

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	182.000	Custodial	1.625000	Salaries	\$2,235,558	97.22%
Weighted	301.108	Exempt	0.000000	Supplies, Equip., Services	\$63,870	02.78%
Regular	182	Support	7.900000			
		Teacher	<u>14.050009</u>			
Year Opened	1967	Total	23.575009	Total	\$2,299,428	100.00%

School Philosophy

At Brightview School, we work collaboratively to Inspire Success in every student! We focus on the A, B, Cs of Brightview School: **Achievement** - We expect a minimum of one year's growth in each and every student. This will be achieved with a school-wide focus on literacy, the essential learning outcomes at each grade and quality formative and summative assessments that guide student learning. **Belonging** - As a community of learners, we support and instill values and practices that give everyone a sense of belonging. **Citizenship** - All students will be provided with opportunities to give back to the greater Edmonton community through volunteering and/or fundraising opportunities. Brightview is a school based on respect for self, others, and our school. We follow the Golden Rule and 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 Awards.

Community Profile

Brightview School serves the Canora community in North Jasper Place, with over 200 students enrolled. Brightview is one of twenty three schools within the Ross Shepherd Catchment group and we are also a member of the West 7 Schools Collaboration Project. Brightview staff are engaged in a number of activities with both groups to plan, share and engage in professional learning activities that support student learning. As the school community has a high level of social vulnerability, we work closely with many community partners including the Family Centre, Hope Mission, Mayfield Rotary Club, Bent Arrow Traditional Healing Society, , Jasper Place Wellness, Kids on Track, Kidsport, HACK (Healthy Active Community Kids) and several other community services and business partners to provide support to our students and their families.

Programs and Organization

Brightview provides full day programming for Kindergarten through grade six. The school is a designated district site for grade one to three and grade four to six Behaviour and Learning Assistance programming. Also included are three Opportunity program classrooms for students with an identified mild intellectual disability. We work to support opportunities for effective and meaningful inclusion for students with special needs where possible, and in the best interest of children. Our teachers, across all programs, follow a balanced literacy approach to reading and writing instruction. School programs include school-wide guided reading, Leveled Literacy Intervention, and additional small group intervention time for Division II students. Other school community programs include Apple Schools, Coyote Pride, HACK, Kidsport, Kids on Track, Art Club, Running Club and AMA Patrols. To support student nutrition and wellness, morning snack and lunch are provided daily.

School Community Relationships

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

ATB Apple Schools Bent Arrow Traditional Healing Society E4C Edmonton Public Library (EPL) First Book Canada Hope Mission Kid Sport Kids on Track Mayfield Rotary Club Red Road Healing Society U of A Rotaracts West End Outreach

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 at Brightview School will demonstrate measurable growth in the areas of literacy and numeracy.

Plan:

- *Using data, such as PAT and Accountability Pillar survey results, HLAT Writing Results, Fountas & Pinnell Reading Levels, CAT-4 and provincial Grade 1-3 Literacy and Numeracy Assessments to inform instruction*
- *Using a school-based tool to track student progress in reading, writing and math to determine if additional interventions are needed*
- *Attending monthly literacy PD sessions through the Equity Achievement Project to help refine teacher practice in literacy*
- *Utilize our literacy and numeracy lead teacher to impact teacher practice through classroom visits and a learning classroom model*
- *Systematic implementation of the Heggerty program from K-6 to support students with development of phonological skills and phonemic awareness*
- *Continue the use of literacy best practices (i.e. daily guided reading and writing, read alouds) to ensure students are receiving targeted instruction*
- *Utilizing First Steps in Math assessments, Jump Math, and targeted numeracy assessments such as the MIPI, to assist in identifying and programming for student needs*
- *Offer Literacy and Numeracy Family Nights to promote reading, writing and math skills with our students and their families*
- *Additional pull-out literacy and numeracy support for Division II students by homeroom teachers (during FSL)*
- *Provide small group, targeted intervention through LLI and push-in support*
- *Building in opportunities for staff to engage in collaboration with one another, along with catchment colleagues*

Results Achieved:

