

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	263.000	Custodial	1.875000	Salaries	\$2,489,481	96.57%
Weighted	351.748	Exempt	0.000000	Supplies, Equip., Services	\$88,499	03.43%
Regular	263	Support	6.800000			
		Teacher	<u>16.454000</u>			
Year Opened	1959	<b>Total</b>	<b>25.129000</b>	<b>Total</b>	<b>\$2,577,980</b>	100.00%

### School Philosophy

At Belvedere, we are confident and resilient learners. We are all leaders who work collaboratively to build strong communities filled with HOPE. We work towards this vision by teaching, modeling and practicing the attributes of HOPE - **H**elping Others, taking **O**wnership, **P**ersevering and showing **E**mpathy - in all of the work we do. At Belvedere, we take collective responsibility for all of our students. We cultivate learning environments that celebrate the strengths of individual students, build a sense of belonging and inclusivity, and ensure that students receive the support they need to be successful. We have high expectations for our students with both academic and social skills. At the core of all of our work are strong relationships between staff, students, families, and the community. We know that learning is a journey for our students, and we encourage students to have a growth mindset. We live and support our Division's vision of *Enhancing Pathways for Student Success*.

### Community Profile

Belvedere School is located in northeast Edmonton. Our multicultural community is made up of students and their families from the neighborhoods of Belvedere, North McConachie and Cy Becker. Challenges for the community include high social vulnerability and a high English As Another Language (EAL) population. We address our 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 also work with our community partners to connect students and families with supports outside of school. The parent community supports students through 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 2, 3, and 4 students. We have systems of support and universal strategies for students that are struggling with their learning, enabling them to receive the extra support they require to be successful. Our school theme this year will focus on inclusivity, connectedness, and community. Our character education program will continue to be based on a community of HOPE, while introducing the Seven Sacred Teachings, which are built on a belief that we are all connected and respectful to one another. This will provide all students with an opportunity to develop leadership skills that will allow them to foster growth in themselves, contribute to the community, and be excellent citizens. Together we all belong at Belvedere.

### 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 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 SMART goals that were established for 2022-2023, 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).

We will achieve a target 60% of students in grades 1-6 achieving expected grade level of achievement in Reading and Mathematics, as measured by Division and school based measures (CAT, Fountas and Pinnell Benchmark Assessment, school tracking document, teacher assessment and marks) by June 2023. We will do this by:

- Consistently using the best practices outlined in the Equity Achievement Project year two
- Supporting differentiation practices by using the Pyramid of Intervention templates in every classroom, reviewed collaboratively and supported by our SLS team
- Using research based resources such as First Steps in Math, and Literacy practices recommended in The Equity Achievement Project
- Continuing to create collaborative time with colleagues within the school and catchment and Division projects to review progress, targets and share plans and strategies
- Continue to collaborate within our catchment to use best practices in assessment

### Results Achieved:

- Achieved 46.7 % of grades 1 to 6 students reading at or above grade level based on reading achievement level results, which is a slight decrease from 2021-2022
- Achieved 36.9 % of grades 1 to 6 students writing at or above grade level based on HLAT assessment results, which is a slight decrease from 2021-2022
- In reading, CAT4 data indicated a 7.3% growth, at a stanine of 4 and above, between fall 2022 and spring 2023 assessments
- In mathematics, CAT4 data indicated a 14.4% growth, at a stanine of 4 and above, between fall 2022 and spring 2023 assessments, especially in the area of computation
- In reading and mathematics, CAT4 data indicated 3% to 4% growth, and retention of this growth, at a stanine of 4 and above, between the spring 2022 (previous school year) and fall 2022 (next school year)
- 60.6% of grade 6 students achieved an acceptable or excellence standard on the Mathematics PAT exam, which is lower than the Division and Province, but a significant improvement to our 2022 PAT results
- Teacher practice was supported by involvement in the Equity Achievement Project, which included lead teachers facilitating PL during staff meetings, and mentoring and supporting teachers during EAP release time
- There was a consistent use of EAP literacy practices in classrooms throughout the school year such as, guided reading, phonics, independent/partner/small group reading, daily 5, read-alouds, sight words, use of engaging texts, and word games
- We saw growth in students love for reading as indicated by student survey results and teacher observations
- Teachers continued to participate in a MEL catchment writing project, which included professional learning that focused on giving feedback to students in order to improve their writing, and a half-day PD session/collaboration on feedback and preparation for the spring HLAT
- There was high student engagement in daily math, and use of math talks, activities, games, and math practice in classrooms
- Teachers continued their learning and building their confidence level with First Steps in Math, as it was not yet used consistently in classrooms
- Teachers were better able to identify areas of need for individual students, and worked closely with our SLS team (within classrooms and at monthly meetings) in order to build their capacity and strategies to support student learner needs
- All students were tracked using the school data tracker, with Learning Loss data included, which indicated consistent use of assessment and evaluation practices across grade levels
- Our Learning Loss students showed gradual growth, but were not yet at grade level for reading and writing
- Staff celebrated students' successes in learning, no matter how small, in order to enable them as partners in their learning
- Collaborative meetings with MEL catchment colleagues and some early Thursday times allotted to school collaborative teams

