



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 for Literacy and Mathematics to inform our next steps for the upcoming year.

English Language Arts and Literature – % of 3 and 4 Indicators

	Grade 1	Grade 2	Grade 3	Grade 4	Average
Reads to Explore and Understand	59.7	52.8	74.6	82.1	67.3
Writes to Express Information and Ideas	45.6	36.8	60.8	65.8	52.3

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



French Immersion Language Arts and Literature – % of 3 and 4 Indicators

	Grade 1	Grade 2	Grade 3	Grade 4	Average
Reads to Explore and Understand	69.1	80.5	76.7	92	79.6
Writes to Express Information and Ideas	61.8	77.8	70	78	71.9

English Mathematics – % of 3 and 4 Indicators

	K	Grade 1	Grade 2	Grade 3	Grade 4	Average
Understands and applies concepts related to number and patterns	90.2	67.8	61	72.2	61.8	70.6

French Immersion Mathematics – % of 3 and 4 Indicators

	K	Grade 1	Grade 2	Grade 3	Grade 4	Average
Understands and applies concepts related to number and patterns	88.4	74.6	91.7	73.3	96	84.8

After analyzing our English Language Arts and Literature and French Immersion Language and Literature report card data at a deeper level, we found that there are fewer students who are demonstrating 'good' or 'mastery' level of achievement in writing (3 or 4 report card indicators) than reading. In Mathematics, fewer students in the English program had levels of 'good' or 'mastery' on their report cards than students in French Immersion.

Students who are identified as English as an Additional Language make up 27% of our school population and 35% of these students are at a proficiency of 1 or 2 on the Alberta ESL Benchmarks.





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

On the Alberta Education Assurance Survey (Perception Data), grade 4 students indicated lower levels of engagement in language arts than mathematics when compared to the previous year.

	2023 Yes %	2024 Yes%
Do you like learning language arts?	85	70
Do you like math?	68	76

On a teacher perception survey, teachers indicated that they would like more professional development on high impact strategies for vocabulary, writing and mathematics.

This data suggests that intentional vocabulary instruction, engaging writing tasks and calibration of writing assessment will benefit student engagement and achievement in writing. Focusing on developing mathematical vocabulary will lead to increased student achievement in mathematics. Students in both the French Immersion and English programs, as well as students with English as an Additional Language will profit from this approach.

Well-Being

Throughout the school year, we gather student perception data to help us improve students' experiences at school. The summary of well-being data indicates that the area of belonging and connection needs continued focus.

OurSCHOOL Survey Results - % of Grade 4 Students:

Category	October 2023	October 2024
Feel safe attending this school	69	68
Positive sense of belonging	83	83
Positive relationships (friends)	75	79

This year, we will focus on developing classroom and school-wide routines to promote feelings of connection and belonging. We will use the Social Emotional Learning competencies from the Collaborative for Academic and Social Emotional Learning (CASEL) to identify areas to focus on and high-impact strategies to develop students' understandings of themselves and their abilities to contribute to the school community.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 27% of our students identified as English as an Additional Language learners, 4.6% of our students self-identifying as Indigenous and 12% of our students as having identified Special Education requirements. We will continue to foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion and encourages contributions from our parent community.





School Development Plan – Year 1 of 3

School Goal

Student achievement in Literacy and Numeracy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve in Literacy, Numeracy and Well-Being.

Outcome Measures

Report Card Indicators

- Writes to express information and ideas
- Understands and applies concepts related to number and patterns

OurSCHOOL Survey

- Do you feel safe attending school?
- Do you feel like you belong at school?
- Do you have positive friendships?

Alberta Education Assurance Survey

- Do you like learning language arts?
- Do you like learning math?

Provincial Assessments

English	French Immersion
Phonological Awareness Screening Test (PAST)	Test de dépistage de la conscience phonologique (TDCP)
e Random Automatized Naming (RAN)	Dénomination rapide sérielle (DRS)
Letter Name-Sound (LeNS)	Letter Name-Sound (NSle)
Castles and Coltheart 3 (CC3)	Castles and Coltheart 3 (CC3)
Numeracy Screening Assessment	Tests de dépistage provincial en numératie

Data for Monitoring Progress

Internal Tracking

- Collaborative Response
- Social Emotional Learning screener
- English as an Additional Language benchmarks data (vocabulary)

Formative Progress

- Vocabulary screeners (CORE for grade 1 to 4 English, school-created for French Immersion)
- Professional Learning Community sprints

Perception Data

- Teacher Survey of impact on professional growth (writing and vocabulary strategies and math routines)
- School-created survey (math and language arts engagement and connection/belonging)



**Learning Excellence Actions**

Utilize high impact literacy and numeracy strategies to engage students:

- Explicit instruction of Tier 2 vocabulary words.
- Teach purposeful planning and meaningful writing tasks.
- Provide discourse rich math and literacy environments.
- Incorporate oral language routines into mathematics class (French Immersion: Math Talk using the Neurolinguistic Approach).

Well-Being Actions

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

- Design engaging and interactive writing and math tasks.
- Foster productive struggle and growth mindset.
- Collaborate with students to display supportive vocabulary in the classroom for Math Talks/ la discussion mathématique.
- Explicitly teach the five Social Emotional Learning competencies in the context of the classroom and whole school.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Value different ways of knowing and doing math.
- Empower students to have a voice in learning and assessment.
- Provide professional learning and resources to build and apply culturally responsive teaching and learning.
- Integrate French culture into whole-school events.

Professional Learning**CBE Professional Learning Series:**

- K to 6 New Curriculum
- Assessment and Reporting
- French Immersion Professional Learning: Neurolinguistic Approach, structured literacy
- English as an Additional Language Professional Learning
- Diversity & Inclusion Learning Series

Other Professional Development:

- ATA Professional Learning Session: Engaging in Numeracy and Connections through First Nations, Métis, and Inuit Traditional Games
- Professional learning for the implementation of the Collaborative for Academic, Social and Emotional Learning Social Emotional Learning competencies

Structures and Processes**School-Based:**

- Professional Learning Community sprints for writing, math and vocabulary development (common assessments and tasks)
- Collaborative Response Meetings
- Student Learning Team
- Team Meetings
- French Immersion teachers' Professional Learning Community with teachers from another school

Resources

- CBE K – 12 Literacy Framework: Writing Rope, Vocabulary Development, Routines
- Neurolinguistic Approach
- Lalilo (French resource)
- CBE K - 12 Mathematics Framework: Routines, Facilitate Meaningful Mathematical Discourse
- MathUP
- Building Mathematical Confidence: Using Math Talk in a Second Language Context by Allison Robb-Hagg
- CBE Languages Specialists
- English as an Additional Language: D2L Shell, Ongoing Assessment Practices
- CBE Student Well-Being Framework: Social Emotional Learning
- Social Emotional Learning D2L Shell
- CBE Indigenous Holistic Lifelong Learning





- *Professional Learning with School-Based Mental Health: Trauma Informed Practice*

Framework and supporting resources: Okkakiosattoo, Circle

- *Fostering Resilient Learners by K. Van Marter and P. Hall*
- *School Based Mental Health Psychologist*
- *Jigsaw Learning*

