

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	221.000	Custodial	1.875000	Salaries	\$2,309,555	96.99%
Weighted	328.904	Exempt	0.000000	Supplies, Equip., Services	\$71,631	03.01%
Regular	236	Support	11.000000			
		Teacher	<u>13.256100</u>			
Year Opened	1979	Total	26.131100	Total	\$2,381,186	100.00%

School Philosophy

Belmont School is a welcoming place where relationships are nurtured in an inclusive, safe, healthy school community which fosters social, emotional and academic growth. We celebrate diversity and the unique learning styles and talents each child brings to our world. Together we provide our students with rich learning experiences and the confidence to take risks with their learning. Belmont School staff work to increase student achievement by developing literacy and numeracy skills in a safe, caring, and welcoming environment. We are all one pack.

Community Profile

Belmont School is located in the northeast part of Edmonton and serves students from the Belmont and Kernohan communities. Our dual program school includes the Community Program (60% of our student population) and the Logos Christian Program (32%). In addition, Belmont is a district site for Community Learning Skills for students in Division 1 and Division 2 (8%). Belmont's community profile is high needs. We are proud to program for all of our students in our diverse and multicultural community, including students with special education needs (14%), First Nations, Metis and Inuit students (14%) and English Language Learners (15%) in an inclusive setting. Working towards a collaborative partnership, stakeholders are encouraged to be active supporters and participants in their children's educational experiences.

Programs and Organization

Belmont School currently has 238 students registered in our three programs: Regular, Logos Christian Alternative, or our division site for Community Living Skills. Programming for students K-6, we use technology in the forms of Chromebooks, Epson Projectors, and Ipads to further engage students in their learning. We are proud to have partnered with E4C, who plan and provide our breakfast program.. We will continue to focus extensive time and resources toward improved student achievement in literacy, numeracy and building a restorative trauma informed culture.

School Community Relationships

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

Alberta Immigrant Woman & Children Centre E4C Edmonton Northeast Hub (C5 hub) Free PlayFor Kids Sobeys South Clareview Community League 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).

By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

Belmont school will see at least 64% of students reading at or above grade level, 56% of students writing at or above grade level, and 65% of students working at or above grade level in mathematics.

Results Achieved:

In Language Arts, teacher awarded marks show that 81% of our students were successful working at or above grade level. This conflicts with the data from our standardized tests. With reading: Fountas and Pinnell testing showed a decline in achievement, with only 41% of our students reading at or above grade level. Our CAT 4 data showed 9% growth from Fall to Spring, though we were still below our target reaching 56%. Our Grade 6 PAT results were outstanding, with 80% of our students achieving the acceptable standard or higher. In writing: Our HLAT data demonstrated 41% of our students working at or above grade level. When broken out, only 26% of our Grade 6 students achieved grade level or higher on the HLAT, however on the PAT 66% met or exceeded acceptable standards.

We were closer to achieving our goal in Mathematics, with teacher awarded marks showed 88% of our students being successfully programmed for at or above grade level, and 62% working at or above grade level according to the CAT 4 (an increase of over 20% from the fall).

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

Results Achieved:

During the 2022/23 school year, Belmont actively took steps towards advancing anti-racism and reconciliation. We explicitly and intentionally planned our monthly assemblies around the 7 Grandfather Teachings, which was then equated to major themes in the Bible for our Logos classes. This not only was a step towards reconciliation, but also acted as a bridge of understanding that most cultures have common guiding themes. Our Diversity team continued this work by focusing on using knowledge to battle racism and prejudice. Asian, Black, and Muslim history was celebrated with daily announcements, and by having our library focus on bringing attention to these cultures. During Pride Week we held our first Wahkotowin night – a celebration of community and how we are all interconnected.

These initiatives resulted in 80% of our students reporting they were aware of the schools work to support anti-racism, and 78% aware of our reconciliation work (according to the EPSB feedback survey). In the same survey 65% of students indicated they could see them selves in the materials used in class, and the books they had access to.

By June 2023, All staff will deepen their understanding of high quality, evidence based practices (OECD, 2017, p. 21) through engagement in collaboration and job embedded professional learning around mental health and wellness as well as social/emotional development. Progress may be measured by qualitative and quantitative data from both internal and external sources.

Results Achieved:

In order to deepen our understanding around mental health and social emotional development, Belmont staff's school-based PD was on how to teach students to identify and label their emotions, as well as how Maslow's Hierarchy of needs can provide a simple framework for looking after ourselves and others. Feeling thermometers were created and sent out to all classes to act as visual reminders and conversation starters when problem solving with students. A chart with Maslow's Hierarchy of needs was posted in the staffroom, and staff were encouraged graph in what ways and how often they met their personal needs. We also joined the division R2 initiative, to embed the resiliency work of Dr. Unger into our classes.

