

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	305.500	Custodial	2.850000	Salaries	\$2,636,025	97%
Weighted	422.159	Exempt	0.000000	Supplies, Equip., Services	\$71,337	03%
Regular	332	Support	9.000000			
		Teacher	<u>17.247000</u>			
Year Opened	1966	<b>Total</b>	<b>29.097000</b>	<b>Total</b>	<b>\$2,707,362</b>	<b>100%</b>

### 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

### 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.

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.

#### Results Achieved:

- 58.4% of students demonstrated at or above grade level in reading, down 1% from the previous year.
- 64.7% of First Nations, Métis and Inuit students demonstrated at or above grade level in reading, up 2.2% from the previous year.
- 61.0% of students in French Immersion demonstrated at or above grade level in 2nd Language Reading Levels, up 6.6% from the previous year.
- HLATs Regular Program 56.6% and French Immersion 48.3%, a decrease of 1.4% and 2.4% respectively from two years prior. HLATs were not administered in 2019.
- Due to COVID, Provincial Achievement Tests, BAS and GB+ were not administered.
- Percentage of students achieving at or above 60% on the MIPI assessment increased by 5.7% to 58.9% from 53.2% the previous year.
- Percentage of students in the Regular Program achieving at or above 60% on the MIPI assessment increased by 1.7% compared to the prior 3-year average.
- Percentage of French Immersion students achieving at or above 60% on the MIPI assessment increased by 3.1% compared to the prior 3-year average.
- Percentage of FNMI students achieving at or above 60% on the MIPI assessment increased by 2.8% compared to the prior 3-year average.
- All staff participated in ongoing Response to Intervention PL.
- All teaching staff engaged in PL on High Impact teaching strategies and intervention efficacy sizes based on research by John Hattie.
- All teachers participated in First Steps in Math PL comprised of three sessions with take away and try classroom ready strategies.
- Implemented student intervention plan process. Each staff learned to create an intervention plan, design strategies for intervention, assess and review process.
- Participated in ongoing collaboration and One-on-One conversations around intervention plan implementation.
- Anecdotal feedback from staff about successes and expressed interest in creating additional intervention plans for other students, opportunities to dive deep into students' strengths and areas of growth.
- Strategic use of staff resources to support classroom learning and provide student interventions with scheduled supports from Music teacher, Librarian, Leadership Teacher.

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'.

**Results Achieved:**

- The student response on the Alberta Education Assurance Measure demonstrated a decrease of 3.9% from the previous year. This category includes students feeling safe at school and may have been impacted by students' concerns around COVID safety.
- One area included in this measure, specifically targeted for improvement, was students' responses to the question 'Do other students treat you well?' The Alberta Education Assurance Measure result demonstrated a 10% increase in the number of students responding 'yes' to this question, from 57% in the previous year to 67% this year.
- Ongoing student transitions between in-person, online, and at-home learning presented challenges in creating connections with and between students and in establishing routines and high expectations.
- Division Survey Results
  - 81% of students indicated that they felt included in their school community
  - 83% of students indicated that they felt safe in their school community
  - 83% of students indicated that they can get help from someone at school if they are having problems not related to learning
  - 88% of students indicated that they know what their school is doing to keep them safe during the pandemic
- Teachers awarded Leadership, Safe, Responsible, and Respectful award certificates at monthly virtual assemblies for a total of 600 student recognitions.
- Creation of monthly assembly videos and schoolwide event videos, which were shared in classrooms as a way to continue building school community with COVID protocol restrictions.
- Staff participated in an online course 'How to Connect with Kids These Days' by Dr. Carrington. Meeting monthly to review a chapter, discuss the importance of relationships and connection to support our work around student wellness and building connection during unprecedented times.
- Staff received Complex Behaviour training and self-regulation strategies to apply in the workplace.
- Leadership Teacher was hired for the last four months of school to collaborate with our Catchment Mental Health Wellness Coach and teachers to support student social-emotional development and the development of a school wellness plan.
- Mental Health Wellness Coach supported classroom social-emotional development. Due to COVID protocols and scheduling limitations the coach was only able to work directly with one classroom, however, that class created a video with strategies which was used in all classrooms
- LEADs Teachers created a robust school LEADs Recess Initiative plan for 2021/2022 school year and collaborated with the Division consultant and Division colleagues. Additional staff were also trained in the LEADs Recess Initiative.

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, Carnival, Fun Day), through posting photos and videos on SchoolZone
- Provide opportunities for parent feedback through surveys (Parent-Teacher Conferences, Student-Led Conferences, etc).

**Results Achieved:**

- Alberta Education Assurance Measure overall results for the Parental Involvement Measure demonstrated a decrease of 3.8% from the previous year.
- COVID safety protocols presented challenges in providing opportunities to actively engage parents in school wide events and activities.
- Parent engagement in virtual Parent-Teacher Interviews in the fall was an average of 85.1% per classroom.
- 21 parent responses to our school Parent-Teacher Conference feedback survey:
  - 100% of parents indicated that booking a conference time with a teacher by using the google form was either easy or really easy
  - 95% of parents indicated that joining the virtual meet was either easy or really easy
  - 81% of parents indicated that the scheduled length of time for each meeting was just about right
- Parent engagement in virtual Student-Led Conferences in the spring was an average of 83.9% per classroom.
- 8 parent responses to our school Student-Led Conference feedback survey:
  - 100% of parents indicated that booking a conference time with a teacher by using the google form was either easy or really easy
  - 88% of parents indicated that joining the virtual meet was either easy or really easy

- 100% of parents indicated that the scheduled length of time for each meeting was just about right
- Average monthly SchoolZone usage increased by 32.4% from the previous year.

