



| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------------|-----------|----------------------------|-------------------|---------|
| Normalized | 328.000 | Custodial | 1.875000 | Salaries | \$2,759,539 | 95.67% |
| Weighted | 417.124 | Exempt | 0.000000 | Supplies, Equip., Services | \$124,915 | 04.33% |
| Regular | 328 | Support | 8.590000 | | | |
| | | Teacher | 17.896000 | | | |
| Year Opened | 1959 | Total 28.361000 | | | Total \$2,884,454 | 100.00% |

School Philosophy

At Belvedere we believe our greatest gift is the diversity of our students and community.

- We celebrate our students by creating a welcoming, caring, respectful and safe learning environment that fosters a sense of belonging for all students, where every child can flourish and feel proud of themselves.
- We value and embrace classrooms which are diverse in worldview, culture, language and interests.
- We are committed to our Division mission of high quality public education, serving the community and empowering each student to live a life of dignity, fulfillment, empathy and possibility.
- We encourage our students to believe that they are capable of growing academically, socially and emotionally, that all children can experience success. We help students see mistakes not as failures, but as an essential part of the learning process, cultivating a growth mindset.
- Our learning environment is grounded in a culture of collaboration. We are all leaders who work collaboratively to build confident and resilient learners.
- We take collective responsibility to provide high quality learning experiences, ensuring students receive the support they need to be successful.
- Our parent community is vital in the success of all our students. We strive to build strong and supportive relationships between staff, students and families, knowing this is key in determining the level of success achieved by our students.

We live and support our Division’s vision of *Enhancing Pathways for Student Success*.

Community Profile

Belvedere School is located in northeast Edmonton. Our school community is made up of students and their families from the neighbourhoods of Belvedere, North McConachie and Cy Becker. We are a high social vulnerability school community with a diverse student population. We address complex teaching and learning challenges through the consistent use of researched-based, universal literacy and numeracy practices, and by implementing interventions for students when they require additional time and support with their learning. We work with our community partners to connect students and families with supports outside of school. The parent community supports students through volunteerism and fundraising to provide additional opportunities for students inside and outside the classroom, and to ensure students have access to additional resources.

Programs and Organization

At Belvedere, we program for students from Kindergarten to Grade 6 in an inclusive setting. Our Kindergarten students attend full days to help ensure that they are prepared for successful learning in Grade 1. We offer a Connections class for Grades 3, 4 and 5 students. We implement systems of intervention and utilize universal strategies with our students to meet their learner needs, enabling them to receive the differentiation and support they require to be successful.

Our school theme this year will focus on **Cultivating a Culture and Community of... Literacy, Numeracy, Diversity, Inclusion, Resilience and Growth Mindset**. We encourage our students and staff to “be and stay curious” with their learning, where challenges and mistakes are seen as opportunities. This year we will continue to move our work forward around being a school that “listens to learn”, build on our Indigenous learning (13 Moons & Seven Sacred Teachings), and honour and celebrate communities of people.

Students will be provided with opportunities and experiences to have student voice, and develop leadership skills that allow them to foster growth in themselves, contribute to the community and be excellent citizens. Together we all belong at Belvedere, fostering a belief that we are all connected, showing respect and kindness to one another.

School Community Relationships

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

Belvedere Community League, Catholic Social Services, City of Edmonton, E4C, Edmonton Mennonite Centre for Newcomers, Edmonton North Primary Care Network, KARA Family Resource Centre, Mosaic Centre-Mustard Seed, Sinkunia, Start2Finish, The Family Centre

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 will demonstrate increased achievement and growth, at the expected grade level, in the areas of literacy and numeracy through universal strategies, student support, and team collaboration.

We will do this by:

- Consistently using research-based literacy and math practices and resources recommended in the Equity Achievement Project years one to three
- Engaging with collaborative teams on a regular basis to consider and implement consistent, research-based, high-impact instructional practices in classrooms, focusing on literacy and numeracy skills
- Continuing to develop triangulated assessment strategies that recognize and support the diverse learning needs of all students
- Reducing barriers and providing additional support to students in a timely and effective way, focusing on literacy and numeracy skills
- Collecting and responding to data and anecdotal evidence to improve student learning and teaching practices
- Being willing to reflect upon and rethink our teaching approaches in an effort to meet the diverse learning needs of our students
- Continuing to create collaborative time with colleagues within Catchment CoP and Division projects to reflect on progress and goals, and share plans and strategies

Results Achieved:

Our data is indicating opportunities to support student growth in literacy and numeracy at all grade levels.

