



Belvedere Parkway School

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We have used Report card data for June 2024, CBE student survey results and Provincial screeners and assessments to inform us of the next steps in the upcoming school year.

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	3.2%	17.9%	18.9%	10.5%
Grade 2	9.1%	10.1%	14.1%	16.2%
Grade 3	3.8%	15.2%	21.9%	9.5%
Grade 4	1.9%	12.5%	20.2%	17.3%
Grade 5	0.9%	12.6%	29.7%	9.0%

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements



Grade 6	2.0%	20.2%	19.2%	11.1%
Average	3.4%	14.7%	20.9%	12.2%

Stem: Write to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	2.1%	20.6%	20.6%	8.2%
Grade 2	12.2%	17.3%	9.2%	11.2%
Grade 3	4.8%	21.9%	21.0%	2.9%
Grade 4	1.0%	17.1%	26.7%	6.7%
Grade 5	0.9%	18.8%	25.9%	7.1%
Grade 6	2.0%	26.3%	18.2%	6.1%
Average	3.7%	20.3%	20.5%	7.0%

LeNS and CC3 Data: At risk v. not at risk (2023-2024)

LeNs

		At Risk %	Not at Risk %
Grade 1 – 3	Pre Assessments	39.11	60.91
	Post Assessments	32.87	67.13

CC3

		Reg words %		Irreg words %		Non-words %	
		At Risk	Not at risk	At Risk	Not at risk	At Risk	Not at risk
Grade 1-3	Pre Assessments	28.99	71.01	29.75	69.91	28.07	71.92
	Post Assessments	24.65	75.35	75.14	74.95	19.18	80.81

English Language Arts and Literature report card data, along with teacher input from classroom assessments and Early Learning Data from Provincial pre and post assessments were analyzed. While the analyses showed a slightly higher percentage of students achieving indicator 1 for writing, the percentage of students at risk in Provincial Assessments in reading was significantly high, suggesting the need for a focus in this area.

CBE Student Survey (Perception Data) – Literacy

'In my classes I have the opportunity to':

Category	Annual Results	Overall percentage for Agreement
	May 2023	23.02





Read interesting books	May 2024	21.84
Learn with different people in different spaces to improve my reading and writing skills	May 2023	19.78
	May 2024	23.68

Comparison of the results in 2023 - 2024 suggested students generally did not feel that they read interesting books or learned with different people in different spaces to improve their reading skills. This suggests a closer look at literature availability and promotion, as well as more creative opportunities for reading and a focus on small, targeted reading groups in all classrooms.

Well-Being

CBE Student Survey:

	Overall percentage for Agreement	
Category	May 2023	May 2024
I have strategies to help myself that I use if I feel stressed about school	74.29%	75.44%
I take care of myself by making sure I don't have too much screen time	56.7%	62.13%

The summary of Well-Being data that directly impacts student success, suggests that areas such as students having strategies to use if they are experiencing stress about school requires continued focus.

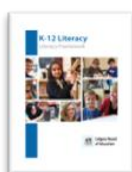
In addition, the survey illustrated a need to support students in monitoring their screen time in support of the CBE Student Survey category, 'I take care of myself by making sure I don't have too much screen time'.

Truth & Reconciliation, Diversity, and Inclusion

While school attendance data illustrated a decrease in absenteeism overall, it is noted that we need to further improve on this measure with particular attention to our diverse population through a strength based lens.

Overall student attendance data 2023-2024

23-24 Attendance % (494 students)	June '23	June '24	Decrease %
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CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Above 10% Absenteeism	49.24%	36.09%	13.15
Above 20% Absenteeism	19.39%	12.59%	6.8

CBE Student Survey (Perception Data) – Holistic Lifelong Learning Framework: At my school -

Category	Annual Results	Overall percentage for Agreement
I have opportunities to learn from the land	May 2023	93.33%
	May 2024	91.28%
I learn about Indigenous ways of being, belonging, doing and knowing	May 2023	92.17%
	May 2024	98.22%

Throughout the year, student perception data regarding opportunities to engage with knowledge of Indigenous ways of knowing and doing and embed this within their learning suggests approaches used to date have been successful. We will continue to find new and engaging ways of moving forward in these areas to support achievement for all students through incorporating the Indigenous Education Holistic Lifelong Learning Framework into our work.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy will improve.

Outcome:

Student decoding skills will improve.

Outcome Measures

- English Language Arts Part A (Reading) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Reading Stem)
- CBE Student Survey – Literacy
- LeNs and CC3 data
- Our School Survey, Gr. 4 and Gr. 6, Oct, May

Data for Monitoring Progress

- Professional learning data regarding impact on professional growth
- Reflection of intentional small flexible targeted reading groups in grade level Team Planning meetings
- PLC feedback from Professional learning Communities (PLC) reading task design and assessments
- Data tracking sheets

Learning Excellence Actions

- Explicit use of student data to inform small student groupings
- Direct small group instruction focusing on phonological awareness, decoding skills, comprehension and fluency
- Explicit use of decodable texts in small group teaching
- Students will receive feedback that aligns with the learning intentions and success criteria in reading for next steps for improvement
- Professional Learning to strengthen teachers' instructional strategies in phonological awareness, decoding skills, comprehension and fluency

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth to increase reading competence and confidence
- Teachers will explicitly teach Social Emotional Learning to increase student strategies to deal with stress
- Teachers will engage with CASEL to help students with responsible decision making around technology use

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will develop engaging, strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress in decoding skills
- Teachers will expand their knowledge and understanding of teaching and communication with significantly complex learner profiles
- Teachers will incorporate teaching of decoding skills through the lens of Indigenous ways of knowing and understanding





Professional Learning

- Neurodivergent learners, Autism, Augmentative Communication (AAC) (CBE PL Network)
- Indigenous Education - Star Blanket Project (CBE PL Network)

Structures and Processes

- PLC cycle with focus on reading instruction
- Use of assessment data in Grade Team Planning meetings to configure flexible and targeted small reading groups
- Collaborative Response focused through the lens of the literacy needs of complex learners

Resources

- Scarborough's Reading Rope Model
- CASEL resources in BrightSpace D2L Shell
- UFLI Foundations Manual and related resources e.g. Sound walls
- Decodable texts
- CBE Reading Assessment Decision Tree Gr 4-6

