



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

Belvedere Parkway

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School Improvement Results Reporting| 2023-24

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.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Belvedere Parkway School Goals

- Early Reading Skills
- Using and Connecting Mathematical Representations
- Connection and Belonging

Our School Focused on Improving

- Early Reading Skills
- Using and Connecting Mathematical Representations
- Connection and Belonging

Literacy

Our student data as measured on report cards and on provincial assessments (LeNS, CC3) showed that this is an area of growth for students. Teachers also shared they were still developing skills regarding the use of UFLI (University of Florida Literacy Institute) and Science of Reading resources.

Math

Our student data as measured on report cards and on provincial assessments (Numeracy) showed that this is an area of growth for students. Teachers also reported that students struggled with flexibility and understanding of and between representations of number.

Well-Being

Attendance Measures and CBE Student Survey data suggested supporting students in improving their sense of connection and belonging in the school would be an area of focus for us. In particular, working to create a welcoming, caring, safe and inclusive community to support improving student attendance to improve connection and belonging.

Our School Development Plan 2023-2024 was configured around three separate goals as opposed to one holistic goal. These approaches to the SDP was an option at the beginning of 2023-2024.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements.

LeNS – Changes in not at-risk population

Grade 1	+13.88%
Grade 2	+4.76%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non-Words
Grade 2	+1.57%	+/- 0%	+10.94%
Grade 3	+4.55%	+3.04%	+/- 0%

Numeracy – Changes in not at-risk population

Grade 1	+3.64%
Grade 2	+6.16%
Grade 3	+3.04%

Along with improvements on these standardized assessments, we also noticed an improvement in our teacher's understanding and confidence in teaching use and connections in mathematical representations as evidenced by teacher surveys administered in fall 2023 and spring 2024.

School devised assessments also showed an increase in the total number of students using mathematical representations to communicate accurate understanding.

Data from CBE Student, OUR School and Alberta Education Assurance Measures surveys show an overall improvement of 4.14% points for the sense of connectedness and belonging that students experienced over the 2023-2024 school year.

In addition, attendance measures showed a decrease in above 10% absenteeism of 12.66% points, and a decrease in above 20% absenteeism of 6.35% points.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Parents also felt satisfied with their involvement in decisions about their children's education and that students are engaged in their learning at school.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. Coupled with the increase in teacher confidence and understanding within these areas points to overall improvements in students' reading skills and use of mathematical representations. Data from CBE Student, OUR School and Alberta Education Assurance Measures surveys point to an increased sense of belonging and connectedness from students. In addition to student data, parents have also reported that they are feeling more confident that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	▪ Students' decoding skills have improved ▪ Students' numeracy skills have improved within the context of using representations to communicate accurate understanding. ▪ Students feel a greater sense of belonging, connectedness and inclusion at school. ▪ Parents are more satisfied that students are learning in a safe, caring and welcoming school.	▪ Incorporate decodable texts into daily literacy practice ▪ Small group reading instruction ▪ Provide targeted intervention for students at all grade levels ▪ Deeper understanding for students regarding 'alternating directionality of the connections made among representations' (e.g. moving between visual to symbolic concrete).

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	87.1	86.2	87.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.6	89.0	87.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	n/a	81.8	81.8	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	27.3	27.3	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.7	95.1	94.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.2	91.4	90.0	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	79.0	84.3	83.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.5	90.2	85.1	79.5	79.1	78.9	High	Maintained	Good

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