- Achieved 48.4% of grades 1 to 6 students reading at or above grade level based on reading achievement level results, which is a slight increase from 2022-2023. We saw an increase in reading level achievement, compared to 2022-2023, in grades 2, 3 & 4. We saw a decrease in reading level achievement, compared to 2022-2023, in grades 5 & 6. Grade 1 reading level achievement, compared to 2022-2023, remained the same.
- Achieved 39.4% of grades 1 to 6 students writing at or above grade level based on HLAT assessment results, which is a slight increase from 2022-2023. We saw an increase in writing levels, compared to 2022-2023, in grades 1, 3 & 6. We saw a decrease in writing levels, compared to 2022-2023, in grades 2 & 4. Grade 5 writing levels, compared to 2022-2023, remained the same.
- In reading, CAT4 data indicated a 5.7% growth between fall 2023 and spring 2024 assessments. We saw an increase in CAT4 reading data between fall 2023 and spring 2024 at all grade levels (4, 5, & 6) who completed this assessment.
- In total math, CAT4 data indicated a 3.6% growth between fall 2023 and spring 2024 assessments. We saw an increase in CAT4 total math data between fall 2023 and spring 2024 in grades 4 and 6, and a decrease in grade 5.
- In both reading and total math, CAT4 data indicated an 11% and 14 % decrease (respectively) between the spring 2023 (previous school year) and fall 2023 (next school year)
- Over 50% of students in grades 4, 5 & 6 achieved proficient or exemplary in English Language Arts & Literature based on teacher awarded marks
- Less than 50% of students in grades 1, 2 and 3 achieved proficient or exemplary in English Language Arts & Literature based on teacher awarded marks
- All grade levels, except grade 2 & 4, over 50% of students achieved proficient or exemplary in Mathematics based on teacher awarded marks
- Kindergarten EYE-TA results indicated that kindergarten students improved in all categories from fall 2023 to spring 2024
- Achieved 83.2% for the Student Learning & Engagement measure on the Assurance Survey, which was maintained from 2022-2023
- Achieved 85.1% for the Education Quality measure on the Assurance Survey, which was maintained from 2022-2023
- Student Division Feedback Survey:
 - 78% agreed or strongly agreed that they think they are getting better in math
 - 84% agreed or strongly agreed that they think they are getting better in reading
 - 89% agreed or strongly agreed that they think they are getting better in writing
- Staff Division Feedback Survey:
 - 100% agreed or strongly agreed that they have the knowledge/skills to support students in their literacy and numeracy learning
- Family Division Feedback Survey:
 - 87% agreed or strongly agreed that the information they receive tells them about their child's growth in reading
 - 91% agreed or strongly agreed that the information they receive tells them about their child's growth in writing
 - 85% agreed or strongly agreed that the information they receive tells them about their child's growth in math
- There was a consistent use of EAP literacy strategies and routines around our "enhancing writing instruction" focus such as, pre/post writing, use of a writing continuum support document and student conferencing about their writing
- There was consistent use of EAP numeracy strategies & routines around our "math models" focus such as, choral counting
- Students increased their awareness of who they are as readers, writers & mathematicians (completed self IDs in fall & spring), and were able to identify themselves as

- such - school data tracker indicated that some of our non-readers became readers
- Teachers were better able to identify areas of need for individual students, and worked closely with our SLS team to build their capacity and strategies to support student learner needs
- Grade level teams collaborated throughout the school year to identify at-risk learners, and plan & implement consistent differentiation & assessment strategies and student supports & interventions
- Division teams were given intentional collaboration time during the school year to look at curriculum, including selecting and using relevant resources
- Teachers were able to share and gain "best" strategies through gallery walks, providing time and space for teachers to get into each other's classrooms for embedded PL

By June 2024, students and staff will demonstrate a greater sense of belonging, and we will see an improvement in equity, inclusion, and respect for diversity.

We will do this by:

- Protecting the rights of all students, regardless of culture, language, religion, sexual orientation, gender identity or disability, to be educated in a safe, welcoming and affirming environment
- Intentionally engaging with families to collectively create positive learning environments for our students
- Continuing to identify racial inequities that may be hindering our students, and gain further understanding to provide culturally responsive strategies to support students who may be facing these barriers
- Supporting and enhancing the educational experiences and achievements of First Nations, Metis, and Inuit students
- Working with students, staff, families, and community members to create and maintain educational equity and develop educational citizenship within our school
- Continuing to engage in professional learning and receive support that allows all staff to grow in their ability to advance actions towards anti-racism and reconciliation
- Using resources, materials, and literature in our school and classrooms that reflects the diversity of our students
- Engaging in Catchment professional learning and collaboration focused on creating Schools that Listen

Results Achieved:

Our school is rich in diversity, and based on formal & informal data, we have opportunities to support & enhance school experiences, and staff capacity, to create a greater sense of belonging for students.

