



CBE Home Education Shared Responsibility Program

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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

Our school focused on Mathematics and Literacy as it pertained to science or social studies last year and the following results help us to prioritize and provide a direction and focus for the upcoming year(s).

A. Mathematics:

Mathematics Report Card Data – June 2024: We have used report card data from June 2024 to inform our next steps in the upcoming year.

Division 1, 2 or 3 and Report Card Stem	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Div. 1 - Grade 1-3 Understands and applies concepts related to number and patterns (and algebra for gr.3)	11.6%	20.8%	55.3%	15.6%
Div. 2 - Grade 4-6	5.6%	29.6%	29.9%	38.6%

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



Understands and applies concepts related to number, patterns and algebra				
Div. 3 – Grade 7-9 Patterns and Relationships – Uses algebraic reasoning to represent patterns and relationships.		23.1%	53.8%	23.1%

Alberta Education Numeracy – Grades 1-4 Data 2023-2024:

September Testing and Grade	# of Students At-Risk:	# of students Not-At-Risk:	Totals:
2	4	19	23
3	10	18	28
4	6	14	20
May Testing			
2	2	2	4
3	1	7	8
4	4	1	5

CBE Student Survey for Math - Spring 2023-2024:

Students reported that when it comes to solving a math problem, 45.8% Strongly Agree and 49.2 % Agree, that they can apply strategies they've learned and used before.

Students reported that when solving a math problem, 28.8% Strongly Agree and 45.8% Agree, that they can find out the important information and how to solve the problem.

Student Exit Slips - 2023-2024:

Teachers routinely gave students a "Student Exit Slip" to complete at the end of each Learning Cycle. Students were asked to complete a complex task for that unit of study and to indicate their confidence in solving the problem. Staff could see that students continued to be challenged when completing difficult, multi-step problems related to Number, Patterns and Algebraic Reasoning. Student confidence in attempting the problems did increase from 35% in the Fall/Winter Exit Slips to 73% in the Spring Exit Slips.

School-Wide Tracking Sheet Connected to Alberta Education Curriculum Report Card Strand - 2023-2024:

Div I

% of students demonstrating grade level understanding of addition and subtraction strategies	
Grade 1	57%





Grade 2	66%
Grade 3	80%

Div II

% of students demonstrating grade level understanding of multiplication and division strategies	
Grade 4	17%
Grade 5	40%
Grade 6	74%

Div III

% of students demonstrating grade level understanding of linear equations	
Grade 7	49%
Grade 8	56%
Grade 9	63%

After analyzing our Numeracy data at a deeper level from report cards, classroom assessments, student and teacher perception data (Surveys and Exit Slips) and our School-Wide Tracking Sheet, we found that there is room for our students to grow in their academic performance and confidence in the areas of: Number, Patterns, Relationships and Algebra.

B. Science:**Science Report Card Data – June 2024:**

Division 1, 2 or 3	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Div. 1 - Grade 1-3 Demonstrates Knowledge and Understanding of (topics) and concepts.		15.8%	51.3%	33.7%
Div. 2 - Grade 4-6 Demonstrates Knowledge and Understanding of (topics) and concepts.	2%	19.2%	55.6%	22.9%
Div. 3 – Grade 7-9		50%	16.7%	33.3%





Develops Skills for Inquiry and Communication				
Division 1, 2 or 3	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Div. 1 - Grade 1-3 Develops Skills and Processes for inquiry, problem solving and communication		21.6%	48.2%	30%
Div. 2 - Grade 4-6 Develops Skills and Processes for inquiry, problem solving and communication		31.1%	40.7%	28.1%
Div. 3 – Grade 7-9 Analyzes and Solves Problems Through Scientific Reasoning		66.7%	33.3%	

CBE Student Survey for Science:

19.5% of students reported that, when solving a science problem, they could not or were not sure if they could apply strategies learned or used previously. 30.2% of students reported that they could not or were not sure if they could contribute to conversations about science.

Student Exit Slips for Science: Teachers routinely gave students a “Student Exit Slip” to complete at the end of each Learning Cycle. Students were asked to complete a complex task for that unit of study and to indicate their confidence in solving the problem. Staff could see that students continued to be challenged when completing Lab Reports and when asked to use previous knowledge to solve more complex scientific questions. Student confidence in completing Labs and Lab Reports did increase from 53% in the Fall/Winter Exit Slips to 86% in the Spring Exit Slips.

In order to address these data points, we will be focusing on designing tasks that scaffold students through the research process and on co-creation of rubrics with students to ensure students understand how and where they are being assessed in their work.

