

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	231.500	Custodial	1.875000	Salaries	\$2,568,241	95.25%
Weighted	383.836	Exempt	0.000000	Supplies, Equip., Services	\$128,135	04.75%
Regular	247	Support	9.400000			
		Teacher	<u>15.444000</u>			
Year Opened	1979	<b>Total 26.719000</b>		<b>Total</b>	<b>\$2,696,376</b>	<b>100.00%</b>

### School Philosophy

At Belmont School, our philosophy is grounded in the understanding that all members of our learning community are interconnected. We believe that a structured, supportive school environment is the necessary foundation for student success and well-being. We strive to create an environment of high achievement and care, where a dedication to academic growth is supported by a commitment to meeting the diverse needs of every learner. Through clear communication, consistent routines, and a focus on strong relationships, we seek to ensure every student, staff member, and family feels valued and secure in their educational journey. After all, **we're 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 (Regular) Program and the Logos Christian Program. In addition, Belmont is a district site for Community Living Skills (CLS) and CLS Connections for students in Division 1 and Division 2. As an Equity Achievement Project school, we are proud to provide targeted supports for all students in our diverse and multicultural community. We cultivate collaborative partnerships with families and community agencies to ensure active support for every child's educational experience.

### Programs and Organization

Belmont School currently serves 244 students registered in our four programs: Regular, Logos Christian, and our Division sites for Community Living Skills (CLS) and CLS Connections. Programming for students from Kindergarten to Grade 6 utilizes technology, including Chromebooks and interactive displays, to deepen student engagement. As an Equity Achievement Project school, we organize our resources to provide targeted literacy and numeracy interventions and holistic supports for families. We are proud to partner with E4C to provide a daily breakfast program. We continue to focus extensive time and resources toward improved student achievement in reading and mathematics, while building a culture of belonging through restorative 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:

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 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 2025**, all students who have been at our school for the 2024-25 school year, and were working below grade level in math, will demonstrate one year's growth in mathematical computation, with an additional 2 students/classroom increasing to grade level.

**Achievement of this goal will be supported by:**

- Teachers will participate in EAP PD, learning data informed best practices to support student learning
  - Including in school PD sessions, in class demonstrations and coaching from a lead teacher
  - Collaboration sessions with other EAP schools
- Adoption of a Common Curricular Resource
  - Facilitate regular communication and collaboration between staff across grade levels to discuss student progress, identify gaps, and plan for future instruction.
  - Ensuring consistency and progression across grade levels
- Engagement with families and community partnerships.

**Results Achieved: We met this goal for our older students. We also found that our younger students need more practice with basic math skills.**

Provincial screeners show a change as students get older. In Grades 1 and 2, most students have strong number skills (68.6% and 63.6% met the standard). However, scores drop in Grade 3, where only 41.9% met the standard. This shows that students struggle as math moves from simple counting to harder problems. In Grades 4 to 6, scores go back up. Grade 4 students understand math concepts well (70% met the standard), but they scored lower on doing the math calculations (58% met the standard). Scores improve in Grade 5 (62%) and reach their highest point in Grade 6. In Grade 6, 81% of students met or exceeded the standard. This is almost the same as the Division average. It proves that students who stay at Belmont catch up in math over time.

**By June 2025**, all students who have been at our school for the 2024-25 school year, and were reading below grade level, will demonstrate one year's reading growth, with an additional 2 students/classroom increasing to grade level.

**Achievement of this goal will be supported by:**

- Teachers will continue to collaborate around student reading data to identify and support the implementation of high impact strategies as learned through the EAP project to support student growth in literacy
  - Including regular monitoring of student reading levels through a common school assessment tracker.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Engagement with families and community partnerships.

**Results Achieved: We met our goal of growth across the school. We also identified a specific group of students who need more help to access learning.**

Our early support for young students is working. In September 2024, 61.1% of Grade 2 students met reading standards. By June 2025, that number went up to 71.4%. This success continued into Grade 3, where 88.9% of students met or exceeded expectations by the end of the year. In Grades 4 to 6, we see a clear pattern of improvement. Our current Grade 4 class has the highest needs, with 35% reading at the average level. Results get better with age: 48% of Grade 5 students met the standard, and 78% of Grade 6 students met or exceeded the standard. This proves that our reading programs work well when students have enough time in them.

By June 2025, 100% of students on non-graded curriculum will demonstrate significant progress in all identified Individualized Program Plans (IPPs) goals.

**Results Achieved: We saw strong growth for our students with personal learning plans.**

Last year, 89% of students on non-graded plans made significant progress on their goals. This includes students in all our programs. When students did not reach their goals, it was often due to attendance or staffing challenges. To improve support, we hired a new teacher for our specialized programs. This helped ensure that students with the highest needs received the extra help they required to succeed.