- Assurance Survey Measures:**
 - Welcoming, Caring, Safe, Respectful and Safe Learning Environments measure from 2022-2023 to 2023-2024 were maintained, with a 3% to 4% increase in our results
 - Improved in the Citizenship measure, with a 7% to 8% increase in our results
 - Improved in the Access to Supports measure, with a 4% increase in our results
- Student Division Feedback Survey:**
 - 59% agreed or strongly agreed that they belong at school
 - 60% agreed or strongly agreed that diverse cultures are represented in books/materials
 - 53% agreed or strongly agreed that they can see their identity/culture in class materials
 - 71% agreed or strongly agreed that their school takes action in support of Truth & Reconciliation
 - 81% agreed that they are aware of the work their school is doing to support anti-racism and belonging
 - 81% agreed or strongly agreed that they have opportunities to be involved in activities that support belonging
 - 72% agreed or strongly agreed that they feel safe going to an adult if something racist or discriminatory happens
- Staff Division Feedback Survey:**
 - 95% agreed or strongly agreed that their school is a place where students feel like they belong
 - 87% agreed or strongly agreed that many diverse cultures are represented in the books/materials at their school
 - 100% agreed or strongly agreed that their school takes steps to support a sense of belonging and inclusion for everyone
- Family Division Feedback Survey:**
 - 81% agreed or strongly agreed that their child feels like they belong at school
 - 87% agreed or strongly agreed that diverse cultures are represented in school events, activities & environment
 - 57% agreed or strongly agreed that the school keeps them informed of steps towards anti-racism and belonging
 - 69% agreed or strongly agreed that the school keeps them informed of steps towards Truth & Reconciliation
- Youth Resilience Survey (grade 4 to 6):**
 - Connection to teachers: 56.4% of students are high or above average
 - Student connectedness: 54.1% of students are high or above average
 - Culture of equity: 50% of students are high or above average
- School-Based Survey (qualitative results):**
 - Parents cherish that Belvedere is a close community, that it is welcoming, friendly, inclusive & diversified, and that staff are involved & supportive
 - Students cherish that staff are kind, supportive, and keep them safe
- Staff indicated that we have a growing number of resources to use to support this work, such as, reading books with diverse characters and backgrounds, and using visuals that reflect the students, so that they see themselves in our building
- Our weekly announcements were diverse and informative, and reflective of the 2023-2024 Division Multifaith Calendar, and cultural celebrations

- Intentionally planned & facilitated of multicultural activities, Traditional Games Day, a multicultural spring concert, and a school theme around a sense of belonging (we all fit in at Belvedere)
- Most teachers openly inquired into and discussed anti-racism and reconciliation, and facilitated activities around this in their classrooms
- A staff team participated in Schools that Listen PL, including taking students to a summit - this PL was brought back and introduced to the entire staff
- Staff consistently led sharing circles with students to discuss topics of belonging, diversity, equity & inclusion, and listened to and gathered student voice
- Throughout the school year, staff facilitated learning around the Seven Sacred Teachings through classroom activities, assemblies, bulletin boards, student recognition certificates, and the school monthly newsletter
- Diversity consultants led PL sessions with staff around Indigenous & diversity learning
- Indigenous liaisons (catchment Kookum), knowledge keepers and elders were utilized for student & staff activities to gain more knowledge and understanding around Truth & Reconciliation (Tipi teachings, sacred land walk, feather teachings, Metis dot art, smudging)
- Staff participated in MEL catchment PL and collaboration around anti-racism and equity, which included speaker sessions and exploring the Division's anti-racism resources

What were the biggest challenges encountered in 2023-2024?

GOAL #1 (PRIORITY #1)

- Maintaining the organizational memory and momentum around our EAP work - meeting teachers where they are at in their learning and teaching journey with EAP - challenge with having enough time for PL and the lead teacher pushing into classrooms to continue to build teacher capacity in literacy & math strategies - challenge with teachers having the time to process, plan & implement, and practice these strategies with their students to establish this as a consistent practice in their classrooms and school-wide.
- Embedding more time and support for teachers to learn, collaborate and build their capacity around literacy and math strategies, resources, and programming to meet the diverse and complex needs of students.
- Embedding more time and support for teachers to understand and implement the new curriculum and its resources, and develop lessons and assessments.
- Continuing to work with and support staff in addressing the growing complexities of their students' needs, and adjusting to increasing expectations around programming.
- Engaging and getting input from our parents & families around their child's learning, supporting this learning at home, and growing their connectedness to our school community - Parental Involvement on the Assurance Survey declined on the 2023-2024 results (area of concern) - parents provided feedback (on DFS) for more communication from teachers about what their child is learning in the classroom.