Well-Being:

The Summary of Well-Being data that directly impacts student success suggests that areas of 1) managing stress, 2) feeling engaged in what they are learning and being asked to do and 3) having the confidence to speak up about feelings are areas for improvement at our 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

CBE Student Survey Data:

28% of students reported feeling that they do not have strategies to use when they feel stressed at school.

27% of students reported that they do not speak with caregivers, friends, classmates or teachers about how they are feeling.

16% of students reported that they either don't or don't know if they are curious about the things they are learning at school.

35% of students reported that they either don't or don't know if the things they are learning at school are meaningful to them.

20% of students reported that they do not speak up when they don't agree with the rules.

CBE OurSchool Survey Data:

16% of students reported feeling a high sense of anxiety.

In order to address these data points, we will be introducing Social Emotional Learning (SEL) competencies alongside our work with our Collaborative Response Model (CRM). This will provide structure and unify our understanding of student well-being and how to best support students.

Truth & Reconciliation, Diversity, and Inclusion

Our school demographics consist of 27 FNMI students, 7 EAL students and 121 students with a Special Education Code.

71% of students reported understanding the beliefs, values, attitudes and behaviours of their own culture.

85% of students reported understanding the beliefs, values, attitudes and behaviours of those from other cultures.

83% of students reported feeling safe at school.

In order to address the above data points...

We respect and celebrate our Indigenous Ways of Knowing and Ways of Being by: Embedding Sharing Circles and Acknowledgement of the Land Learning in our daily teaching and learning. Our staff is committed to using the Indigenous Education Holistic Lifelong Learning Framework in our Professional Learning Community Work around Task Design and Assessment. We have committed to reaching out to the Indigenous Learning Team when we have questions or need insight into our Truth and Reconciliation Actions. We have established a Teacher Lead to ensure Truth and Reconciliation is embedded into our daily planning, Professional Development, Collaborative Response work and other school routines.

We respect Diversity and Inclusion by being intentional in our approach to creating safe, caring and welcoming learning environments where all students can thrive in their learning.





School Development Plan – Year 1 of 3

School Goal

Academic excellence and sense of well-being will improve.

Outcome:

Students will achieve higher levels of academic excellence and report an increased sense of well-being.

Outcome Measures

- *Provincial Numeracy Assessments (Gr. 1-4)*
- *Report Card Data*
- *CBE Student Survey*
- *OurSchool Survey*
- *Goal Specific School-Wide Tracking Tool (June)*

Data for Monitoring Progress

- *School-Wide Tracking Tool (Fall, Winter, Spring)*
- *Student Exit Slips*
- *MIPI*
- *Teacher Perception Data*

Learning Excellence Actions

- Incorporate low-floor high-ceiling tasks to engage all learners.
- Incorporate use of multiple modalities to solve tasks.
- Co-create success criteria with students.

Well-Being Actions

- Create a culture that values the thinking process and strategies.
- Activate students as owners of their own learning in self-assessment and reflection.
- Provide actionable feedback that moves learners forward.

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are culturally inclusive and accessible to all learners.
- Provide opportunities for students to practice and model having difficult conversations (including conversations about race and racism).
- Using the Sharing Circle to highlight the importance of respect for the thought, stories and individual histories of each participants.

Professional Learning:

*Book Study for 2024-2025
– Peter Liljedahl's, *Mathematics Tasks for The Thinking Classroom*
* [System Professional Learning](#)

Structures and Processes:

- Professional Learning Communities (PLC's) focus on designing scaffolded tasks to increase student engagement.
- Book Study

Resources:

* **NEW!** Peter Liljedahl's, *Mathematics Tasks for The Thinking Classroom*
* Peter Liljedahl's, *Building Thinking Classrooms in Mathematics, Grades K-12*





*Social Emotional Learning (SEL)

- Calibration with Colleagues
- Common Assessments (The Big Rocks; Moving from “Organizing to Write” to the “Editing Process”; Student Exit Slips)
- Collaborative Response structures and processes are used to increase student engagement. Current Themes to Take Up: 1) Increase duration of student focus and concentration, 2) Supporting Productive Struggle and 3) Comfort with Taking Risks
- Non-Permanent Vertical Surfaces
- Random groupings of students
- Positive Classroom Norms
- Access to tools and manipulatives
- Integration of Circle Talks

- * NEW! CBE [Mathematics: Equity and Identity Guide](#)
- * NEW! CBE [Implement Tasks that Promote Reasoning and Problem Solving](#)
- * [MathUp](#)
- * [Alberta Education Math and Science Resources](#)
- * [Alberta Education Numeracy Progressions](#)
- * [CBE Numeracy Resources](#)
- * NEW! Hiroko Warshauer's [Strategies to Support Productive Struggle](#)
- * CBE Mathematics [Curriculum and Planning Page](#)
- * CBE Lifelong Learning Framework

