



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

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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

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

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

Academic data sources, including the CC3, LeNS, and numeracy, identify significant improvement in student achievement for lifelong learning and success.



Letter Name – Sounds (LeNS)	Percentage of Students Not At-Risk June 2023	Percentage of Students Not At-Risk June 2024
Grade 1	59.1%	54.5%
Grade 2	34.6%	73.2%

Castles & Coltheart 3 (CC3)	Regular Words Percentage of Students Not At-Risk		Irregular Words Percentage of Students Not At-Risk		Non Words Percentage of Students Not At-Risk	
	June 2023	June 2024	June 2023	June 2024	June 2023	June 2024
Grade 1	26.3%	66.7%	21.0%	60.6%	52.6%	60.6%
Grade 2	45.7%	73.2%	37.1%	69.6%	57.1%	69.6%
Grade 3	50.0%	87.3%	27.8%	84.1%	50.0%	95.2%

Numeracy Assessment	Percentage of Students Not At-Risk June 2023	Percentage of Students Not At-Risk June 2024
Grade 1	29.2%	55.6%
Grade 2	29.7%	70.9%
Grade 3	35.0%	76.9%

Student perception data obtained from surveys (OurSchool and school created) reflect improvement in the area of assessment.

OurSchool survey specific questions around the themes of learning intentions and expectations indicate the following:

- Students' ability to, **Create a plan to reach goals**, showed an improvement of 6.0%
- Students' ability to, **Track progress towards goals**, showed an improvement of 4.72%

K-3 School generated survey around assessment criteria indicate the following:

- **I know what my learning job/task is in my class** showed an improvement of 5.2%
- **I know why I am doing the work** showed an improvement of 13%
- **I know how to do my best work and make it better** showed an improvement of 5.9%
- **I know how to tell/show my teacher what I learned** showed an improvement of 3.5%

Student and teacher perception data obtained from surveys (CBE Student and school created) indicate improvement in the area of assessment.

The CBE survey indicates the following student perception:

- **High expectations to be successful in learning** showed an increase of 5.24%
- **Feel confident in overcoming challenges in learning** showed an increase of 3.71%
- **When struggling with school work can get through it and fix it** showed an increase of 8.71%





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

Alberta Education Assurance Survey data, for the grade 4 and 7 student/parent/teacher population, indicate a decline of 4.5% in the area of Parental Involvement indicating continued importance of sharing assessment regularly with families in a clear and meaningful manner to build communication of student learning.

Well-Being

Student perception data from the CBE student survey reflect improvement in student's confidence and resilience in learning in order to thrive in a culture of well-being.

The CBE Student Survey data indicate the following:

- I feel confident I can overcome challenges in my learning***, has shown an improvement of 3.7%
- I have confidence in myself as a student***, has shown an improvement of 6.6%
- When I struggle with my school work, I can get through it and fix it***, has shown an improvement of 8.1%

Truth & Reconciliation, Diversity, and Inclusion

Student perception data from the OurSCHOOL and CBE Student Survey reflect both improvement and area for growth in sense of belonging and connection.

The OurSCHOOL survey results indicate the following:

- Students with a positive sense of belonging***, has shown a decline of 7.5%
- Students with positive relationships***, has shown an improvement of 3.5%

The CBE Student Survey indicates the following:

- I can see my culture reflected in my school***, has shown a decline of 1.7%





School Development Plan – Year 1 of 3

School Goal

Student academic achievement will improve through varied assessment practices.

Outcome

Teachers will employ assessment practices that are fair, transparent, and equitable for all students.

Outcome

Student overall sense of belonging and confidence in learning will improve through student agency

Outcome Measures

- Teacher self-assessment tool
- LeNS, CC3, PAST, RAN
- Numeracy Screening Assessment
- PAT data
- OurSCHOOL Survey
- K-3 School generated survey
- CBE Student Survey
- Alberta Education Assurance Measure Survey

Data for Monitoring Progress

- Teacher perception data from school administered survey
- PLC Common Assessment data
- Collaborative Response Meeting data
- Circle meetings protocol feedback from teachers relating to work with students
- Staff feedback regarding student feelings of connections, relationships, and community
- SLT meetings in response to academic/well-being concerns

Learning Excellence Actions

- Align practices with the K-12 five guiding principles of assessment and reporting
- Explicit instruction using UFLI program and MathUP
- Task design with multiple entry points

Well-Being Actions

- Sustained focus on implementation of the Student Well-Being Framework
- Student Well-Being Action team develops school-wide initiatives based on Middle School Well-Being Symposium learning
- School-wide conflict resolution protocol

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide professional learning and resources to build and apply culturally responsive teaching and learning
- Classroom learning environments reflect school vision to build community
- Recognizing days of significance that reflect our school demographic

Professional Learning

- K-6 Professional Learning series
- Middle Years system professional learning series
- Community of Practice
- SEL Middle Years Working group

Structures and Processes

- PLC work on common assessments
- Collaborative Response meetings
- Look-Fors that support student achievement in numeracy, literacy, and well-being

Resources

- ELAL K-3 scope and sequence
- MathUP-Online Resource
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource
- CBE Literacy Framework
- CBE Mathematics Framework





- Documentation boards to display student learning processes
- Land-Based learning to support community and student identity
- School-wide committee work in Literacy, Numeracy, Well-Being, and Land-Based to reflect holistic approach to teaching and learning
- Co-created classroom norms

- Assessment and Reporting guide
- Assessment Practices
- IPP document and supporting guide
- Continuum of Supports
- CBE Well-Being Framework
- CBE Holistic Lifelong Learning Framework
- Student Well-Being Framework Companion Guide
- SEL Brightspace by D2L shell