Our results in the feedback survey showed that 77% of our students felt they developed skills to support their wellness. 76% felt that Belmont staff knew them as a person. 69% stated that they felt that the adults at their school cared about them, and 64% felt they were free to be themselves.

What were the biggest challenges encountered in 2022-2023?

As families battled inflation, and the continued obstacles of adapting to a post pandemic state, our greatest challenges revolved around staff wellness, staffing consistency, and student behaviour. During the 2022/23 school year, 20% of our Belmont staff took various types of leaves, lasting at least 2 weeks, with over half of these lasting 2-8 months. Finding consistent supply support, especially in our EA positions was extremely difficult, sometimes causing us to bring in supply teachers to come in and team teach with existing classroom teachers to ensure our staff to student ratio remained at acceptable levels. One of our classes went through 4 different teachers over the course of the year, making relationships hard to maintain, as well as curricular consistency. Along with these stressors, we saw a dramatic increase in unexpected behaviours. These behaviours made both students and staff feel unsafe in certain situations, and caused worry for our parent community as well. Out of school suspensions spiked dramatically over the school year, climbing to 22 total, three times more then the previous year's total of 7.

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

Our 2023/24 school plans will focus on improving our alignment of teacher awarded marks with standardized test scores. This will ensure that all students are being programmed for at the appropriate levels with the appropriate supports. With this realignment, and proper scaffolding in place, we expect to see our academic scores climb again. We also noted the opportunity to build better relationships with students, To ensure they feel like they belong here at Belmont, and that they are safe, welcomed and have caring adults who understand them. We will continue to work with the R2 project, and build both rugged and resourced students. We will also create family groupings, to create more opportunities for students to work with peers from other classrooms, and with staff members who are not their usual teachers/EAs. This will give students more opportunities to build connections through out the school, and have them trully feel that, at Belmont, we're all one pack.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7228 Belmont School

Assurance Domain	Measure	Belmont 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	78.1	70.8	70.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	69.7	63.2	69.8	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	28.1	55.3*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	7.9*	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	85.8	70.3	79.2	88.1	89.0	89.7	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.9	72.8	72.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	71.0	66.0	66.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	79.2	78.3	80.1	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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, the number of students working at or above grade level will increase to at least 64% in reading, 56% in writing and 70% in mathematical computations. We will achieve this by:

- Continuing with Year Three (3) of the Equity Achievement Project, focusing on small group instruction and computational strategies
- Adjusting our assessment practices to bring our teacher awarded marks more in line with standardized/normed testing results
- Programming more accurately for our students at the appropriate grade level, to provide more supports and appropriate feedback to students

What data will you use to track continuous improvement?

- Teacher awarded marks • Cat 4 test results • HLAT practice and test results • Fountas and Pinnell test results • EYE-TA results • Provincial Achievement Test Results • Edmonton Public Schools Feedback Survey • Provincial Assurance Results

Division Priority 1

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to school. Achievement of this goal will be supported by:

- Increasing teacher professional development in restorative practices, trauma informed education best practices and implementation of the R2 program
- Direct teaching of rugged and resourced resiliency skills to students
- Development and implementation of a school wide family grouping plan, focused on developing resiliency
- Creating more student leadership opportunities throughout the school
- Increasing the number of extra curricular activities to give students more opportunity to develop social skills, and form deeper connections with peers.

What data will you use to track continuous improvement?

- Number of students participating in extracurricular activities and leadership opportunities • Formal and informal classroom surveys • Staff observations and anecdotal records • Parental Feedback • Student attendance • Number of student suspensions • Edmonton Public Schools Feedback Survey • Provincial Assurance Results

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,277,949		2,381,186
Internal Revenue		0		0
REVENUE TOTAL		2,277,949		2,381,186
Classroom	12.218000	1,315,550	12.256100	1,319,652
Leadership	1.000000	138,203	1.000000	138,425
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	48,549	.000000	53,886
TOTAL TEACHER	13.218000	1,502,302	13.256100	1,511,963
(% of Budget)		65.95%		63.5%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	9.200000	544,882	11.000000	638,308
Support (Supply/OT)	.000000	22,000	.000000	12,000
Custodial	1.875000	142,284	1.875000	142,284
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	11.075000	714,166	12.875000	797,592
(% of Budget)		31.35%		33.5%
TOTAL STAFF	24.293000	2,216,468	26.131100	2,309,555
(% of Budget)		97.3%		96.99%
SUPPLIES, EQUIPMENT AND SERVICES		40,781		50,431
INTERNAL SERVICES		20,700		21,200
TOTAL SES		61,481		71,631
(% of Budget)		2.7%		3.01%
TOTAL AMOUNT BUDGETED		2,277,949		2,381,186
Carry Forward Included		0		0
Carry Forward to Future		0		0