, we will see an improvement in parental involvement as measured by the Accountability Pillar Survey, the Division Feedback Survey and staff and parent feedback.

**Strategies:**
- Use a variety of communication practices for general information (SchoolZone, Newsletters, agendas, etc) and student-specific information (Individual Program Plans, Progress Reports, ESL Proficiency Assessments, Google Classroom, etc);
- Create virtual opportunities for parent involvement, such as School Council, DPSA - Delwood Parent Support Association, Parent-Teacher Conferences, Student-Led Conferences, Read-In-Week, and Career Conversations to foster positive relationships and connections with parents
- Share our celebration of school-wide events (Assemblies, Terry Fox, Student Performances, Carnaval, Fun Day), through posting photos and videos on SchoolZone
- Provide opportunities for parent feedback through surveys (Parent-Teacher Conferences, Student-Led Conferences, etc).
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<tr>
<th></th>
<th>2020-21 Spring Proposed</th>
<th>2020-21 Fall Revised</th>
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<td>Carry Forward to Future</td>
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