

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	200.000	Custodial	1.625000	Salaries	\$2,386,182	92.36%
Weighted	355.356	Exempt	0.000000	Supplies, Equip., Services	\$197,420	07.64%
Regular	200	Support	9.699970			
		Teacher	<u>13.800000</u>			
Year Opened	1967	<b>Total</b>	<b>25.124970</b>	<b>Total</b>	<b>\$2,583,602</b>	100.00%

### School Philosophy

At Brightview School, we work collaboratively to inspire success in every student. We share our WISH culture of belonging with our school community. WISH stands for Welcoming, Inclusive, Safe, and Healthy. We help our students to be resilient, happy, caring, and responsible citizens. Students learn to be problem solvers, lifetime learners, and contributing members of the community. We believe in the connection of the whole community to raise our children and give them the strong foundation they need to be successful in life. Brightview is a school based on respect for self, others, and our school. We always strive to treat others as we wish to be treated. Students will be acknowledged on a weekly basis through nominations for Brightview's Best.

### Community Profile

Brightview School serves the Canora community in North Jasper Place, with over 200 students enrolled. Brightview is one of twenty four schools within the Ross Sheppard catchment group and we are also a member of the Equity Achievement Project. Brightview staff engage in purposeful activities with both groups to plan, collaborate, and align professional learning activities that support student learning. Our school community benefits from working closely with many community partners including the Family Centre Roots & Wings, e4c, Hope Mission, APPLE Schools, Mayfield Rotary Club, Bent Arrow Traditional Healing Society, Ever Active Schools, Free Play for Kids, A4HC (Action for Healthy Communities) STEM club, Fusion Fellowship, Dreams Take Flight, and several other community services and business partners to provide support to our students and their families.

### Programs and Organization

Brightview School provides full day programming for kindergarten through grade six. In addition to mainstream classes, the school is a designated division site for grade one to three and grade four to six Connections programming as well as three Opportunity program classrooms for students with an identified mild intellectual disability. We work to support effective and meaningful inclusion for students in need of specialized learning supports where possible and in the best interest of children. Our teachers, across all programs, have a strengths-based literacy approach to reading and writing instruction. School programs include school-wide guided reading, phonics, writing strategies, and additional small group intervention time for Division II students. Other school community programs include choir club, soccer club, running club, student leadership, a school-based counselor, and Rainbows a grief and loss program. To support student nutrition and wellness, morning snack and lunch are provided every day.

### School Community Relationships

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

APPLE Schools, ATB, Action for Healthy Communities (AHC), Bent Arrow Traditional Healing Society, Dreams Take Flight Edmonton, E4C, Free Play for Kids Edmonton, Hope Mission, Indigo Love of Reading Foundation, Mayfield Rotary Club, The Family Centre Roots & Wings

### 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 at Brightview will have opportunities to demonstrate measurable growth in the areas of literacy and numeracy.**

##### **Plan:**

- Track student growth in reading, writing, and math on our school-based tracking document to monitor progress and determine where additional interventions and supports may be needed
- All teachers participate in year three of the Division's Equity Achievement Project (EAP) and draw upon acquired knowledge in classroom practice
- Establish a learning classroom model for our lead teachers in literacy and numeracy to support teacher learning
- Work towards meeting our shared goal of improving student writing by implementing strategies, such as teacher modeling, co-planning of mini-lessons, and using mentor texts for supporting writing instruction
- Utilize funds from our Indigo Love of Reading grant to purchase mentor texts, engaging fiction and non-fiction texts, and books that better represent our diverse student population
- Continue the use of best practices in literacy (guided reading/writing, book clubs, shared writing, small group conferencing, sound assessment practices) to support learning
- Continue with our systematic implementation of Heggerty to further support our students' development of phonemic awareness
- Utilize First Steps in Math and Jump Math resources to support student programming, assess progress, and determine next steps
- Continue to use First Steps in Math diagnostic tasks to assess student progress and to plan for instruction
- Re-introduce opportunities for Brightview staff to engage in collaboration with teachers from other schools around planning and assessment
- Dedicate collaboration time each month for K-6 teachers to engage in collaborative work around the new curriculum

