



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.

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

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 for Literacy to inform our next steps in the upcoming year.

Stem: Reads to Explore and Understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	5%	27.5%	47.5%	7.5%
Grade 2	10%	16%	28%	12%
Grade 3	2.63%	13.16%	23.68%	23.68%
Grade 4	0%	29.41%	35.29%	9.8%
Grade 5	0%	18.18%	27.27%	20.45%
Grade 6	1.82%	14.55%	36.36%	18.18%
Average	3.24 %	19.8 %	33.02 %	15.27 %

Stem: Reads to Explore and Understand	ELL	ADP	IPP	NER
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Grade 1	7.5%	0%	5%	0%
Grade 2	26%	4%	4%	0%
Grade 3	26.32%	5.26%	3.92%	0%
Grade 4	19.61%	1.96%	3.92%	0%
Grade 5	29.55%	4.55%	0%	0%
Grade 6	20%	0%	7.27%	1.82%
Average	21.5 %	2.63 %	4.02 %	1.82 %

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	15%	40%	27.5%	2.5%
Grade 2	10%	22%	24%	4%
Grade 3	2.63%	15.79%	34.21%	5.26%
Grade 4	19.61%	25.49%	9.8%	4.84%
Grade 5	0%	31.82%	13.64%	20.45%
Grade 6	3.64%	30.91%	27.27%	9.09%
Average	8.48 %	27.67 %	22.74 %	7.69 %

Stem: Writes to express information and ideas	ELL	ADP	IPP	NER
Grade 1	7.5%	0%	7.5%	0%
Grade 2	32%	4%	4%	0%
Grade 3	28.95%	5.26%	7.89%	0%
Grade 4	23.53%	1.96%	11.76%	0%
Grade 5	29.55%	4.55%	0%	0%
Grade 6	20%	0%	7.27%	1.82%
Average	18.66 %	2.63 %	6.4 %	1.82 %

After analyzing our English Language Arts and Literature report card data at a deeper level along with classroom assessments we found that there are more students who are not meeting the grade level writing as compared to reading. Also, there were significantly less students scoring at the excellence level in writing as compared to reading. Overall, 37.99 % of students did not achieve at grade level in writing. In addition to this our local RTI data shows that students made progress throughout the school year.

CBE Student Survey (Perception Data) – Literacy: 87.84 % of students reported that they understand what they read while 67.65 % of students reported that they felt like a competent writer. Additionally, 36.84 % of students reported receiving feedback from others to enhance





their writing skills. This suggests a broader issue with engagement, feedback, and clarity in writing instruction.

Well-Being: The summary of Well-Being data that directly impacts student success suggests that areas such as positive relationships and school connectedness and belonging shows that 95.65 % of students report their teachers care about them showing an increase in students feeling a sense of belonging at school. In the CBE Student Survey, 95.77 % of students felt that their teachers wanted them to be successful at school.

Well-Being The summary of Well-Being data that directly impacts student success suggests that areas such as positive relationships and school connectedness are areas that have been worked on and will continue to be a positive focus for our school.

CBE Student Survey Results:

	Grades	Overall Percentage for Agreement June 2023	Overall Percentage for Agreement June 2024	Difference
I am proud to be part of my school	5, 6	67.9%	85.71%	+17.81
I feel included at school	5, 6	50.63%	47.95%	-2.68
I feel welcome at school	5, 6	60.26%	78.38%	+18.12

OurSchool Survey Results:

Category	Grades	Overall Agreement Percentage October 2023	Overall Agreement Percentage October 2024	Difference
Belonging "School is a Place where I feel like I belong"	4, 5, 6	53.77%	57%	+3.23

Alberta Education Assurance Measure Results (AEAM): Percentage of students who are satisfied that students model the characteristics of active citizenship (Top 2 Boxes).

Questions	2023 Results	2024 Results
At school, do most students help each other	69 % Yes; 17 % No; 14 % Don't know	66 % Yes; 12 % No; 22 % don't know
At school, do most students respect each other	54 % yes; 26 % no; 24 % don't know	50 % yes; 26% No; 24 % Don't know

To address these data points in the past, we have created 'Family Groups' within the school community to ensure every student is connected to another staff/adult and peer mentors. This year, based on our Well-Being perception data, we will deepen this work by again focusing on





the Seven Sacred Teachings and building respect across the school through Grizzly groups focused on connectedness and belonging.

