



School Development Planning

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

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 data from Provincial screeners and assessments to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

A review of the data below has indicated the need to focus on writing. Internal measures (baseline writing assessments) indicate the need for a focus on success criteria for various aspects of writing including; content, organization, spelling/grammar, and voice.

The Castles & Coltheart Reading Test (CC3) indicates that nearly 3 times as many students remained "at risk" or struggling to read irregular words than those struggling to read regular words and non-words in the June 2024 Post-



test. This is not only an indication that students are relying on their ability to sound-out words when they encounter new words that do not follow a regular spelling pattern, but also an indication that students are struggling to spell these same words in their writing.

Castles & Coltheart Reading Test (CC3) Post Test- June 2024

Regular Words	25% of students previously at risk, remain at risk
Irregular Words	66% of students previously at risk, remain at risk
Non-Words	22% of students previously at risk, remain at risk

A correlation can be seen in the distribution of writing marks on the June 2024 report card with a comparative number of students receiving 1 and 2 indicators for writing as students at risk for reading regular words.

Distribution of indicators in Writing on the June 2024 report card

1	1.6% of students
2	24.9% of students
3	36.1% of students
4	22.3% of students

In Mathematics, student data indicates the need to focus on numeracy progressions that lead to procedural fluency. As seen in the data below, conceptual understanding of number as indicated by the Alberta Education Numeracy Screener subtest “Numbers on the Numberline” is correlated with the subtests for addition and subtraction with addition being the stronger skill. This points to the need to focus on conceptual understanding of number concepts, as they are preceding skills in learning progressions leading to procedural fluency.

Alberta Education Numeracy Screener- Post Test June 2024

Numbers on a Number Line	50% of students previously at risk, remain at risk
Number Facts Addition	25% of students previously at risk, remain at risk
Number Facts Subtraction	53% of students previously at risk, remain at risk

The Alberta Education Numeracy Assessment indicated the need to focus on learning progressions leading from conceptual understanding to procedural fluency. In September 2024, the subtest “Ordering Numbers” was also a key area for improvement. This data is correlated to more than 20% of students who received 1 or 2 in June for the indicator on the report card involving application of number concepts.





Distribution of indicators understands and applies concepts related to number on the June 2024 report card

1	2.3% of students
2	19.1% of students
3	39.4% of students
4	39.2% of students

Well-Being

Student voice through OurSchool Well-Being survey has indicated that regulation through learning is an area of focus with 74% of grade 6 and 77% of grade 4 and 5 indicating that they have competencies for positive self-regulation. This aligns with our Learning Competency Screener that indicates a higher percentage of students are at risk in the areas of Problem Solving and Personal Growth and Wellbeing.

Learning Competency Screener

Problem Solving	8.29% at risk
Personal Growth and Wellbeing	6.55% at risk

These results are further supported by the perception data from the CBE Student Survey below.

CBE Student Survey

Literacy

I understand what I read.	92.22%
I am a good (competent) writer.	81.93%
I know what to do next to improve my writing skills	80.72%

Math

I am confident that I can learn mathematics.	80.90%
I share my ideas and ask questions in mathematics class.	77.78%
I know what to do next to improve in mathematics.	75.31%
I enjoy working on challenging problems in mathematics.	65.91%

Here we note that in writing, they view themselves as competent writers and data further indicates that fewer students know what to do to improve their writing.

For mathematics, while students are confident in mathematics and think deeply and slowly when working on problems, fewer know what to do next and even fewer enjoy working on problems that are challenging.



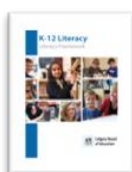


The focus for this year is on implementing a school-wide approach of teaching through a self-management lens by building learning competencies and a sense of learning identities. We will focus on embedding Alberta Education's Learning Competencies in task design and assessment with specific attention on teaching students how to use success criteria to establish learning goals and improve through individual engagement.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents diverse student population with 16% of our students identified as English as an Additional Language learners or self-identified as Indigenous and 16% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning.

Given our diverse learning population, our focus will be to establish clear success criteria and develop culturally responsive and equitable assessment strategies that elicit evidence of student success to make learning visible to each student in keeping with their individual skills and abilities.





School Development Plan – Year 1 of 3

School Goal

Students will use success criteria in literacy and math to determine personal growth, achievement, and next steps in learning.