##### **Results Achieved:**

- 94% of students responding in the Division Feedback Survey (DFS) felt they have the opportunity to be successful in their learning.
- Students expressed 89.8% satisfaction with the overall quality of education based on the Alberta Education Assurance Measure.
- Heggerty reading program used consistently in Grades 1-3 through the year to connect with word building. Grades 4-6 focused on the Heggerty videos during instruction. It was new learning for students and staff about explicit and sequential teaching of phonics.
- School-wide tracking document and intervention data used to hire a reading intervention specialist who supported students reading below grade level to improve their reading fluency.
- According to CAT4 fall and spring reading scores, Grade 4 students achieving grade level or above increased 15%; Grade 5 student achievement increased 24%; Grade 6 student achievement increased 19%. Grade 4 and 5 students were slightly above Division scores on the CAT4 reading results.
- The Equity Achievement Project (EAP) supported our lead literacy teacher to model and co-teach in all classes developing mentor texts, implementing schoolwide strategies in writing including schoolwide writing prompts and schedules with texts for diverse students. 59% of students demonstrated one or more years growth in one year's time and 4% of students increased two or more grade levels.
- Jump Math was used as a supplementary resource for the new Mathematics curriculum showing success for specific students working below grade level. Three classes of Brightview students hosted a Math Fair with 81 parents and 51 students.
- Many new learnings for staff through the EAP about the stages of Mathematical reasoning following a Mathematics continuum and an outcomes checklist. Staff assembled schoolwide slides showing Mathematical thinking levels, differentiation, and support.
- 100% of grade 6 students received scores of average or above in the spring CAT4 computation and estimation and Grade 4 and 5 scored the same results as the Division average (84% and 86%). 89% of grade 6 students scored average or above in Mathematics (Division scored 88%).
- Collaboration was very helpful for new curriculum implementation, planning and assessment practices on early Thursdays throughout the school year.

#### **By June 2024, staff at Brightview School will advance action towards anti-racism and reconciliation.**

##### **Plan:**

- Refer to the Division's multi-faith calendar when planning for assessment dates, school events, and celebrations
- Establish positive connections with community members that support culturally meaningful learning and enrichment opportunities
- Embed professional learning in our monthly staff meetings around diversity, anti-racism, and reconciliation
- Continue to use WISH (Welcoming, Inclusive, Safe, and Healthy) messaging in creating a school community that supports equality and diversity
- Utilize our Indigo Love of Reading grant to purchase books for our library that represent our diverse student population
- Continue our work on developing classroom-created Land Acknowledgments to develop a deeper understanding of how we connect ourselves to the land in Treaty Six

territory

- Embed the 94 Calls to Action from the Truth and Reconciliation Commission in our weekly school bulletin to staff
- Engage our school community with school events that celebrate Indigenous culture and ways of knowing
- Continue to provide access to Indigenous programming through the Coyote Pride mentorship program and initiatives during National Indigenous Peoples' Day and the National Day of Truth and Reconciliation to develop a deeper understanding of Indigenous culture

**Results Achieved:**

- Use of WISH message reflected in Division student feedback survey with 89% of students agreeing that Brightview School helps develop skills that support wellness, 94% of students learned about the contributions and perspectives of Indigenous peoples. The recognition of Brightview's Best highlighted 8 students every week who promote a WISH attitude (welcoming, inclusive, safe, healthy).
- 100% of families that responded to the DFS feel welcome in their child's school community and feel their child is safe at school. Brightview held five muffin morning mixers to welcome parents between December and June with attendance between 40 and 80 people at each event. Our Winter Fun Family night provided opportunities for healthy outdoor activities and celebrating music and student leadership with 75 families in attendance.
- Diversity, anti-racism and reconciliation learning included in monthly staff meetings, including consultant presentations by Janice Pinnock exploring anti-racism and bias, 7 Grandfather Teachings with Darlene Olson, and guest artist Justine Ma during Read In week.
- Every homeroom class co-created their own Land Acknowledgement and shared them at school assemblies. The 94 Calls to Action were highlighted in the staff weekly bulletin.
- Staff learning on trauma-sensitive practices and compassionate classrooms with Dr. Alexandria Fidyk. Sharing circles were modeled in every classroom for wellness and student voice to acknowledge conflict through restorative conversation and repair harm.
- Wicahitowin night hosted by Bent Arrow Traditional Healing Society and special guest Kehewin Native Dance Theatre was very successful with our families with 220 people in attendance.
- Coyote Pride provided weekly cultural programming for Indigenous and non-Indigenous youth in our Grade 5 and 6 homerooms, including making bannock in classes and learning about successful Indigenous community members. Our outdoor classroom promoted land-based learning and Indigenous plants in the garden.
- The Family Centre Roots & Wings facilitator supported 10 families at Brightview School. The school resourced a mental health therapist one day a week who provided individual counseling to 20 students and a part time school-based therapist provided individual counseling for 5 more students.
- School staff trained in the Rainbows program offered weekly grief and compassionate support for 5 students in each term.
- Attention paid to the multi-faith calendar for assessment, school events, and celebrations. Student announcers highlighted cultural holidays and featured cultural history months.
- The Indigo Love of Reading grant bought \$6,600 books enhancing our school library with a dedicated section for Indigenous books, diversity, fiction and nonfiction.