By June 2023, the majority of staff satisfaction will be in the top 2 boxes that the professional learning and supports they have received has contributed significantly to their ongoing ability to advance actions towards anti-racism and reconciliation. We will do this by:

- Continuing to engage in catchment professional learning targeted towards anti-racism and equity
- Continuing to build awareness and respect for a variety of cultures through weekly information for students and staff in our digital announcements
- Using and reflecting on literature in school and classroom libraries that reflect our students
- Supporting the collection of more expansive data for the Division

### Results Achieved:

- In the Assurance survey we maintained in the Welcoming, Caring, Safe, Respectful and Safe Learning Environments measure from 2021-2022 to 2022-2023
- In the Staff Division Feedback survey:

- 82% indicated that our school is a place where students feel they belong
- 72% indicated that many diverse cultures are represented in the books & materials at our school
- 82% indicated that our school takes steps to support a sense of belonging and inclusion for everyone
- 54% indicated the staff at our school reflect the diversity of the students we teach
- Staff indicated that we have a growing number of resources to use to support this work, such as, teachers choosing read-alouds with diverse characters and backgrounds, and using visuals that reflect the students, so that they see themselves in our building
- Our digital weekly announcements were diverse and informative, and reflective of the 2022-2023 Division Multifaith Calendar
- Staff reflections indicated that we made a good start to bringing in professional learning to better understand other cultures and bias
- Staff feedback indicated a need for more direction about how anti-racism work will look in our school and classrooms
- Some teachers openly inquired into and discussed anti-racism and reconciliation activities in their classrooms
- 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
- Staff surveys indicated that this MEL catchment PL and collaboration helped them better support the students they work with and be better prepared to engage in anti-racism work

By June 2023 we will assess the success of our participation in the R2 Resilience Program by asking for student and staff feedback. We will support the program by:

- Attending staff training and support implementation of the R2 Resilience Program
- Plan specifically for both class specific and whole school activities reflecting the teaching of rugged qualities
- Discuss and monitor school programs that support resourced qualities ie: LEADS, leadership opportunities, supporting staff in relationship building and skill building for students in managing expectations and unsolved problems

#### Results Achieved:

- In August 2022, our assistant principal and a lead teacher attended the R2 Resilience training workshop with Dr. Ungar
- These resilience leads put together two slideshow presentations and activities throughout the school year that teachers could use with their classes around the rugged qualities
- In the Assurance survey we maintained in the Student Learning & Engagement measure, with the Citizenship measure coming up as low achievement and an issue area
- In the Student Division Feedback survey:
  - 78% indicated that school helps them to develop skills that support their wellness
  - 78% indicated that school helps them when things are hard
  - 84% indicated that they have at least one adult to go to for help
  - 64% indicated that adults in the school care about them
- In the Staff Division Feedback survey:
  - 90% indicated that they felt confident helping students build their skills that support their wellness
  - 70% indicated that there are community services to support the mental health needs of our students
- In the Youth Resilience survey: (completed by students in grades 4 to 6)
  - 51% indicated a high or above average overall engagement
  - 44% indicated a high or above average overall resilience
- Staff reflections indicated that there was low teacher engagement in R2 program due to limited understanding of the program theory and how to implement it in the classroom
- Some staff participated in professional learning around mental health literacy
- Students participated in school programs such as AMA patrols, recess LEADs, clubs, concerts, breakfast program (e4c), and running & reading club
- Staff focused on keeping a positive attitude and open mind when it came to their role and in supporting students
- Staff felt that overall there was a sense of belonging at Belvedere