Truth & Reconciliation, Diversity, and Inclusion Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had a profound impact on some of our most vulnerable students' emotional well-being and sense of community. Focusing on well-being holistically, across different domains — spirit, heart, body and mind provided teachers with a valuable opportunity to connect with each student individually. This personal insight strengthened teacher-student relationships, contributing to a supportive learning environment; opening discussions about how their emotions and sense of belonging impact their ability to learn and interact positively with others. This coupled with our Indigenous committee leading the work of the Seven Sacred Teachings, that teachers incorporated into their daily lesson planning, helped students to recognize different aspects of the Indigenous culture and to celebrate their own identities in our school.





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



**School Goal:**

Student achievement in Literacy will improve.

Outcome:

Through responsive feedback from teachers and through the intentional design of the learning environment, students' written communication will improve in literacy and well-being.

Outcome

By building teacher capacity in task design (specific to writing instruction), student achievement and engagement will increase.

Outcome Measures**Report Card Indicators:**

- ELAL Writing Stem - "Writes to express information and ideas"

Provincial Assessments:

- Writing ELAL PAT

CBE Student Surveys:

Literacy questions:

- "I am a good (competent) writer."
- "I have had an opportunity to receive feedback from others to improve my writing."

Data for Monitoring Progress**Internal Tracking**

- Internal common assessment: gathered through Professional Learning Communities common writing assessments
- English as an Additional Language Benchmarking Proficiency Scale

Formative progress:

- Professional Learning Communities
- Teacher use of pre-post assessments
- Literacy tracking spreadsheet

Perception data:

- (Teacher Survey) Identify one new strategy you have implemented into your teaching practice specific to writing instruction that supports student learning as a result of the Professional Learning – Layers of Literacy.
- What impact has this new professional learning had on student achievement?
- My knowledge and ability to assess student writing has improved/not improved due to calibration of assessment.

CBE Survey:

- I know what to do if I feel sad or worried at school.
- I ask questions in class when I have them.

Alberta Education Assurance Survey:

- Do you like learning about writing?




**Learning Excellence
Actions**

Utilize high impact literacy strategies to engage students:

- CBE Well-Being Framework for Learning
- Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified writing outcomes
- Explicit use of mentor texts, graphic organizers, and genre structures
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments
- Explicitly teach and support planning, idea development, organization, edits
- Students will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement
- Teachers will use graphic organizers or genre structures for learners with an Individual Program Plan (IPP) and provide flexible groupings

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide feedback that moves learners forward.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Use technologies intentionally and purposefully that support literacy practices and represent learning
- Teachers will engage in Collaborative Response Meetings focused on student engagement through feedback, explicit teaching and differentiation.

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Empower students to have voice in learning, assessment, and decisions
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting text
- Okkakisatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Teachers will use interactive writing tasks for English as an Additional Language learners who are identified at a LP1 and LP2 overall benchmark level





Professional Learning CBE Professional Learning Series:

- New curriculum professional learning
- K-6 learning to support literacy instruction
- Assessment and Reporting -Design and implement quality writing assessments through professional learning communities
- Layers of Literacy Professional Learning (Layers of Writing)

Structures and Processes School-Based:

- Document and support instruction and learning in intentional ways
- Provide daily structured and supported writing times
- Professional Learning Communities
- Collaborative Response Meetings
- Student Learning Teams
- Grade team meetings
- Multi-grade approach
- High Impact Teaching Strategies
- Calibration of assessment
- Utilize task-design/Universal Design for Learning in grade groups

Resources

- *Assessment and Reporting in CBE Guide*
- ELA/ELAL Insite | Teaching Practices (scroll to Writing for resources and professional readings)
- The Writing Rope: The strands that are woven into skilled writing: Sedita, J.
- CBE K-9 Universal Calibration Protocol
- Layers of Literacy Professional Learning and Resources
- CBE Literacy Framework
- CBE Well-Being Support for Learning
- CBE Well-Being Framework
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- High Impact Teaching Strategies – Excellence in Teaching and Learning – State of Victoria





School Development Plan – Year 1 of 3

(Department of Education and
Training) 2019