**What were the biggest challenges encountered in 2023-2024?**

- Currently, 72% of students at our school are not yet writing at grade level based on the HLAT, local assessments, and teacher observations. Prioritizing targeted collaboration time to support Grades K-3 and Grades 4-6 teachers to enhance capacity around common practices and triangulation of data to support the writing progress of their students.
- We endeavour to increase staff capacity and confidence and student resilience and engagement to support teaching and learning in complex and compassionate classrooms.
- Expand our library to provide 'windows and mirrors' through literature that reflect the diversity of our students, families, and staff and amplify our sense of belonging.

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

- Continue participation in the Equity Achievement Project to build on the momentum we gained in literacy focused on writing skills. As a school, we want to focus on supporting students who are writing below grade level by building relationships with families, building our capacity to respond to diverse literacy (writing) needs of students, and building relationships with community organizations to support students and families.
- Teachers will use school-based data tracking mechanisms to assess students' growth in their writing (informal writing prompts, whole-school term start and end writing prompts, HLAT, teacher awarded marks); this assessment will inform specific literacy interventions.
- Build Division 1 teacher capacity in teaching explicit and scaffolded reading skills in phonics with UFLI (University of Florida Literacy Institute) and expand the implementation of Jump Math across grade levels.
- School staff will engage in a reflective inventory of library and classroom resources, as well as media in common areas, to support a range of representation.
- Intentionally engage with families to collectively create positive learning environments for our students.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7504 Brightview School

Assurance Domain	Measure	Brightview 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	81.5	79.6	83.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.9	81.1	81.8	79.4	80.3	80.9	High	Maintained	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	45.2	52.6	52.6	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	12.9	7.9	7.9	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	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	93.9	90.2	92.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	81.7	85.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.9	82.0	83.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.7	81.1	81.5	79.5	79.1	78.9	High	Maintained	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 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, all students who have been at Brightview School for the 2024-25 school year and were writing below grade level, will demonstrate one year's writing growth. Achievement of this goal will be supported by:

- Teachers will collaborate around student writing data to identify and support the implementation of high impact strategies to support student growth in literacy.
  - Including regular monitoring of student writing 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 writing at grade level.
- Engagement with families and community partnerships around writing.

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

Term start and end writing prompts; provincial screening assessments; Equity Achievement Project (EAP) intervention results; teacher observations; teacher awarded grades; Highest Level of Achievement Test (HLAT) writing levels; staff perception of their writing progress from the Division Feedback Survey (DFS); family engagement results from the Alberta Education Assurance Measures (AEAM).

#### Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging. The following indicators will serve as targets to help monitor for progress:

- 5-10% increase in attendance over the year.

Alberta Education Assurance Measures (AEAMs)

- 2-5% improvement in the Citizenship measure.

Division Feedback Survey (DFS)

- 5% improvement in staff perception of their ability to program/support EAL students.
- 7% improvement in students seeing themselves reflected in classroom materials/resources.
- 6% improvement in students feeling that school is a place where all students can feel they belong.

Youth Resilience Survey (YRS)

- 5% increase in student connectedness to teachers.
- 6% increase in Culture of Equity engagement.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of anti-racism and reconciliation with the diversity team consultants followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Grandfather Teachings, developing classroom land acknowledgements, updating resources, and examining bias.

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

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship. As well as maintaining or increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti Racism and Reconciliation.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,307,932		2,583,602
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,307,932</b>		<b>2,583,602</b>
Classroom	12.220000	1,320,652	12.420000	1,342,267
Leadership	1.380000	195,306	1.380000	196,541
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	60,225
<b>TOTAL TEACHER</b>	<b>13.600000</b>	<b>1,560,958</b>	<b>13.800000</b>	<b>1,599,033</b>
<b>(% of Budget)</b>		<b>67.63%</b>		<b>61.89%</b>
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.900000	480,631	9.699970	595,009
Support (Supply/OT)	.000000	21,500	.000000	56,225
Custodial	1.625000	125,915	1.625000	125,915
Custodial (Supply/OT)	.000000	8,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>9.525000</b>	<b>636,046</b>	<b>11.324970</b>	<b>787,149</b>
<b>(% of Budget)</b>		<b>27.56%</b>		<b>30.47%</b>
<b>TOTAL STAFF</b>	<b>23.125000</b>	<b>2,197,004</b>	<b>25.124970</b>	<b>2,386,182</b>
<b>(% of Budget)</b>		<b>95.19%</b>		<b>92.36%</b>
SUPPLIES, EQUIPMENT AND SERVICES		47,205		121,320
INTERNAL SERVICES		63,723		76,100
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>110,928</b>		<b>197,420</b>
<b>(% of Budget)</b>		<b>4.81%</b>		<b>7.64%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,307,932</b>		<b>2,583,602</b>