Literacy Outcome:

Success criteria for the strands of the Writing Rope will be calibrated and implemented.

Outcome Measures

- Report Writing
- CC3
- CBE Student Survey – Literacy measures
- Learning Competency Screener

Data for Monitoring Progress

- PLC numeracy data (Number)
- Summative Assessment Cycles
- Collaborative Team Meeting Key Issue Tracking

Learning Excellence Actions

- Implementing Writing workshops
- Develop co-created success criteria and use these tools for writing across the curriculum.
- Use co-created success criteria to establish learning goals and identify next steps for writing.

Well-Being Actions

- Use student assessment results to design tasks that engage students in goal setting that will address the needs of students at risk in writing
- Developing assessments for various strands of the Writing Rope
- Implementation of direct instruction for Alberta Education's Learning Competencies to build learning identity and engagement.

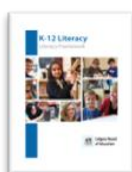
Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional use of culturally responsive and equitable assessment strategies that promote the flexible ability to demonstrate achievement against successes criteria.
- Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding
- Utilize CBE Decolonizing Assessment resources
- Diversity & Inclusion Professional Learning Series Modules (D2L)

Professional Learning

Structures and Processes

Resources





- Implementing Writing Rope and developing success criteria for the strands of the rope in PLC.
- Calibrate in PLC for writing success criteria
- System Professional Learning Sessions focused on New Curriculum- 6 system wide PL to support literacy assessment

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum – participating in CBE K - 6 system wide PL to support literacy and mathematics assessment
- Collaborative Team Meetings focused on key outcomes.

- Literacy Framework- Writing Rope
- Videos- [The Writing Rope with Joan Sedita](#)
- [Writing Scope and Sequence](#)
- Almarode, J., Fisher, D., Thunder, K., & Frey, N. (2020). *The success criteria playbook: A hands-on guide to making learning visible and measurable*. Corwin.
- [Competency Progressions - EN.pdf](#)

Mathematics Outcome

Success Criteria for conceptual understanding to procedural fluency will be calibrated and implemented.

Outcome Measures

- Report Card Number
- K-3 Numeracy Screener
- CBE Student Survey –Math measures
- Learning Competency Screener

Data for Monitoring Progress

- PLC numeracy data
- Summative Assessment Cycles
- Collaborative Team Meeting Key Issue Tracking

Learning Excellence Actions

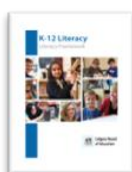
- Implementing Number Talks
- Implement Minds On Activities and Performance Tasks from MathUP program to enhance students' procedural fluency.
- Use visual models like number lines, base-ten blocks to support students' understanding of

Well-Being Actions

- Use student assessment results to design tasks that engage students in goal setting that will address the needs of students at risk in conceptual understanding of number as prerequisite to procedural fluency

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional use of culturally responsive and equitable assessment strategies that promote the flexible ability to demonstrate achievement against successes criteria.
- Enhance relationships with students, families/caregivers





general methods and scaffolding steps to using these tools for novel problems.

- Implementation of direct instruction for Alberta Education's Learning Competencies to build learning identity and engagement.

- and partners to strengthen cultural understanding
- Utilize CBE Decolonizing Assessment resources
 - Diversity & Inclusion Professional Learning Series Modules (D2L)

Professional Learning

- MathUP PL by Mariam Small focus on Number sense performance tasks
- Calibrate in PLC for numeracy success criteria
- System Professional Learning Sessions focused on New Curriculum- 6 system wide PL to support mathematics assessment

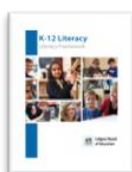
Structures and Processes

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum – participating in CBE K - 6 system wide PL to support mathematics assessment
- Collaborative Team Meetings focused on key outcomes.

Resources

- [MathUp K-6](#)
- CBE Mathematics Framework- From Conceptual Understanding to Procedural Fluency
- [Graham Fletcher Mathematical Progressions](#)
- Almarode, J., Fisher, D., Thunder, K., & Frey, N. (2020). *The success criteria playbook: A hands-on guide to making learning visible and measurable*. Corwin.
- [Competency Progressions - EN.pdf](#)

School Development Plan – Year 1 of 3





Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.





Monitoring Progress (continued): The School Development Plan works in concert with your Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

