

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	240.000	Custodial	1.875000	Salaries	\$2,250,420	95%
Weighted	310.861	Exempt	0.000000	Supplies, Equip., Services	\$113,095	05%
Regular	240	Support	7.000000			
		Teacher	<u>15.000000</u>			
Year Opened	1959	Total	23.875000	Total	\$2,363,515	100%

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, modelling and practicing the attributes of HOPE - **H**elping Others, **T**aking **O**wnership, **P**ersevering and **S**howing **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 and ensure that students receive the supports they need to be successful. We have high expectations for our students in regard to academic and social skills. At the core of all of our work are strong relationships between staff, students, families, and the community. We focus on our students and support our Division vision: Success, one student at a time.

Community Profile

Belvedere School is located in northeast Edmonton. Our multi-cultural community is made up of students and their families from the neighbourhoods of Belvedere, North McConachie and Cy Becker. Challenges for the community include high social vulnerability and a high ELL population. We address our challenges by implementing systems of intervention 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 outside of 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 Behaviour and Learning Assistance class for Division One students. We have systems to enable students to receive extra support with their learning. Our character education program is based on the theme of HOPE and is intended to provide all students with an opportunity to develop leadership skills. Our continuing theme this year is [Belong@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, City of Edmonton, Kids in Action, The Family Centre, e4c

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Success for Every Student Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. **SMART Goal:** There will be a minimum 10% increase, from June 2020 results, of students in grades 1-6 achieving expected grade level of achievement in Reading and Mathematics, as measured by Division and school based measures (Fountas and Pinell Benchmark Assessment System, MIPI, school tracking document, teacher awarded marks). We will do this by:

- Setting baseline data at the beginning of the year based on analysis of results from school and Division data and tracking throughout the year
- Continuing the focus on Guided Practice as a high impact instructional tool with use of specific lesson templates used in every classroom and reviewed collaboratively
- Supporting differentiation practices by using Pyramid of Intervention templates in every classroom, reviewed collaboratively and related to the TQS
- Reviewing and acquiring new resources that are research based
- Creating collaborative time with colleagues within the school and catchment to review progress, targets and share plans and strategies
- Using the school tracking document which will be reviewed at each reporting period
- Reviewing and implementing the OECD Policies and Practices to Improve Achievement
- Exploring best practices in a pandemic teaching and learning environment

Results Achieved:

- Achieved an increase of 15.6% of students at or above expected grade level of reading achievement (increase at above of 4.7% and at 10.9% for 15.6% overall)
- Continued increase in GLA in reading from grade 1 to grade 6 with 48.8% at or above expected in Gr. 1 to 66.7% at grade 6
- Closer examination of individual categories of students show similar trends in increase in reading achievement
- Mathematics measures from fall to spring required comparing different indicators but are estimated at a 30% increase in GLA. This may be skewed upwards due to comparing different indicators.
- All outlined strategies were used through the year

Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

SMART Goal: By June 2021, the percentage of staff satisfied with the overall quality of professional learning opportunities offered during 2020-21 will be 80% or above as measured by Division, catchment and school surveys. We will do this by:

- supporting job embedded, PGP plans, PD opportunities and connecting with the TQS and opportunities for leadership growth
- continuing catchment collaboration monthly meetings focused on timely issues
- continuing focus on relationship building, trauma informed practices through opportunities such as a school based monthly book study of *Kids These Days* by J. Carrington
- regular meetings with SLS team and class specific focus on meeting student needs using the Pyramid of Intervention and differentiation strategies
- creating and supporting a team focused on the CPS model based on the work of Dr. Ross Greene
- continued focus on the use of Guided Practice as a high impact strategy
- exploring best practices in a pandemic teaching and learning environment

Results Achieved:

- 90% satisfaction rate for staff related to catchment PL and collaboration opportunities indicating that staff were able to take away ideas to positively impact their teaching
- School results indicate that teaching staff felt supported in their practices at satisfaction levels of agree and strongly agree of 100% with support staff ranging from 66-80%
- 80% of staff participated in leadership opportunities available
- 100% of staff surveyed indicated they understood supports available from our SLS Team
- 100% of teaching staff submitted tracking documents that monitored Guided Practice work throughout the year

Families as Partners Outcome: Families are provided with opportunities to be involved in their child's education.
SMART Goal: Parents will be provided, throughout the 2020-21 school year, opportunities to be meaningfully involved in their child's education with a target of 80% participation for the following: Parent-Teacher Conferences, viewing of report cards, IPP input completion and review, Parent Council meeting attendance, EYE-TA conferences and other family events that may occur. Satisfaction with involvement will be at 80% or higher on related division, provincial and school survey questions. We will do this by:

