



Belvedere Parkway School

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School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

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

Goal One: Student foundational skills in literacy will improve.

Outcome One: Student phonological awareness decoding skills, comprehension and fluency will increase.

Celebrations

- English Language Arts PAT June 2025: Grade 6 students surpassed the Provincial average acceptable standard by 5.3 percentage points and the Provincial average standard of excellence by 9.3 percentage points.
- Report card reading data for June 2025, students' show an overall increase in excellence of 6.1 percentage points.
- Students' decoding skills have improved by 9.8 percentage points according to Early Years Assessment results.
- Overall self-reported levels of students' mental health and resilience have improved by 1.61 percentage points based on the CBE Survey and positive relationships improved by 5 percentage points according to the Our SCHOOL Survey.

Areas for Growth

- Building students' awareness and understanding of their next steps to improve their reading.
- Decreasing student anxiety in school and in relation to reading.
- Continue improving Early Years Literacy Assessment results.

Next Steps

- Collaborative Team Meetings focused on students with anxiety.
- Professional Learning Community cycles focused on Feedback and student self-advocacy.
- Using the Reading Decision Tree and early learning assessment data to configure effective small groups for explicit reading instruction.
- Intentional use of formative feedback in supporting student self-advocacy and understanding of next steps in their reading improvement.

- **Our Data Story:**

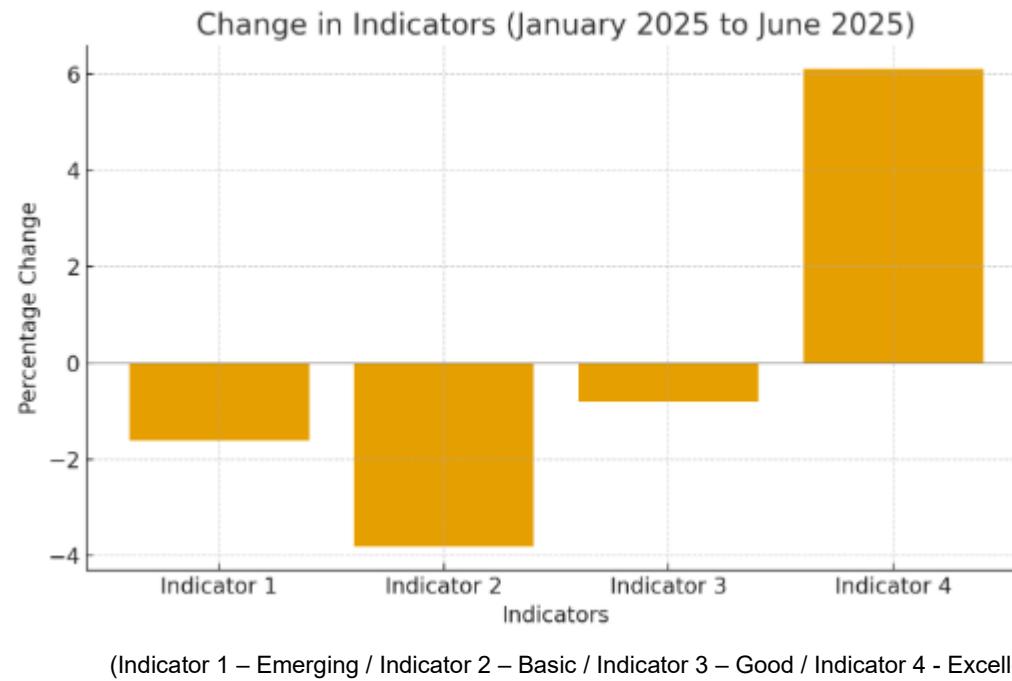
Belvedere Parkway's 2024-2025 School Development Plan centered on the implementation of explicit small group reading instruction and intentional teaching of Social Emotional Learning (SEL) skills. Effective reading instruction requires students to engage in deliberate practice, attend closely to feedback, and apply strategies independently. This learning is supported by strong self-awareness and self-advocacy skills. Through professional conversations, teachers noted that many students at Belvedere Parkway are experiencing increased stress and include a significant number of complex and diverse student profiles.

To address this, Professional Learning sessions focused on understanding neurodivergent learners' needs and creating ethical space for Indigenous learners to increase a sense of belonging and stability in support of learning. Staff also focused on the CBE Literacy Framework, Scarborough's Reading Rope Model and the CBE Reading Assessment Decision tree, UFLI Foundations manual and related resources. Teachers collaborated in Professional Learning Communities and Team Planning meetings to strengthen instructional strategies in phonological awareness, decoding skills, comprehension and fluency.

These resources supported interpretation of student data in configuring small targeted reading groups. The Collaboration for Social and Emotional Learning (CASEL) Brightspace D2L shell engaged staff in reflection and creation of resources and lesson plans addressing student self-awareness and self-management skills to handle stress and enhance student engagement with the reading process.

By the end of the year, measurable growth in reading was indicated across Kindergarten – Grade 6.

- Students' Report card reading data show an overall increase in excellence of 6.1 percentage points from January 2025 to June 2025, and a 2.3 percentage points increase year over year from June 2024 to June 2025.



- Across the school year, Early Years Assessment results show students' decoding skills in KG – Grade 3 had improved by 9.8 percentage points.
- At the end of the school year, Grade 6 students surpassed the English Language Arts PAT June 2025 Provincial average acceptable standard by 5.3 percentage points and the Provincial average standard of excellence by 9.3 percentage points.
- Growth in self-reported levels of students' mental health and resilience was reflected in student perception data. This overall measure improved by 1.61 percentage points based on the CBE Survey, OurSCHOOL Survey and Assurance Survey collectively. Positive relationships improved by 5 percentage points according to the OurSCHOOL Survey.

Growth in self-reported levels of students' mental health and resilience was reflected in student perception data taken from the CBE Student Survey, OurSCHOOL Survey and Ab Education Assurance Survey collectively.

	Oct 2024	August 2025	Change increase
Resilience and Mental health	76.82%	78.43%	1.61%

Insights and Next steps: While continued progress is evident in reading, Professional Learning Communities data showed overall, 62% of the student focus group did not move up one or more indicators. This suggests feedback to students and student self-advocacy was not supporting improvement in reading as intended.

Student perception data also indicated that students were lacking in being able to understand and articulate their next steps in improving their reading and high levels of anxiety were also reported.

Together, these results suggest that while explicit instruction is supporting skill growth, students need more intentional feedback for their next steps and the opportunity to demonstrate and implement their understanding of what they need to do to improve. At the same time, we will pursue a solid understanding of anxiety; how it affects student learning and what strategies can be implemented to increase confidence and self-advocacy in learning, in support of improved reading skills and achievement. In doing so, we will support students with resources such as the Soft regulation room, Sensory room and Discovery room. In addition, we will increase staff understanding of anxiety in students through current research, including a book study and Professional learning sessions.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Belvedere Parkway 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	81.9	87.1	87.6	83.9	83.7	84.4	Low	Declined	Issue
	Citizenship	78.2	88.6	88.1	79.8	79.4	80.4	High	Declined	Acceptable
	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
	PAT6: Acceptable	n/a	77.8	79.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	25.0	26.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.1	94.7	94.2	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	95.2	91.7	84.4	84.0	84.9	Low	Declined Significantly	Concern
	Access to Supports and Services	66.6	79.0	81.7	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	81.8	78.5	82.9	80.0	79.5	79.1	High	Maintained	Good