#### What were the biggest challenges encountered in 2022-2023?

- Maintaining the organizational memory around our EAP work. There are only a few teachers who have been present in this work for both year 1 & 2 (and moving into year 3), thus teachers new to Belvedere and EAP need to learn and familiarize themselves with this work and PL
- Embedding more time and support for teachers to learn, collaborate, and build their capacity around literacy and math strategies, resources, and programming
- Embedding more time and support for teachers to understand and implement the new curriculum and its resources, and develop assessments
- Continuing to increase our understanding and support of anti-racism and reconciliation in order to embed this knowledge and implement this work in our school and classrooms
- More availability of resources for: literacy, numeracy, resiliency, anti-racism, First Nations, Metis & Inuit, diverse cultures
- Gaining clarity around the R2 Resilience program and how it can be used school-wide and in classrooms, thus the need for more direction and support regarding the implementation of this resilience program
- Finding ways to continue to meet the mental health and well-being of students, staff, and families
- Continuing to work with and support staff in addressing the growing complexities of their students' needs, and adjusting to increasing expectations around programming

and assessment

- Continuing to engage and get input from our parents & families around their child's learning, and grow their connectedness to our school community

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

- Continuing into year 3 of our EAP work, we will provide further support for staff and students, and assess our progress
- Further planning and conversations with staff about moving our work forward in year 3 of EAP - continuing to build teacher capacity, with more teachers intentionally using literacy and mathematics resources & strategies
- Building in more purposeful collaborative time and PL around high impact instructional & assessment practices, new curriculum planning, and strategies to support students
- Embedding more PL, resources and support from our Catchment and Division around new curriculum, equity, diversity & inclusion, and mental health & well-being
- Intentionally focusing on improving our understanding and implementation of our anti-racism (schools that listen) and reconciliation work (sacred teachings) in our school and classrooms
- Planting seeds for our R2 resilience work - connecting this to our sacred teachings - start to build understanding around this program and what it could look like in our school next year (2024-2025)
- Continuing to support families and creating connections to our school community
- Engaging parents in our work around literacy, numeracy, anti-racism, reconciliation, and mental health through SchoolZone, newsletters, assemblies, parent society, volunteering, etc.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	82.7	83.8	83.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	66.5	65.2	68.2	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	63.6	37*	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	3.0	0*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.0	79.4	83.2	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.9	73.2	73.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	71.0	67.1	67.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.2	70.5	63.4	79.1	78.8	80.3	High	Improved	Good

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

### 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, five reflective questions have been included in the Budget 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 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

#### What data will you use to track continuous improvement?

Success will be measured by Division and school based triangulated evidence: CAT4, Provincial screening assessments (CC3, LeNS, numeracy), HLATs, PATs, EYE-TA, Assurance Survey (Education Quality), school-wide data tracking document, BAS, teacher observations, assessments & marks, Division Feedback Survey (quantitative & qualitative), staff reflections of goal #1, and teacher inquiry-based PGPs.

#### Division Priority 1

**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

#### What data will you use to track continuous improvement?

Success will be measured by Division and school-based triangulated evidence: Assurance Survey (Welcoming, Caring, Respectful & Safe Learning Environments), student, staff & family surveys (around belonging & inclusion), Resilience survey (connectedness & equity), Division Feedback Survey, Schools that Listen work (student voice, staff feedback), attendance data, and staff reflections of goal #2.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,461,377		2,577,980
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,461,377</b>		<b>2,577,980</b>
Classroom	14.000000	1,507,422	14.454000	1,556,307
Leadership	2.000000	261,803	2.000000	262,212
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	58,597	.000000	60,000
<b>TOTAL TEACHER</b>	<b>16.000000</b>	<b>1,827,822</b>	<b>16.454000</b>	<b>1,878,519</b>
<b>(% of Budget)</b>		<b>74.26%</b>		<b>72.87%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	42,860	.000000	27,000
Support	5.000000	317,376	6.800000	417,678
Support (Supply/OT)	.000000	25,500	.000000	13,500
Custodial	1.875000	142,284	1.875000	142,284
Custodial (Supply/OT)	.000000	15,500	.000000	10,500
<b>TOTAL NON-TEACHER</b>	<b>6.875000</b>	<b>543,520</b>	<b>8.675000</b>	<b>610,962</b>
<b>(% of Budget)</b>		<b>22.08%</b>		<b>23.7%</b>
<b>TOTAL STAFF</b>	<b>22.875000</b>	<b>2,371,342</b>	<b>25.129001</b>	<b>2,489,481</b>
<b>(% of Budget)</b>		<b>96.34%</b>		<b>96.57%</b>
SUPPLIES, EQUIPMENT AND SERVICES		52,586		49,329
INTERNAL SERVICES		37,450		39,170
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>90,036</b>		<b>88,499</b>
<b>(% of Budget)</b>		<b>3.66%</b>		<b>3.43%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,461,378</b>		<b>2,577,980</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0