



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

Learning Excellence

We have used data from Provincial screeners and assessments as well as other universal screeners to guide our planning for the upcoming academic year. We have also used report card data from June 2024 and June 2023 for Reading and Mathematics to inform our next steps in the upcoming year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial and Universal Screeners Results	Percentage of students at-risk June 2023	Percentage of students at-risk June 2024
Castles and Coltheart (CC3) Reading – regular words	52%	22%
Diagnostic Decoding Survey	Beginner = 19% Advanced = 30%	Beginner = 23% Advanced = 36%
Numeracy – Grade 1-3	58%	22%

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



Provincial Universal Screeners Results	Percentage of students requiring additional supports September 2024
Grade 1 Phonological Screening Test (PAST)	64%
Grade 1 Rapid Automatized Naming (RAN)	35%

Report Card Data	Percentage of students receiving an indicator of 1 June 2023	Percentage of students receiving an indicator of 1 June 2024
Reading: reads to explore and understand	20.6%	19.2%
Math: understands and applies concepts related to number and patterns (and algebra)	24.3%	21.6%

As we analyze the data from the charts and graphs above, we notice that while we see improvement in the percentage of students at risk in reading and math, we continue to have a percentage of students at risk in these core subject areas. In the upcoming year, our focus will primarily be on enhancing phonological awareness and decoding skills and mathematical engagement to support learning in these areas.

Well-Being

The analysis of results from data sources connected to student Well-Being indicates areas such as positive relationships, student self-regulation and sense of belonging are seeing improvements in almost all areas and are still ongoing areas of focus.

CBE Student Survey and CBE K-3 Well-Being Survey Results:

	Grades	Students Sense of Belonging	Students with Positive Relationships
October 2023	1-3	81.8%	81.7%
October 2024	1-3	89.16%	93.87%
March 2024	5-6	71.13%	79.07%

OurSchool Survey Results:

Grades		Sense of Belonging	Students with Positive Relationships	Students with positive Self-Regulation
Grades 4 & 5	October 2023	79%	67%	73%
	October 2024	87%	76%	77%





Grade 6	October 2023	56%	73%	57%
	October 2024	60%	67%	63%

Alberta Education Assurance Measures Results (AEAM):

Questions	2023 Student Results	2024 Student Results
At school, do most students respect each other?	54%	74%
At school, do most students care about each other?	51%	74%
At school, do you feel like you belong?	62%	94%

Teachers engaged in ongoing conversations with students about what it means to belong and provided opportunities for students to share how they feel at school. Student perception data was gathered on a school-developed survey three times in the year and demonstrated overall growth in student feelings of belonging throughout the year. The use of PACK tickets, a school-wide initiative to support students in being Positive, Acting responsibly, being Caring and Kind, will be continued in the upcoming year with changes to incorporate our commitment to Truth and Reconciliation in a meaningful way.

In the area of Well-Being, we will continue our focus on improving students' sense of belonging and positive relationships. Teachers will also continue to embed explicit instruction to support student self-management and regulation, to help with student engagement in class work and support growth in learning excellence.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population with 60% of our students identified as English as an Additional Language Learners, 5% of our students self-identifying as Indigenous and 17% of our students having identified Special Education requirements.

Throughout the year, we prioritized weaving our Commitment to Truth and Reconciliation, focused on respect and belonging, into all aspects of our school community. This had a profound impact on some of our most vulnerable students' emotional well-being and sense of community.

This included:

- Participating in Community Fridays where students from different classes collaborated to explore the Seven Sacred Teachings and how to use these teachings in our lives.
- Teachers used targeted lessons and strategies, such as Sharing Circles, Land Based learning opportunities and Smudge, throughout the year to address student understanding and feelings around belonging.





- Staff organized opportunities for students in our specialized setting classes to integrate into inclusive classrooms and other learning opportunities in and around the school.
- Families were invited to our first Commun-I-tea, to build a sense of belonging and connectedness within our school community.

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 Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome 1:

Students will improve in phonological awareness and decoding skills

Outcome 2:

Student engagement in math will improve through a focus on developing robust mathematical learning environments.

Outcome Measures

- Provincial Numeracy Assessment: Gr. K-3
- CC3, LeNS, PAST, RAN
- Report Card Data – Reading and Number
- CBE Student Survey - Mathematics

Data for Monitoring Progress

- Teacher perception data -Teacher confidence in implementing MathUP program
- Student perception data – engagement in math tasks
- Diagnostic Decoding Survey: Gr. 4-6
- Monthly UFLI and ORF student check-ins
- "Look Fors" data – implementation of mathematics routines and games

Learning Excellence Actions

- Provide daily structured and explicit instruction connected to Grapheme Phoneme Correspondence
- Build, model, and use sound/morphology walls and/or mnemonic alphabet
- Embed mathematical routines and games into daily practice
- Create opportunities for collaboration

Well-Being Actions

- Utilize flexible groupings for specific learning needs
- Use goal setting & self-assessment
- Create an environment where productive struggle is valued
- Create a culture that values the thinking process and strategies over speed and algorithms

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide multiple entry points for tasks to encourage risk taking
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Engage students in project-based learning to understand and investigate meaningful situations
- Use mathematics as a tool for analyzing the world in which students live

Professional Learning

- EAL Strategist Support Model
- Implementation of UFLI and Scarborough's Reading Rope
- MathUP Professional Learning by Mariam Small
- PL – creating mathematics learning environments
- PL - model use of mathematics games/routines with staff

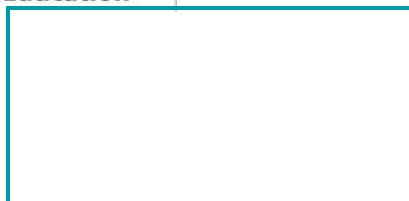
Structures and Processes

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence
- Provide access to tools and manipulatives at student desks or tables

Resources

- EAL Strategist Support Model
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource
- Mathematics Insite | Environment Page
- CBE Mathematics Scope and Sequence (K-6)





- Utilize routines and games
- Community Friday buddy program connected to TRC commitment
- Whole school initiative to promote Respect, Reciprocity, Responsibility (Tiger Tickets)

- MathUP - Online Resource (K-6)

