



## Dr Roberta Bondar

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# 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

#### Report Card Data – Literacy

We used Report Card data from June 2022 to June 2024 to inform our next steps in Literacy for the 2024-25 school year.

| Stem: Reads to explore and understand | Indicator 1       | Indicator 2        | Indicator 3        | Indicator 4        |
|---------------------------------------|-------------------|--------------------|--------------------|--------------------|
| Average Achievement Grades 1-6        | June 2024<br>0.6% | June 2024<br>18.5% | June 2024<br>44.2% | June 2024<br>36.7% |
|                                       | June 2023<br>0.6% | June 2023<br>19.8% | June 2023<br>47.4% | June 2023<br>32.2% |
|                                       | June 2022<br>1.8% | June 2022<br>12.5% | June 2022<br>49.5% | June 2022<br>36.1% |

When analyzing report card data, along with classroom assessment data and teacher observations, we found that our students have consistently demonstrated strong foundational reading skills. Our report card data shows that significantly fewer students are “not meeting” or demonstrating “basic achievement” of grade level expectations (19.1% - June 2024) than those that are demonstrating “good” or “excellent” achievement (80.9% - June 2024). Teacher observations and anecdotal notes, literacy “sprint” pre- and post-assessment tasks, and literacy group progress tracking demonstrate the same findings: the majority of our students’ next step in learning is to develop

### 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



the most effective reading strategies and skills to move from surface reading to deep-knowledge and transfer.

### *CBE Student Survey (Perception Data) – Literacy*

When looking at perception data from the CBE Student Survey, 72.87% of students reported agreement with the statement “I feel a connection to the texts (books, land, pictures, videos) they read and hear in class.” This reflects a relative weakness in our student population with 27% of our students reporting that they are not connecting to the texts they read and hear in class. These findings support our goal in developing students’ ability to make connections in their learning across the curriculum and develop stronger comprehension skills.

### **Well-Being**

Well-Being data success suggests that self-regulation and a sense of connection and belonging are areas of relative weakness, this impacts student academic success. The data collected from our CBE Student Survey, OurSCHOOL survey, and Alberta Education Assurance Measure have informed our next steps in regard to well-being this year.

Aggregate data from the CBE Student Survey, OurSCHOOL Survey, and Alberta Education Assurance Measure show 68.77% of students report having positive self-regulation at school. Our Elementary OurSCHOOL survey in particular showed a 7% decrease in positive self-regulation from October 2023 to October 2024. Self-regulation is critical for school readiness. Students’ ability to focus their attention and effectively manage stressors results in increased achievement and feelings of well-being while at school.

### *Alberta Education Assurance Measure Results*

#### Grade 4 (Spring 2024)

- 49% reported that students follow the rules
- 62% reported that students help each other
- 61% reported that students respect each other
- 65% reported that they feel like they belong

### *CBE Student Survey (Perception Data) – Heart – To Belong*

#### Grades 5 & 6 (May 2024)

- 69.72% agreed “There is at least one adult at school who I really connect with.”

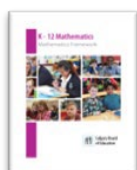
### *OurSCHOOL Survey Results*

#### Grade 6 students (October 2024)

- 76% reported positive self-regulation (the ability to consciously control their emotions and behaviours and maintain focus on a task)

#### Grade 4 & 5 students (October 2024)

- 80% reported positive self-regulation (the ability to consciously control their emotions and behaviours and maintain focus on a task)
- 74% reported a high sense of belonging





These survey findings reflect relative weaknesses when compared to other outcomes. The data indicates an increased need for students to feel that they are welcome, cared for, respected, and safe at school.

To address these data points, we have:

- Continued a school-wide focus on SEL and regulation strategies to help students proactively evaluate and improve upon their own learning, and to promote consistent expectations and language across the school
- Continued a “buddy” program where students collaborate and build relationships with students and teachers from other grades
- Implemented relationship mapping and purposeful connection points between staff and students at risk
- Continued to develop and refine a Continuum of Supports for student well-being, and work with our Collaborative Response Teams to address student needs.

### **Truth and Reconciliation, Diversity, and Inclusion**

An area of strength reflected in our data is our ongoing work toward Truth and Reconciliation and incorporating the Indigenous Education Holistic Lifelong Learning Framework. Our work in this area has had a positive impact on our students and their social-emotional well-being at school. As reported in the CBE Student Survey (Spring 2024):

- 96.99% of students agreed with the statement: “At my school I get to learn from Indigenous Elders, Knowledge Keepers.”
- 92.06% of students agree with the statement: “At my school I have opportunities to learn from the land.”
- 96.97% of students agree with the statement: “At my school I learn about Indigenous ways of being, belonging, doing, and knowing.”

