

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	346.000	Custodial	2.500000	Salaries	\$3,072,624	95%
Weighted	496.440	Exempt	0.000000	Supplies, Equip., Services	\$144,808	05%
Regular	373	Support	11.286000			
		Teacher	<u>21.018000</u>			
Year Opened	1983	<b>Total</b>	<b>34.804000</b>	<b>Total</b>	<b>\$3,217,432</b>	<b>100%</b>

### School Philosophy

At Weinlos School, we believe in each other, we work hard to achieve our best and we are life-long learners. We believe that everyone that walks through our doors should be valued, loved, cared for and heard and it is with these beliefs that our school operates. Students, staff and family expectations and responsibilities stem from these beliefs. At Weinlos, students demonstrate engagement through academic pursuits, physical activity, overall wellness and self-awareness, discovery and character development. We believe the partnership of the school, home and community serves to engage students in lifelong learning and in the development of the child as a whole.

### Community Profile

Weinlos School is located in the Ridgewood neighbourhood of Mill Woods. Our school population reflects the unique nature of a multicultural community and multi-lingual backgrounds. Weinlos School is developing strong links between the school and community through interaction and collaboration with community stakeholders. Leaps and Bounds Learning Centre and Out of School Care, leases our gymnasium, offering before and afterschool care. There is an active School Council and Parent Society that provides direct support to classrooms, helping with school wide activities and special events. Partnerships with the University of Alberta, Grant MacEwan, the Foodbank, Edmonton Public Library, Walmart, Chapters, other local businesses and community neighbours provide our students with meaningful leadership opportunities, mentorship and life long learning experiences.

### Programs and Organization

Weinlos offers inclusive programming for students in Kindergarten through Grade 6. In addition we have two district sites; Opportunities and Behaviour and Learning Assistance programs for both Division One and Two. Teachers differentiate instruction to meet student's varying levels of ability and a variety of supports are offered to all students to assist in achieving the highest level of learning possible. Our students are organized into a variety of learning groups with both combined and straight grade classes. French as a Second Language is offered in grades 4, 5, and 6. Authentic student leadership opportunities are provided for all to enhance school culture and community and our safe and caring environment is enriched by integrating leadership, character development and emotional regulation strategies/trauma informed practices.

### School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, Edmonton Immigrant Services Association, Leaps and Bounds, Study Buddy

### 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 demonstrate growth in achievement in the areas of literacy and numeracy. All staff will engage in collaborative work and research based practices, designed to improve and enhance teaching and learning ensuring the needs of all learners are supported. A variety of triangulated data sources, both summative and formative will be used to measure and report growth. Assessments such as PATs, HLAT writing, Reading Achievement Reports, Fountas and Pinnell, Reading Screeners, MIPI and teacher professional judgment will assist in tailoring instruction to support success. Weinlos School staff will engage in collaborative work and professional learning targeted to support all students through a Schoolwide Literacy Framework.

#### Evidenced by:

- Introduced Reader Screeners and 5 Pillar Work
- School wide implementation of a reading mini-lesson resource
- Data showed overall school improvement across all 5 Pillars of Reading, especially in the targeted area of comprehension where most students made beyond a year's growth
- Targeted focus on word work and phonics
- 93% of teachers saw growth in the quality of book talk conversations and a deeper understanding of text
- 5 out of 6 grades saw a 10-20% increase in the number of students writing at grade level
- Grade 4, 5 and 6 teachers saw Improvement in Math facts over the year
- School wide weekly math challenge was implemented and shared via announcement slides
- 100% of staff contributed and implemented a Literacy Framework
- F& P Comprehension books were purchased for all grades
- Administration feedback and mentorship on implementing comprehension lessons was provided
- Four staff members attended the 5 Pillars Work to support the Readers Screeners
- Additional books, including resources supporting book clubs were purchased
- 100% of teachers completed two practice HLATS in preparation for the Division HLAT issued in the spring
- 52% of students are reading at or above grade level
- 61% of students are writing at grade level as measured by the HLAT

All staff will have ongoing opportunities to enhance their professional capacities and leadership skills through distributed leadership, inquiry based professional growth and a culture of collaboration with colleagues within the school, catchment and Division. Targeted themes for growth include: the development of a school wide Literacy Framework, numeracy supports, community engagement and student leadership, mental health and wellness. Measures will include the Accountability Pillar, surveys, staff and student participation in school wide events and engagement in professional development opportunities.