GOAL #2 (PRIORITY #2)

- Continuing to increase our understanding and support of anti-racism and reconciliation in order to consistently embed this knowledge and intentionally implement this work in our school and classrooms.
- More availability of resources for: anti-racism, Indigenous, and diversity learning.
- Keeping up with and the availability of time to participate in adequate professional learning around anti-racism, reconciliation, equity, and diversity.
- Finding ways to continue to support and meet the mental health and well-being of students, staff and families, as social & economic complexities increase.
- Engaging and getting input from our parents & families around their child's learning, supporting this learning at home and growing their connectedness to our school community - Parental Involvement on the Assurance Survey declined on the 2023-2024 results (area of concern).
- Collective accountability of all staff, students and families around creating a welcoming, caring, safe & respectful learning environment where all feel like they belong.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

GOAL #1 (PRIORITY #1)

- Moving into year 4 of our EAP work, we will continue to provide further PL, resources and support for staff around our literacy focus (enhancing writing instruction) in order to build teacher instructional capacities - we will assess our progress using student quantitative and qualitative data, and teacher feedback.
- Further planning and conversations with staff about moving our work forward in year 4 of EAP - continuing to build teacher capacity, with more teachers intentionally using literacy and mathematics resources & strategies in their classrooms and school-wide.
- Creation of a Priority #1 design team - this team, along with the principal and AP, will plan and meet regularly to decide how to move the work forward around this priority - how it will look in our building to meet the current reality and needs of our students - this team will assist with the planning and facilitation of this work in the school with staff and students.
- Implementing a school theme around *Cultivating a Culture and Community of... Literacy & Numeracy*.
- Building in more purposeful collaborative time and PL (at the school & catchment level) around high impact instructional & assessment practices, new curriculum planning and strategies to support students (embedded school PL & Division PL/consultants).
- Planning & implementation of daily student interventions where teachers respond to student data and identify the targeted learning support required for students.
- Engaging parents in our work around literacy and numeracy in order to improve their involvement in their child's learning journey and growth.

GOAL #2 (PRIORITY #2)

- Embedding more PL, resources and support from our catchment and Division around anti-racism, reconciliation, equity, diversity & inclusion, and mental health &

- well-being.
- Intentionally focusing on improving our understanding and implementation of our anti-racism (schools that listen/listen to learn) and reconciliation work (Indigenous learning) in our school and classrooms, with a focus on student voice.
 - Creation of a Priority #2 design team - this team, along with the principal and AP, will plan and meet regularly to decide how to move the work forward around this priority - how it will look in our building to meet the current reality and needs of our students - this team will assist with the planning and facilitation of this work in the school with staff and students.
 - Implementing a school theme around *Cultivating a Culture and Community of... Diversity, Inclusion, Resilience & Growth Mindset* - celebrating and honoring communities of people.
 - Building in more purposeful collaborative time and PL (at the school & catchment level) around anti-racism, reconciliation, equity, diversity and inclusion (embedded school PL & Division PL/consultants).
 - Engaging parents in our work around anti-racism, reconciliation and mental health through SchoolZone, monthly newsletters, family letters, assemblies, school council, volunteering, etc.
 - Being intentional around supporting and connecting families to our school community in order to increase parent involvement.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7109 Belvedere School

| Assurance Domain | Measure | Belvedere 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 | 83.2 | 82.7 | 83.2 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 73.9 | 66.5 | 65.8 | 79.4 | 80.3 | 80.9 | Intermediate | Improved | Good |
| | 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 | 38.2 | 63.6 | 63.6 | 68.5 | 66.2 | 66.2 | Very Low | Declined Significantly | Concern |
| | PAT6: Excellence | 5.9 | 3.0 | 3.0 | 19.8 | 18.0 | 18.0 | Very Low | Maintained | Concern |
| | 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 | 85.1 | 86.0 | 82.7 | 87.6 | 88.1 | 88.6 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 78.5 | 74.9 | 74.1 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 75.2 | 71.0 | 69.0 | 79.9 | 80.6 | 81.1 | n/a | Improved | n/a |
| Governance | Parental Involvement | 59.5 | 79.2 | 74.9 | 79.5 | 79.1 | 78.9 | 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. 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

By June 2025, students will demonstrate growth in their literacy and math abilities and skills, at their programmed grade level, through universal strategies, student support and interventions, and team collaboration, as measured by Division, Provincial and school assessment data, and the Division Feedback Survey and Alberta Education Assurance Measures.