- keeping records of participation and satisfaction with parent opportunities to be meaningfully involved
- using a variety of communication practices (SchoolZone, Google Classroom, phone calls, emails, Facebook Belvedere Parents group, etc.)
- using Intercultural Consultants as appropriate and supporting ELL needs of families
- offering technology tutorials and encouraging use of the parent HELP services
- supporting Specialized Student Support consultant connections with families by providing time and space as needed and connecting with other community supports
- exploring best practices in a pandemic environment recognizing the parameters and possibilities in our unique situation

Results Achieved: Percentages are from Provincial, Divisional and school surveys and tracking documents

- Parent satisfaction with involvement over last year is an increase of 50% from 40.2% to 90.2%
- Parent satisfaction with communication was 91%
- Parent satisfaction with access to in school supports for students was 100%
- Attendance levels for conferences, document involvement, ranged from 65%-95%
- Seventeen families received at home technology through donation programs
- At least fifteen parent conferences were supported by our Intercultural Consultants
- All strategies were implemented and enhanced

What were the biggest challenges encountered in 2020/21?

- Keeping up with changes for staff and families to adapt to pandemic protocols such as isolation requirements and transitions between in person and online environments
- Student attendance and engagement issues related to isolation requirements, technology access, language barriers and adapting to changes between in person and at home learning
- Significant measurement tool changes from the fall to the spring in academic assessment of students
- Significant changes to surveys at all levels including Divisional and Provincial surveys
- Finding ways to support the mental health of all stakeholders

What are the implications from 2020/21 that will impact your current year plan?

- Need to plan for supports to enhance staff capacity and understanding of new projects, expectations and skills
- Participating in the Equity Achievement Project will support our student population in a more tailored approach
- Participating in the Learning Loss Project will continue to enhance supports for students in addressing gaps in learning
- Recognizing the need to continue supports for staff and students to support mental health during a time of great change

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Belvedere School (7109)



Assurance Domain	Measure	Belvedere School (7109)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.9	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.2	71.2	80.2	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	72.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	86.9	92.1	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.5	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	70.5	56.3	71.2	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

We will achieve a target of 65% 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 2022. We will do this by:

- Fully participating in the Equity Achievement Project
- Fully participating in the Learning Loss Project
- 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, JUMP Math and Learning Loss activities as outlined in the Provincial documents
- Continuing to create collaborative time with colleagues within the school and catchment and Division projects to review progress, targets and share plans and strategies
- Reviewing and implementing the OECD Policies and Practices to Improve Achievement

Priority 1

By June 2022, the percentage of staff satisfied that the professional learning and supports they have received have contributed significantly to their ongoing professional growth will be maintained in the highly satisfied category. We will do this by:

- Participating in all professional development activities related to the Equity Achievement Project and Learning Loss Project
- Supporting job imbedded Personal Growth Plans connecting with the TQS and opportunities for leadership growth
- Continuing monthly catchment focused on student achievement and Diversity: Anti-Racism and Equity
- Continue focus on relationship building and trauma informed practices through book study and discussion
- Continue teacher meetings with our SLS team to support differentiation practices

Priority 2

By June 2022, we will increase availability and awareness of resources for families to support student success. This will be demonstrated by an increase in the strongly agree category on surveys. We will do this by:

- Fully engaging in the Equity Achievement Project
- Following through on OECD practices related to families
- Using intercultural consultants as appropriate in meeting the needs of ELL families
- Facilitating community supports as needed based on parent feedback
- Supporting the communication of key messages through SchoolZone, Google classroom, phone calls, emails, Facebook, PAC

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,180,100		2,363,515
Internal Revenue		0		0
REVENUE TOTAL		2,180,100		2,363,515
Classroom	12.000000	1,233,984	13.000000	1,336,816
Leadership	2.000000	251,885	2.000000	249,164
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	45,000
TOTAL TEACHER	14.000000	1,530,869	15.000000	1,630,980
(% of Budget)		70.22%		69.01%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	38,964	.000000	38,964
Support	6.000000	348,021	7.000000	416,949
Support (Supply/OT)	.000000	21,000	.000000	22,000
Custodial	1.875000	136,325	1.875000	126,027
Custodial (Supply/OT)	.000000	15,300	.000000	15,500
TOTAL NON-TEACHER	7.875000	559,610	8.875000	619,440
(% of Budget)		25.67%		26.21%
TOTAL STAFF	21.875000	2,090,479	23.875000	2,250,420
(% of Budget)		95.89%		95.21%
SUPPLIES, EQUIPMENT AND SERVICES		54,740		75,275
INTERNAL SERVICES		34,881		37,820
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		89,621		113,095
(% of Budget)		4.11%		4.79%
TOTAL AMOUNT BUDGETED		2,180,100		2,363,515
Carry Forward Included		0		0
Carry Forward to Future		0		0