- *On the Division Feedback Survey, 91% of grade 4-6 students agreed or strongly agreed that they have the opportunity to be successful in their learning*
- *14 students received daily literacy intervention through Leveled Literacy, with 100% of students showing measurable growth*
- *25 Division One students, who were identified through the results of the Provincial reading and writing assessments, received small group pull-out support from February to June with 100% of students showing measurable growth in reading and writing*
- *100% of teachers participated in consultant-led EAP professional learning sessions and school-based professional learning supported by our EAP lead teachers*
- *100% of teachers engaged in inter-classroom visitations and collaborative conversations focusing on writing instruction*
- *According to the HLAT, 47% of students in regular programming are writing at or above grade level, a decrease of 15% from the previous year*
- *For at-risk students on the EYE-TA, there were improvements from fall to spring in all seven developmental areas, with substantial increases in cognitive skills (+60%), physical development/fine motor (+36%, and RTI (+29%)*
- *59% of students in regular programming are reading at or above grade level, an increase from 50% last year*
- *Of those students who completed both the pre-test and post-test for our Heggerty implementation, 94.4% of students showed improvement*
- *Grade six students who achieved a standard of excellence or acceptable level are as follows: LA: 87%, Math: 74%, Science 91%, and Social: 87%*
- *Compared to last year's PAT exams, there were improvements in all four subject areas for the students who participated: LA (+5%), Math (+6%), Science (+10%) and Social (+4%)*
- *On the CAT-4, students in grades five and six were above the Canadian norms in reading, math, and computation/estimation*
- *All K-6 students participated in our year-end Math Fair created and hosted by our grade 4/5 students*

During the 2022-23 school year, our diverse Brightview student population included: 35% of students with a special needs coding, 22% English language learners, and 34% self-identified First Nations, Metis, or Inuit. To meet the wide range of needs in our classrooms, teachers utilized differentiated instruction, literacy best practices, guided reading/writing/math, small-group instruction, and a variety of instructional processes to support learning. At the school level, intervention supports were also put into place via LLI, literacy pull-outs, and push-in supports. Systematic implementation of the Heggerty program was also introduced last year in all classrooms to further develop phonemic awareness in our students. On the Division Feedback Survey, a high percentage of our students agreed or strongly agreed they were getting better in reading (88%), writing (80%), and math (88%).

By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Plan:

- *Offer mental health supports to our families through the Roots and Wings program at the Family Centre*

- Promote the idea of being a WISH School (Welcoming, Inclusive, Safe and Healthy) with our student, staff and families
- Expand our Rainbows program to serve both Division I and II students who are dealing with grief and loss
- Continue to work with our partners at Hope Mission and e4c to provide daily breakfast and lunch options for our students to minimize stress around food security
- Expand our Community Freezer project with Food4Good to support students and families
- Hiring of a school psychologist to support the mental health and well-being of our students
- Utilize the Youth Resiliency Survey data and Dr. Michael Ungar's work to inform best practices in meeting student needs as related to resiliency
- Training Division II students through Recess Guardians to support younger students in relationship building and engaging in positive play
- Develop student and staff skills and strategies that promote positive mental health and well-being through the Mental Health Capacity Building Project
- Reintroducing extra-curricular activities for students to support them in developing skills related to relationship building, health and wellness
- Offering an after school yoga club on Friday for staff members to engage in stress release and self-care
- Training/retraining of staff on Brightview's 5-Point Scale that supports students in developing strategies relating to self-awareness and self-regulation

Results Achieved:

- Successfully launched being a WISH School (Welcoming, Inclusive, Safe, and Healthy) through weekly morning announcements, monthly assemblies, and messaging in our Brightview Connection. All messaging contained information about our new approach to creating a safe, welcoming, and inclusive school community
- Increased use of sharing and restorative circles in classrooms to promote belonging and support conflict resolution
- Eight families were connected with our Roots and Wings worker
- Two classrooms received weekly Indigenous programming through Coyote Pride
- Hosted our first Wichitowin Night in four years, with 148 people attending
- Our Rainbows program expanded to two groups, allowing fourteen students to participate in a Division I or II support group
- We were able to support food security concerns for our students by partnering with community-based programs that allowed us to provide breakfast (e4c), lunch (Hope Mission)
- We continued to support families by offering our Community Freezer (supported by Jasper Place Wellness) and Christmas hampers (Fusion Fellowship)
- All K-6 classrooms participated in online presentations by the MHCW wellness coach, along with the in-person classroom lessons provided by the coach
- School-based counseling was offered to 18 students over the course of the school year, through one psychologist and one student psychologist
- With no Recess Guardian training sessions available in Edmonton during the 2022-23 school year, a lead teacher trained grade 6 students on how to support other students with positive play
- All Grade 4-6 teachers utilized the Youth Resiliency Survey data to help them determine support for students if necessary
- Prioritized our messaging about being an Apple School through weekly messaging over morning announcements, monthly messaging in our Brightview Connection, and increased awareness of the program through family contests, and staff initiatives
- Increased opportunities for students to engage in extra-curricular activities, such as Free Play, Running Club, Art Club, STEM Club, Handbell Club, Junior and Senior Choir, Recess Guardians, and Lunchroom Leaders
- Eight staff members participated in weekly yoga sessions hosted at our school

