

**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

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

We primarily used the, LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

Stem: Reads to Explore and Understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	1.9%	36.5%	34.6%	26.9%
Grade 2	7.5%	54.7%	24.5%	13.2%
Grade 3	3.8%	18.9%	47.2%	30.2%
Grade 4	4.4%	26.5%	45.6%	23.5%
Grade 5	2.9%	45.6%	33.8%	17.6%
Grade 6	3.3%	47.5%	41%	8.2%
Average	3.9%	38.3%	37.8%	19.7%

Stem: Writes to Express Information and Ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	2.1%	55.3%	29.8%	12.8%
Grade 2	5.8%	61.5%	26.9%	5.8%
Grade 3	9.1%	31.8%	36.4%	22.7%
Grade 4	2.9%	36.8%	45.6%	14.7%



Grade 5	3.5%	38.6%	38.1%	11.1%
Grade 6	3.5%	44.7%	37.8%	13.0%
Average	4.5%	44.7%	37.8%	13.35%

The data shows a noticeable gap between student achievement in reading and writing. Last year's school-wide literacy initiative strengthened teacher capacity in reading instruction, with a 12% increase in teachers reporting the literacy skills students are learning are beneficial compared to last year.

Teachers also attribute their professional growth to the targeted professional development and in-service training they've received. This coincides with data from the Alberta Education Assurance Measure survey which indicates a greater number of students demonstrate knowledge of how to enhance their reading skills than in their writing skills.

Students also did not feel they received feedback that helped them improve their writing. Teacher anecdotal data indicated a need to clearly understand how feedback supports students in improving their ability to effectively communicate their ideas in writing.

Alberta Education Assurance Measure Results (AEAM) :

Academic Results:

Questions	2023 Results	2024 Results
The Language Arts I am learning at school is interesting to me.	90%	69%
The Mathematics I am learning at school is interesting to me.	90%	78%

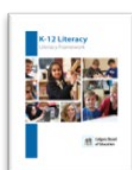
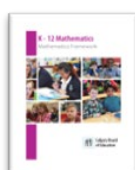
Welcoming, Caring, Respectful and Safe Learning Environment

Questions	2023 Results	2024 Results
Students follow the rules	68%	52%
Students help each other	81%	70%
Students respect each other	75%	50%
I feel like I belong	84%	78%

Teacher Perception:

- Students model the characteristics of active citizenship declined by 2.5% points.
- Students are taught attitudes and behaviors that will make them successful at work when they finish school declined by 14.3% points.

CBE Student Survey:





Questions	2023 Results	2024 Results
I know what to do next to improve my reading skills.	89.06%	86.6%
I know what to do next to improve my writing skills.	92.81%	85%
I have the opportunity to receive feedback from others to improve my writing.	74%	49.09%
I know what to do next to improve my mathematics.	86.15%	85.57%
I feel welcome at school.	80.13%	82.14%

OURSchool Survey:

Questions	2023 Results	2024 Results
I make friends easily	62.65%	67.36%
I feel like I belong at school.	70.08%	72.22%

The Alberta Education Assurance Measure survey results indicate a significant decline in students' perception that their peers follow rules, respect one another, and foster a sense of belonging.

Data from the CBE survey confirms a decline in mutual respect among students, though it also shows students feel they can make friends easily. This raises the question: What accounts for this disconnect, and how can teachers better support students' emotional well-being?

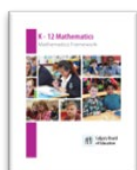
Truth & Reconciliation, Diversity, and Inclusion

Throughout the year, incorporating the Circle of Self had a profound impact on some of our most vulnerable students' emotional well-being and sense of community.

Guided by our Phys Ed and Wellness Learning Leader, the Circle of Self was seamlessly integrated into our curriculum, allowing students to view their well-being holistically across different domains—mind, body, spirit, and heart.

At the start of the year, each student completed their own Circle of Self, giving teachers a valuable opportunity to connect with each student individually. This personal insight strengthened teacher-student relationships, contributing to a supportive learning environment; opening discussions about how their emotions and sense of belonging impact students' ability to learn and interact positively with others.

Using the Circle of Self language helped students develop a deeper understanding of their emotions and improved their conflict resolution skills. It provided a structured framework for discussing complex needs, fostering empathy and enhancing classroom management through a holistic approach to behavior.





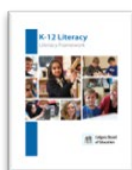
Grade	Statement(s) measured	At Risk population (November 2023)	At Risk population (May 2024)
K	I can recognize and identify my emotions	7.7%	3.8%
1	I can recognize my emotions and express them appropriately.	26.7%	9.3%
2	I can respond appropriately to the feelings, needs and interests of others.	9.3%	4%
3	I can respond appropriately to the feelings, needs and interests of others. I am practicing solving simple problems.	11.9%	11.9%
4	I can work independently. I am confident, resilient and adaptable.	12.7%	9.9%
5	I am confident, resilient and adaptable. I can recognize and explain personal strengths and preferences.	7.6%	5.1%

For our focus group, teachers completed our school based Wellness Continuum. Results reflect a decrease in students who were initially identified as 'At Risk' in November and then reassessed in May.

In Summary:

The data underscores an urgent need for more structured and consistent feedback to address significant gaps in student learning and engagement. Feedback is crucial here—not only to maintain students' growing confidence but also to offer clear steps for improvement that helps move student learning forward.