#### Evidenced by:

- Assistant Principal participated in the WP Wagner Catchment Emergent Leaders (steering committee) and Positional Leaders program
- 1 teacher participated in the WP Wagner Catchment Emerging Leaders and presented inquiry based study on math facts and improvement to catchment and school colleagues
- 1 designated FNMI teacher attended various PD and assisted in organizing school wide initiatives
- 100% of classes supported and raised money for United Way
- 11 Grade 6's participated in the AMA Patrol Program
- Staff shared goals and successes relative to committee work with colleagues which contributed to school culture and shared leadership
- Two classrooms organized and facilitated a school wide recycle program

- 100 % of staff participated and chose Leadership Communities of their choice in either Numeracy, Literacy, Mental Health/Wellness and Engagement
- 100% of staff took part in Reader Screener Training and 3 staff members shared 5 Pillar Professional Development
- Staff shared best practices at staff meetings around literacy, wellness and numeracy
- 2 IPT students supported from the U of A
- 20 staff completed the Jodi Carrington PD series focusing on supporting children, connection and mental health

Staff will increase the opportunity to enhance our rich and diverse school culture by engaging parents as partners and providing supports for the whole child. Strategies for public and parent engagement will include, but are not limited to, use of social media, School Zone, Google Classroom, monthly newsletters and council meetings. We will also host a variety of virtual parent events and activities providing further opportunities for our community to connect and support one another, students and the school. Participation in school activities, increased community partnerships, survey results, referrals and supports accessed will be measures used to determine our progress.

**Evidenced by:**

- The school participated in the U of A Academic Learning Support Program
- 100% of staff and students participated in the WP Wagner Catchment AP project “Be Well, Be Kind, Give Back” and raised over \$1000 for the Edmonton Food Bank
- The Literacy and Numeracy staff leadership committees shared tips and tricks at parent council meetings around best practices and strategies
- The Numeracy leadership committee organized a school wide family Numeracy night featuring Box Cars and One Eyed Jacks
- Staff reported a higher level of communication with parents (switching to online for isolation and during school wide transition to online)
- 100% of students shared messages of hope and thanks for the frontline workers at the Grey Nuns Hospital
- Grades 4, 5 and 6 students participated in the Blanket exercise
- Staff and students read a Land Acknowledgement daily on announcements and at the beginning of meetings
- Daily and weekly updates and posts on Weinlos Instagram or Facebook accounts increased parent awareness and involvement
- Core school for the Division Wellness coach allowed for various presentations, collaborative conversations amongst staff, small group supports for students targeting social and emotional wellbeing
- 100% participation from staff and students for Spirit Days
- Increased parent logins for schoolzone usage and support through posting regular support packs and messaging to support our online or distance learning students
- Parents and teachers were supported through the use of Intercultural Consultants bridging family, community and school
- There was an increase in parent and community participation for Read In Week using a virtual platform
- Staff and students participated in a variety of fundraising initiatives for both school and community programming
- Virtual parent teacher interviews were conducted to support parents
- Staff and students celebrated a variety of ethnic backgrounds and cultures; Asian History Month, Black History Month, Indigenous History Month, Pride Month

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

- Supporting staff with job expectation adjustments and barriers during the COVID 19 Pandemic
- Navigating a pandemic and the transition to in-person and/or online class make-up every 10 weeks
- Pivoting from in school learning to online learning, supporting staff, students and families throughout the school year
- Providing targeted supports to students both online and in-person while maintaining cohorts and technical challenges
- Ensuring equitable supports for our online families
- Supporting the mental health challenges faced and experienced by staff, students and families
- Attendance and the disengagement around learning

