

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

Staff worked to collaboratively develop accessible tasks that provide opportunities for students to collaborate and have respectful conversations with their peers, focusing on problem solving.

Student Achievement in

ELA Report Card for Reads to explore- Percentage of students receiving Indicators 3 and 4.

Reporting period 1	Final Reporting Period	Improvement
66.8%	67.5%	+0.7%

PAT ELA Part B

	2022-2023			2023-2024		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
Gr 6	88.6%	39.7%	11.4%	No Grade 6 PAT administered due to new curriculum.		



Gr 9	80.4%	12.9%	19.6%	88.5%	17.1%	11.5%
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Math Report Card for Number Stem- Percentage of students receiving Indicators 3 and 4.

Division	Reporting period 1	Final Reporting Period	Change
2 (Gr 6)	69.72%	71.77%	+2.05%
3 (Gr 7-9)	67.62%	63.44%	-4.18%

Math PAT Part A

	2022-2023			2023-2024		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
Gr 6	73.9%	50.9%	25.2%	No Grade 6 PAT administered due to new curriculum.		
Gr 9	60.6%	18.8%	38.9%	51.6%	24.4%	47.1%

Well-Being

Our school focused on improving students' sense of safety and belonging at school, and continued opportunities for staff to increase understanding and empathy towards students.

AEAMS Safety and Belonging

APORI Students at school follow the rules. (Strongly Agree and Agree) Grade 7 Students and Parents

	2023	2024	Change
Parent	59%	72%	+13%
Student	39%	34%	-5%
Teacher	55%	62%	+7%

CBE Student Survey Resilience & Mental Health, and School Connectedness and Belonging

	Fall 2022	Fall 2023	Change
I ask for help when I need it	77.8%	76.7%	-1.1%
I have confidence in myself as a student	62.5%	56.0%	-6.5%

Our School Survey Resilience and Mental Health

	Fall 2022	Fall 2023	Change
Low level of worry	67.8%	68.8%	+1.0%
Low level of sadness	73.6%	72.6%	-1.0%





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

Keeps going even when challenged	76.0%*	71.9%	-4.1%
Doesn't give up when trying to reach goals	65.9%**	65.2%	-0.7%

*Question was worded differently "I keep working even when I encounter problems"

** Question was worded differently "I do not give up easily when trying to reach my goals"

Truth & Reconciliation, Diversity, and Inclusion

APORI Welcoming, Caring, Respectful and Safe Learning Environments

	2023	2024	Change
Overall	74.7%	77.6%	+2.9%
Parent	77.2%	86.9%	+9.7%
Student	70.5%	66.0%	-4.5%
Teacher	76.5%	80.0%	+3.5%

CBE Student Survey

	Spring 2023	Spring 2024	Change
I can see my culture reflected in my school	54.0%	53.6%	-0.4%
I'm an ally to people who look, behave, speak and/or identify differently than me	NA	90.0%	Question is new and will represent the baseline.
My school is a place where learning and extra-curricular activities are safe and accessible to all students.	NA	84.0%	Question is new and will represent the baseline.
At my school I learn about Indigenous ways of being, belonging, doing, and knowing	80.0%	81.3%	+1.3%





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Student achievement in reading and writing will improve through a focus on vocabulary development.

Outcome Measures

- PAT Results ELA Part B
- Report Card Indicators Reading
- LP level progression
- AEAMs Survey: Correlating questions include:
 - The language arts I am learning at school is interesting to me
- Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:
- Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:
 - I understand what I read
 - I have the opportunity to receive feedback from others to improve my writing
 - I have the opportunity to read interesting books

Data for Monitoring Progress

- Reading assessment decision tree (Core vocabulary maze results)
- Teacher perception data on use of diagnostic reading assessments and teaching identified vocabulary strategies

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students
- Build vocabulary by providing rich and varied language experiences,
- Model and scaffold how to record knowledge and vocabulary from content matter in an authentic and recursive way

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Provide easy access to a variety of organized learning materials and responsive spaces
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider relevancy and representation when selecting texts
- Provide students with opportunities to interactively and collaboratively construct text(s)

Professional Learning

- System Professional Learning
- Diversity and Learning Professional Learning Series (D2L)

Structures and Processes

- Classroom:**
- Use classroom routines to create a vocabulary-rich learning environment

Resources

- Understanding Reading Gr 4-9 (CBE Resource)
- Reading Assessment Decision Tree (RAD) Gr 4-12





- Middle School Professional Learning Series
- Social Emotional Learning (SEL) Middle Years working group

- Document and support instruction and learning in intentional ways
- School:
- PLCs
 - Collaborative Response
 - Grade team meetings

- ELA/ELAL Insite | Teaching Practices (scroll to Comprehension for resources and professional readings)
 - EAL Strategist
- Reading and Interventions:
- ELA/ELAL Insite | Equity & Interventions

School Development Plan – Year 1 of 3

School Goal

Working and learning environments promote equity, diversity and inclusion.

Outcome

Students experiencing inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Outcome Measures

- AEAMs Survey
- Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include
 - I can see my culture reflected in my school
 - My schools is a place where learning and extra-curricular activities are safe and accessible to all students
- Student Perception Data - Our School Survey Results: Correlating questions include
 - Feels accepted
 - Values cultural learning through friends from different cultures

Data for Monitoring Progress

- Pre and post surveys for staff and students throughout year/term/semesters (cycles) on the following,
 - Professional Learning Implementation Plan
 - Task design student exit slips based on curriculum audit
- Curriculum Audit: Regularly audit the curriculum to ensure it includes diverse perspectives and materials that reflect various cultures and histories (for example, each grade/discipline team/department can conduct an equity audit and/or resource assessment and/or schools can connect with specialists, strategists, and cultural liaisons to help support and guide the audit).
- Resource Allocation Audit: Regular tracking of resources (e.g., books, media, teaching aids) reflect and support diversity and inclusion and are accessible, culturally responsive, and promote multiple backgrounds, identities, and experiences of students.



**Learning Excellence Actions**

- *Have students provide feedback on tasks and texts and have students assess texts based on inclusivity criteria to ensure representation, appropriateness, and effectiveness of materials*
- *Work with students to provide opportunities for student advocacy and engagement (co-designing tasks, talk time, feedback circles, etc.).*

Well-Being Actions

- *Consistently collaborate with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom.*
- *Highlight a different cultural celebration each month (or more depending on cultural context of the school and students and their families) with a classroom activity, discussion, or project as a class or school community.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide professional learning and resources to build and apply culturally responsive teaching and learning.*
- *Engage in whole school professional learning around addressing bias, privilege, power, culturally responsive pedagogy, and collaborative school environments.*
- *Develop capacity of educators on building meaningful, intentional, and foundational knowledge on racism and discrimination in classrooms and school communities.*

Professional Learning

- *Diversity and Learning Professional Learning Series (D2L)*
- *Middle School Professional Learning Series*
- *Social Emotional Learning (SEL) Middle Years working group.*

Structures and Processes

- *Regularly scheduled whole school professional learning within the school context and learning environment to review progress.*
- *Establishing a school-based professional learning committee to guide implementation and extension of Professional Learning series*

Resources

- *Diversity & Inclusion Professional Learning Series Modules (D2L)*
- *Diversity & Inclusion Professional Learning Series Module Videos (Insite)*
- *CBE CARES: What We Heard Report*

Glossary



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 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 you 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](#)