As demonstrated below, the summary of Truth and Reconciliation, Diversity, and Inclusion data suggests that feelings of belonging and connection to culture is an area of relative weakness.

#### ***CBE Student Survey Results***

Grades 5 & 6 students (May 2024)

- 60% agreed with the statement: “I can see their culture reflected in my school.”

#### ***OurSCHOOL Survey Results***

Grade 4 & 5 (October 2024)

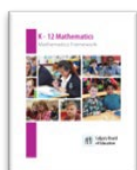
- 76% reported having an understanding and awareness of other cultures

Grade 6 (May of 2024)

- 32% reported agreement with the statement “my own culture impacts learning”

To address these areas of need we need we have:

- instituted “CommUnity” time once per month, where we come together as a school community to share and celebrate learning, recognize





student achievements, and recognize cultural events and happenings in our school community

- developed a student leadership club, where students and teachers support our school community with events throughout the year, and document our school and culture through photos and displays throughout the 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

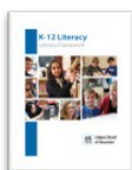
Students and employees thrive in a culture of well-being

- 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 Development Plan – Year 1 of 3

## School Goal

Students will show increased achievement in literacy

## Outcome:

Student's comprehension will progress from surface to deeper knowledge through increased connection and strategies.

## Outcome Measures

- Report Card Data - ELAL (Reading Stem)
- CBE Student Survey – I feel a connection to the texts (books, land, pictures, videos) I read and hear in class (Spring 24 - 72.87%)

## Data for Monitoring Progress

- Literacy groups progress tracking sheets
- EAL Benchmarks Analytics
- Sprint Data
- Teacher anecdotes and observations
- SDP Literacy Sprints Data (3)

## Learning Excellence Actions

- Use of the Reading Assessment Decision Tree
- Daily small group literacy instruction based on the Science of reading for all grade 1 to 4 students
- Explicit pre-teaching of vocabulary in all areas
- Explicit instruction in the use of High Impact strategies to improve comprehension; summarizing, annotating text, note-taking, spaced and repeated practice, modelling, feedback, concept mapping, questioning, reciprocal teaching

## Well-Being Actions

- Design tasks with multiple entry points
- Provide for choice in expression of understanding
- Opportunity for practice and consolidation of skills and knowledge in class
- Facilitate an environment conducive to exploring and expressing personal interests and learning for all students
- ROAR - Reach Out And Read program (volunteer individualized reading program)
- Highlighting of monthly cultural events and teaching specific vocabulary and meaning for each
- Explicit SEL instruction

## Truth & Reconciliation, Diversity and Inclusion Actions

- Build a collection of dual language texts to support understanding
- Design tasks through the lens of the Holistic Lifelong Learning Framework that incorporate the Heart, Mind, Body and Spirit
- Provide for student voice and choice in both tests and activities
- Student leadership group that leads cultural and other events
- CommUnity Assemblies celebrating our dynamic demographic
- Elder participation with each grade group
- Cultural display for all to showcase their background

## Professional Learning

- System Professional Learning
- ELA/ELAL Insite Professional Learning
- EAL Insite Learning
- Assessment & Reporting Insite Professional Learning
- Science of Reading Workshops
- School based professional development on Literacy and Well Being

## Structures and Processes

- Structured PD days for all staff
- Daily small group literacy instruction
- Identified learning intentions for each lesson
- Modeling of strategies
- Clear criteria for success
- Culturally diverse rich literature environments
- PLC time Friday afternoons based on CBE Frameworks
- Collaborative Response
- Weekly grade team meetings
- School Learning Team meetings
- Look Fors document based on SDP goal
- Care Plan based on the Holistic Lifelong Learning Framework

## Resources

- *Visible Learning for Literacy – Implementing the Practices that Work Best to Accelerate Student Learning* (Fisher, Frey, & Hattie, 2016)
- Science of Reading
- *Reading Eggs* online program
- *UFLI Foundations: An Explicit and Systematic Phonics Program* Lane & Contesse, 2022)
- *Morpheme Magic: Lessons to Build Morphological Awareness for Grades 4-12* (Glaser, 2020)
- Reading Assessments Decision Tree
- ELA/ELAL Insite Teaching Practices
- ELA/ELAL Insite Equity & Intervention
- EAL Toolbox – D2L
- SEL D2L site
- *Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation* (Katz, 2018)