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

- Supporting staff, students and families with COVID 19 Protocols and expectations while fostering growth and success for every student
- Recognizing, planning and reorganizing learning groups to ensure intentional and targeted interventions take place to support learning gaps students may be facing due to the effects of living in a pandemic and pivoting from online to in-person learning

- Maintaining relationships with students and families who are online
- Ensuring mental health supports are available and accessible for families, students and staff
- Providing accessible and timely support for families needing help with basic needs such as healthy lunches, food for the home, clothing and financial aid

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Weinlos School (7265)



Assurance Domain	Measure	Weinlos School (7265)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	90.2	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	87.6	88.9	86.6	Very High	Maintained	Excellent
	<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	59.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	12.1	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>	93.5	95.9	93.8	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.3	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	91.4	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	80.5	88.0	90.9	High	Declined	Acceptable

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, all students will demonstrate growth in achievement in the areas of literacy and numeracy. Weinlos staff will continue to engage in catchment collaborative work, developing effective teaching practices, grade level team meetings, modelling, mentoring and professional development for all staff. Our goal is to increase the overall percentage of all students improving their literacy and numeracy skills by one or more years of growth as measured by a range of triangulated data sources such as, summative and formative teacher designed assessments, Reader Screeners, and district and provincial assessments and surveys. Weinlos School staff will engage in collaborative work and professional learning targeted to support all students through a Schoolwide Literacy and Numeracy Framework.**

Priority 1

**All staff will contribute to a welcoming, high quality learning and working environment and have ongoing opportunities to enhance their professional capacities and leadership skills through distributed leadership. This will be achieved through inquiry-based professional growth and a culture of collaboration with colleagues within the school, catchment and Division. Staff will have access to Communities of Practice within the Wagner Catchment, be provided grade team collaboration time, and support staff collaborative team development. We will also purposefully target culture building and mental health support for staff to contribute to creating a welcoming school environment. Targeted themes for growth include: ensuring the highest level of learning for all students and staff, student leadership, mental health and wellness. Measures will include the Division and Provincial surveys, staff and student participation in school-wide events and engagement in professional development opportunities.**

Priority 2

**Staff will work to build relationships, maintain a sense of community, and support the well-being of staff, students and families. Strategies for addressing this goal include providing opportunities for parents and families to participate in school wide events, including a variety of virtual events which will further create opportunities for our community to connect and support one another. We will continue to promote and invite parent participation on our School Council and Fundraising Society, use a range of communication methods and continue to establish external partnerships that enhance and promote public education.**

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,092,567		3,217,432
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,092,567</b>		<b>3,217,432</b>
Classroom	18.000000	1,850,976	19.018000	1,955,659
Leadership	2.000000	251,020	2.000000	254,878
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	50,000	.000000	24,555
<b>TOTAL TEACHER</b>	<b>20.000000</b>	<b>2,151,996</b>	<b>21.018000</b>	<b>2,235,092</b>
<b>(% of Budget)</b>		<b>69.59%</b>		<b>69.47%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,171	.000000	31,171
Support	11.300000	627,211	11.286000	625,495
Support (Supply/OT)	.000000	31,000	.000000	14,000
Custodial	2.500000	160,367	2.500000	160,367
Custodial (Supply/OT)	.000000	10,500	.000000	6,500
<b>TOTAL NON-TEACHER</b>	<b>13.800000</b>	<b>860,249</b>	<b>13.786000</b>	<b>837,533</b>
<b>(% of Budget)</b>		<b>27.82%</b>		<b>26.03%</b>
<b>TOTAL STAFF</b>	<b>33.800000</b>	<b>3,012,245</b>	<b>34.804000</b>	<b>3,072,625</b>
<b>(% of Budget)</b>		<b>97.4%</b>		<b>95.5%</b>
SUPPLIES, EQUIPMENT AND SERVICES		26,633		90,945
INTERNAL SERVICES		53,690		53,863
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>80,323</b>		<b>144,808</b>
<b>(% of Budget)</b>		<b>2.6%</b>		<b>4.5%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,092,568</b>		<b>3,217,433</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0