According to the Division Feedback Survey, 82% of students and 77% of staff felt like they were doing well or very well during the last school year. Our comprehensive approach to supporting mental health and wellness in our school has had a positive impact on students, families, and staff.

What were the biggest challenges encountered in 2022-2023?

There were a variety of challenges that our school encountered over the course of the 2022-23 school year. They include:

- high mobility rate
- food security issues for our families
- students entering school for the first time who are not in Kindergarten
- ongoing attendance issues for a number of students
- increasing student complexities in the classroom
- lack of parent engagement in certain areas (home reading, school events, School Council)
- lack of mental health supports to meet the needs of all students
- turnaround time for formal student assessments to diagnose and better program for students requiring specialized supports

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

Reflecting on the past school year, there are a number of opportunities for Brightview School to show growth:

- Continue participation in EAP to further refine teaching practices in the areas of reading, writing, and math
- Create a shared focus in our EAP work on enhancing student writing and developing stronger computation skills in math

Results and Implications

- *Build on the momentum we gained last year with school events to increase parent involvement/engagement*
- *Expand our community partnerships to find additional avenues for support for our students and their families*
- *Continue to tap into the Division and community partners to better support the mental health and well-being of our students and staff*
- *Expand on our vision of being a WISH school by introducing more initiatives and partnerships that promote belonging and celebrate diversity*

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	79.6	88.3	88.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	81.1	82.5	86.9	80.3	81.4	82.3	High	Declined	Acceptable
	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	52.6	51.7 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.9	20.7 *	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	90.2	95.2	95.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	88.9	88.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.0	84.4	84.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.1	81.8	81.7	79.1	78.8	80.3	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 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 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

What data will you use to track continuous improvement?

Data used to track improvement will include: Provincial Achievement Tests, HLAT Writing, CAT-4, Provincial Literacy and Numeracy Assessments, Fountas and Pinnell Reading Levels, Reading Achievement Levels, and teacher awarded grades.

Division Priority 2

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

What data will you use to track continuous improvement?

Data used to track improvement will include: Student Demographic Survey, Division Feedback Survey, Provincial Assurance Survey, Resiliency Survey, school-based parent surveys, TQS checklist, library inventory, and family attendance at school events.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,288,977		2,299,428
Internal Revenue		0		0
REVENUE TOTAL		2,288,977		2,299,428
Classroom	12.500000	1,345,913	12.320009	1,326,533
Leadership	2.000000	260,823	1.730000	231,507
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	42,045	.000000	40,408
TOTAL TEACHER	14.500000	1,648,781	14.050009	1,598,448
(% of Budget)		72.03%		69.52%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.900000	423,637	7.900000	483,225
Support (Supply/OT)	.000000	21,500	.000000	21,500
Custodial	1.625000	124,386	1.625000	124,386
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	8.525000	577,523	9.525000	637,111
(% of Budget)		25.23%		27.71%
TOTAL STAFF	23.025000	2,226,304	23.575008	2,235,559
(% of Budget)		97.26%		97.22%
SUPPLIES, EQUIPMENT AND SERVICES		24,023		33,326
INTERNAL SERVICES		38,650		30,544
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		62,673		63,870
(% of Budget)		2.74%		2.78%
TOTAL AMOUNT BUDGETED		2,288,977		2,299,429
Carry Forward Included		0		0
Carry Forward to Future		0		0