**What were the biggest challenges encountered in 2024-2025?**

Our biggest operational challenge is managing change. We have many different kinds of students, and about 16% of them move in or out throughout our school year. This means that teachers always have to teach their class routines over again and help students catch up on things they may have not yet learned at their previous school. Our data also revealed a "Connection Challenge." While families feel supported, our student results for "Citizenship" dropped to 62.3%. Internal surveys show that fewer students feel they "can be themselves" at school (53%). This tells us that while our school is safe, we need to work harder to help students feel like they truly belong to the community.

**What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?**

**We will continue our work with the Equity Achievement Project (EAP). The strong results from our Grade 6 students prove that this long-term support helps students succeed. We will apply these same strategies to support our Grade 4 students next year. To strengthen our teaching, we are partnering with Homesteader School to share training and ideas. We will also introduce quick math practice to fix the skills gap we found. To address the "Connection Challenge," we are bringing back our "Dog Houses" (cross-grade family groupings). These groups will meet regularly to build relationships across different ages, ensuring every student has a "pack" they belong to.**

# Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	72.7	88.4	79.1	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	62.3	82.3	71.7	79.8	79.4	80.4	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	77.5	82.1	79.4	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.4	86.1	79.3	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	74.1	71.2	69.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	74.4	69.1	75.5	80.0	79.5	79.1	Low	Maintained	Issue

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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

### 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 2026, the percentage of students reading at or above grade level will increase from 47.8 per cent to 57.8 per cent. We will measure this using teacher-awarded reading levels and internal assessments.

**Strategies:**

- **Targeted Guided Reading:** We will use reading groups in the classroom to teach reading and understanding skills to students at all levels.
- **Fluency Focus:** We will create a daily school-wide routine for reading practice to help students understand what they read.
- **Data-Driven Collaboration:** Staff will use planning time every six to eight weeks to review reading data, including the Canadian Achievement Test (CAT-4). We will use this to adjust how we group students for learning.
- **Professional Learning:** We will use training and resources from the Equity Achievement Project to guide how we teach.
- **Home-School Connection:** We will start a home reading program and host a family literacy night to help parents support their child's reading at home.

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

Provincial Achievement Tests, LeNS and CC3 screeners, Highest Level of Achievement Test (HLAT) writing results, teacher-awarded marks, RAZ Kids usage, home reading logs, student reflections on reading growth, Division Feedback Survey.

#### Division Priority 3

By June 2026, 80 per cent of students will be able to identify strategies that support their mental health and will report that they feel they belong at school. We will measure this success using the provincial safe and caring school measures and school-based resilience checks.

**Strategies:**

- **Rugged and Resourced (R2):** We will use the R2 model to teach students "rugged qualities" so they can identify their emotional state and use skills to solve problems.
- **Seven Sacred Teachings:** We will weave the Seven Sacred Grandfather Teachings into our lessons to connect character education with Indigenous perspectives and mental well-being.
- **Family Groupings:** We will mix students from different grades and programs into "family groups" during assemblies to build the relationships that create a sense of belonging.
- **Professional Learning:** Staff will train on the R2 model and the Seven Sacred Teachings to better support student mental health.

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

Division Feedback Survey, Provincial Assurance Survey (APORI) measures for safe and caring environments, school-created resilience checks, office referral data, student reflections on R2 topics, participation rates in family groupings.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		2,566,848		2,696,376
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,566,848</b>		<b>2,696,376</b>
Classroom	14.084000	1,526,480	14.444000	1,565,499
Leadership	1.000000	140,062	1.000000	140,695
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	68,615	.000000	73,500
<b>TOTAL TEACHER</b>	<b>15.084000</b>	<b>1,735,157</b>	<b>15.444000</b>	<b>1,779,694</b>
<b>(% of Budget)</b>		<b>67.6%</b>		<b>66%</b>
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	8.600000	566,062	9.400000	610,186
Support (Supply/OT)	.000000	14,000	.000000	14,000
Custodial	1.875000	154,361	1.875000	154,361
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>10.475000</b>	<b>744,423</b>	<b>11.275000</b>	<b>788,547</b>
<b>(% of Budget)</b>		<b>29%</b>		<b>29.24%</b>
<b>TOTAL STAFF</b>	<b>25.559000</b>	<b>2,479,580</b>	<b>26.719000</b>	<b>2,568,241</b>
<b>(% of Budget)</b>		<b>96.6%</b>		<b>95.25%</b>
SUPPLIES, EQUIPMENT AND SERVICES		50,117		52,984
INTERNAL SERVICES		37,151		75,151
<b>TOTAL SES</b>		<b>87,268</b>		<b>128,135</b>
<b>(% of Budget)</b>		<b>3.4%</b>		<b>4.75%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,566,848</b>		<b>2,696,376</b>