The concern extends beyond academics. Declines in student behavior, such as a 25% drop in respecting each other, and significant drops in helping peers and following rules, point to a broader need for feedback emphasizing social and collaborative skills. Teachers have noticed similar trends, with a 2.55 % decline in students modeling active citizenship and a 14.3% point drop in teaching the attitudes and behaviors necessary for success beyond school.





Overall, the data reveals effective, targeted feedback is essential not only for academic improvement and for fostering essential life skills. Strengthening the feedback loop can help clarify learning paths, boost student engagement, and promote both academic and personal development, equipping students for success beyond the classroom.

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

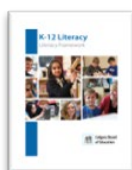
Students and employees thrive in a culture of well-being

- 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

Student learning will move forward with responsive feedback from teachers.

Outcome:

Student written communication will improve by building teacher capacity to deliver quality feedback in the components of writing.

Outcome (Optional)

Students will have a strong sense of number by building teacher capacity to frame questions, deliver feedback that facilitates meaningful discourse, and scaffold student thinking to build shared understanding of mathematical ideas in numeracy.

Outcome Measures

- Grade 6 PATs writing
- Grade 6 PATs Math
- Numeracy assessment
- Report Card data (writing/numeracy)
- CBE student survey
- OurSCHOOL Survey

Data for Monitoring Progress

- School Based PLC common assessments (rubrics)
- Diagnostic data
- Alberta K-12 ESL Proficiency Benchmark
- Formative assessment on writing outcomes and to track impact of actions
- Data gathered through teacher survey, to track professional growth.

Learning Excellence Actions

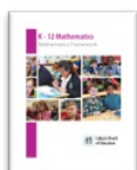
- Students will receive explicit feedback that aligns with the learning intentions and success criteria to move student learning forward.
- Students will receive mathematical language and vocabulary modelling to support student comprehension of feedback given.
- Students will work within flexible groupings to support their learning growth.

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning and focus on competencies such as Self-Awareness and Self-Management to help students identify their learning strengths and areas for growth to increase literacy and mathematical competence and confidence.
- Teachers will explicitly teach Social and Emotional Learning competencies (self awareness and self management) in every subject to model and increase growth-

Truth & Reconciliation, Diversity and Inclusion Actions

- *Okkakisatoo* – Look Carefully: teachers will provide multiple entry points for tasks to encourage risk-taking and resilience and develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress.
- Teachers will use interactive writing tasks for EAL LP1 and LP2 learners.
- Teachers will use graphic organizers or genre structures for IPP learners.





mindsets in relation to
what they are learning

Professional Learning

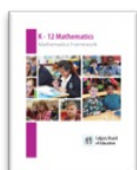
- Foundational Professional Learning in the Collaborative for Social Emotional Learning to increase student confidence as writers and mathematicians.
- Dylan Wilam Embedded Formative Assessment
- Math UP – Marion Small
- A path to better writing: Evidence-based practices in the classroom: Graham S & Harris K.R.
- The writing rope: The strands that are woven into skilled writing: Sedita, J.

Structures and Processes

- SEL Elementary Designate to access and communicate tools/resources from the SEL for Well-Being Brightspace by D2L Resource.
- Monthly PLCs within the focus on unified SEL instruction.
- Collaborative Response model focused through the Lens of the 5 SEL competencies for literacy confidence.

Resources

- *Okkakiosatoo* –Look Carefully: document
- Circle of Self
- *SEL for well-being in Brightspace*
- *EAL D2L shell*
- *EAL strategist*
- *K-6 Professional Learning Series*





School Development Plan – Year 1 of 3

School Goal

Student social emotional well-being will improve through the implementation of school-wide Social Emotional learning strategies.

Outcome

Student sense of connection and belonging will increase as teachers learn, understand and apply SEL through the CASEL framework, 5 competencies and strategies.

Outcome (Optional)

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey –well-being
- Assurance Measures Survey

Data for Monitoring Progress

- School Based Wellness survey (K-3)
- Diagnostic data
- Professional learning data regarding impact on professional growth
- Incident Reports and Log entry data

Learning Excellence Actions

- Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances.
- Students will explore the CASEL competencies to identify areas of strength and areas of growth for each of the five CASEL Framework competencies in relation to their identities as learners.
- Engage in Social Awareness and social story tasks to engage students in building relationships.

Well-Being Actions

- Teachers will explicitly teach SEL competencies such as Self-Awareness, Self Management and Social Awareness.
- Teachers will engage in Relationship Mapping to ensure every student has meaningful connection with an adult within the school community.

Truth & Reconciliation, Diversity and Inclusion Actions

- *Okkakisatoo – Look Carefully*: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress.
- Implement Circle of Self

Professional Learning

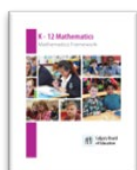
- CBE Staff will complete the CASEL –

Structures and Processes

- SEL Elementary Designates will access and communicate

Resources

- *Okkakisatoo –Look Carefully*: document
- Circle of Self





Fundamentals of SEL –
60 min course,

- Harvard Guide to Executive Functioning
- Greater Good, Ethical Decision making
- Growth Mindset. Dweck 2015.

tools/resources from the
Social Emotional
Learning (SEL) for well-
Being Brightspace by
D2L

- PLCs will focus on unified SEL instruction
- Collaborative Response model focused through the lens of the 5 SEL competencies.

▪ CASEL- Fundamentals of SEL
(60 min course)

- CASEL Fundamentals
- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L
- Relationship Mapping
- CASEL sample teaching activities
- Student Well Being Framework Companion Guide.
- *Diversity and Inclusion Professional Learning Guide.*
 - *Culturally Responsive Instruction*