**What were the biggest challenges encountered in 2020/21?**

The ever-growing diversity in our classrooms was a challenge for us this year. There were a number of students requiring learner and behavioural 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.

Ongoing staffing shortages as we were regularly short two to three Educational Assistants and had multiple unfilled supply postings. Increased emotional stress of staff, parents and community members challenged relationships.

Pivoting between in-person and online learning during the pandemic of COVID-19 was another challenge. Transitioning students and staff during pivots and Covid isolation periods were stressful. Maintaining connections with students and families, particularly those with limited access to technology, also continued to be difficult. Due to the ongoing pivots, maintaining the implementation of our response to interventions to meet the learning needs of students posed challenges as well.

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

- Creating a safe, caring, and welcoming environment
- Ensuring staff have a good understanding of routines and protocols to support a successful return to school and reduce student anxiety
- Understanding and responding to the diverse needs of students to support their mental health, social-emotional development, and academic growth
- Supporting staff connection, mental health, and professional growth
- Seeking ways to build community and connection between students, staff, and parents to support mental health and citizenship while maintaining cohorting of classes

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Delwood School (7194)



Assurance Domain	Measure	Delwood School (7194)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	76.9	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	68.1	76.5	80.7	Low	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	72.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	9.8	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	84.0	90.3	91.7	Low	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	80.5	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	63.0	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	62.5	66.3	81.4	Very Low	Declined	Concern

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.

By June 2022, we will demonstrate increased achievement in the areas of literacy and numeracy as measured on school, division, and provincial assessments.

**Strategies:**

- Providing high-quality teaching that demonstrates high expectations for all students, as indicated in the OECD report
- Ongoing development of staff efficacy through professional learning and collaboration around the Response to Intervention (RTI) model, research on the effect sizes of interventions, and the OECD report
- Monthly Horizontal and Vertical staff collaborative sessions to discuss data, identify student learning needs, and share high quality instructional and assessment practices
- Professional development to better understand Indigenous values and approaches to increase our ability to better meet the diverse needs of students, as indicated in the OECD report
- Professional development in the areas of diversity and anti-racism to better meet the learning needs of students
- Creating targeted intervention plans for students achieving below grade level and using regularly collected data to tailor educational responses to individual student needs in a timely manner
- Engagement of the whole family through ongoing communication, home learning activities and feedback between school staff and families, as indicated in the OECD report

**Priority 1**

By June 2022, 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, as measured by the Alberta Education Assurance Measure, the Division Feedback Survey and school survey results.

**Strategies:**

- Providing positive and effective learning environments for students, as indicated in the OECD report
- Staff engagement in professional development and ongoing Catchment collaborative conversations to build capacity in the areas of anti-racism and diversity
- Creation of Staff Leadership Teams to design and implement school-wide initiatives, create a greater sense of community, and promote citizenship
- Engage and encourage students in leadership opportunities, as indicated in the OECD report
- 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
- Engage our students in positive social interaction and relationship building skills with the support of our Mental Health Capacity Building Wellness Coach, Specialized Learning Supports and Diversity Consultants
- Build community, with students and families, by celebrating school-wide events (Leadership Assemblies, Terry Fox Run, student performances, etc) through the sharing of photos and videos on SchoolZone and in classrooms

**Priority 2**

By June 2022, we will see an improvement in student and staff well-being as measured by the Youth Resilience Survey and the Division Feedback Survey.

**Strategies:**

- Opportunities for staff to participate in Division professional learning on resilience and the research of Dr. Ungar
- Teachers will use Division created Health lessons to promote the development of resilience in students
- Promoting sessions offered by the Division with Dr. Ungar and Mental Health Wellness Coaches to increase parent participation in workshops and sessions, as indicated in the OECD report
- Provision of resources and support for students and staff by Catchment Mental Health Wellness Coaches
- Staff engagement with Division Specialized Learning Supports and Diversity teams and external community partners (ELVES, ABC HEADSTART, FSCD, CFS, CASE, EPS, Glenrose), utilizing supports beyond those of an academic nature that focus on overall student well-being, as indicated in the OECD report

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,680,789		2,707,362
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,680,789</b>		<b>2,707,362</b>
Classroom	14.894000	1,531,580	15.247000	1,567,879
Leadership	2.000000	251,471	2.000000	252,590
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	37,600
<b>TOTAL TEACHER</b>	<b>16.894001</b>	<b>1,843,051</b>	<b>17.247000</b>	<b>1,858,069</b>
<b>(% of Budget)</b>		<b>68.75%</b>		<b>68.63%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,586	.000000	15,586
Support	8.500000	501,930	9.000000	530,438
Support (Supply/OT)	.000000	32,732	.000000	32,732
Custodial	2.850000	187,200	2.850000	187,200
Custodial (Supply/OT)	.000000	12,000	.000000	12,000
<b>TOTAL NON-TEACHER</b>	<b>11.350000</b>	<b>749,448</b>	<b>11.850000</b>	<b>777,956</b>
<b>(% of Budget)</b>		<b>27.96%</b>		<b>28.73%</b>
<b>TOTAL STAFF</b>	<b>28.244001</b>	<b>2,592,499</b>	<b>29.097000</b>	<b>2,636,025</b>
<b>(% of Budget)</b>		<b>96.71%</b>		<b>97.37%</b>
SUPPLIES, EQUIPMENT AND SERVICES		57,455		39,737
INTERNAL SERVICES		30,835		31,600
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>88,290</b>		<b>71,337</b>
<b>(% of Budget)</b>		<b>3.29%</b>		<b>2.63%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,680,789</b>		<b>2,707,362</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0