We will do this by:

- Consistently using researched-based literacy and math practices recommended in the Equity Achievement Project
- Engaging staff in evidence-based literacy and math professional learning to build knowledge and confidence when working with students
- Regularly collaborating in teams to consider and implement consistent, evidence-based, high-impact instructional practices in classrooms, focusing on literacy and math competencies and skills
- Continuing to develop triangulated assessment strategies that recognize and support the diverse learning needs of all students
- Collecting and responding to data, both quantitative and qualitative, to improve student learning and intervention strategies, and teaching practice
- Providing additional support and interventions to students in a timely and effective way, focusing on literacy and math skills
- Rethinking our teaching approaches in an effort to meet the diverse learning needs of our students, including our English as an Additional Language, First Nations, Métis, and Inuit, and special needs students

What data will you use to track continuous improvement?

Success will be measured by Division & school based triangulated evidence: CAT4, Provincial Screeners (RAN, PAST, CC3, LeNS, Numeracy), HLATs, PATs, Assurance Measures (Student Growth & Achievement: Engagement, Teaching & Learning: Education Quality), Division Feedback Survey (Priority 1), student data tracker, reading levels, intervention progress, teacher observations, team inquiry-based PGPs.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support improved actions towards equity, inclusion, a respect for diversity and a sense of belonging, as measured by the Division Feedback Survey, Alberta Education Assurance Measures, Youth Resilience Survey, and school data.

We will do this by:

- Continuing to identify the inequities and disparities that may be hindering our students, and find ways to support students who may be facing these barriers
- Protecting the rights of all students, staff and families, regardless of race, religion, culture, sexual orientation, gender identity or disability, to be educated in a welcoming, safe and affirming environment
- Cultivating a culture that celebrates diverse communities of people
- Supporting and enhancing the educational experiences and achievements of First Nations, Métis, and Inuit students
- Working with students, staff, families and community members to create and sustain educational equity within our classrooms and school
- Continuing to engage in professional learning and receive support that allows all staff to grow in their ability to advance actions towards anti-racism and reconciliation
- Researching and using resources and literature in our school and classrooms that reflects the diversity of our students
- Engaging in catchment professional learning and collaboration focused on creating schools that Listen to Learn
- Engaging in Division professional learning and collaboration focused on creating Schools that Listen

What data will you use to track continuous improvement?

Success will be measured by Division & school based triangulated evidence: Assurance Measures (Welcoming, Caring, Respectful & Safe Learning Environments, Citizenship, Belonging, Student-Staff Relationships), Division Feedback Survey (Priority 2), student, staff & family school surveys, Youth Resiliency Survey (Culture of Equity), staff observations, attendance data, team inquiry-based PGPs.

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | | 2,692,696 | | 2,884,454 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 2,692,696 | | 2,884,454 |
| Classroom | 15.500000 | 1,675,132 | 15.896000 | 1,717,928 |
| Leadership | 2.000000 | 264,750 | 2.000000 | 265,554 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 45,000 | .000000 | 50,000 |
| TOTAL TEACHER | 17.500000 | 1,984,882 | 17.896000 | 2,033,482 |
| (% of Budget) | | 73.71% | | 70.5% |
| Exempt | .000000 | 0 | .000000 | 0 |
| Exempt (Hourly/OT) | .000000 | 24,000 | .000000 | 24,000 |
| Support | 7.000000 | 437,300 | 8.590000 | 533,337 |
| Support (Supply/OT) | .000000 | 13,500 | .000000 | 12,215 |
| Custodial | 1.875000 | 144,005 | 1.875000 | 144,005 |
| Custodial (Supply/OT) | .000000 | 10,500 | .000000 | 12,500 |
| TOTAL NON-TEACHER | 8.875000 | 629,305 | 10.465000 | 726,057 |
| (% of Budget) | | 23.37% | | 25.17% |
| TOTAL STAFF | 26.375000 | 2,614,187 | 28.361000 | 2,759,539 |
| (% of Budget) | | 97.08% | | 95.67% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 40,509 | | 76,085 |
| INTERNAL SERVICES | | 38,000 | | 48,830 |
| OTHER INTEREST AND CHARGES | | 0 | | 0 |
| TOTAL SES | | 78,509 | | 124,915 |
| (% of Budget) | | 2.92% | | 4.33% |
| TOTAL AMOUNT BUDGETED | | 2,692,696 | | 2,884,454 |