

**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

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?

Literacy

Our 2024 development focus is on disciplinary literacy, with an emphasis on supporting middle school reading skills to support student growth across all subjects. Data from recent assessments show positive progress, but also underscore areas for improvement in reading comprehension. For example, in Grade 5, 45.05% of students achieved a "Good" rating in reading to explore and understand, with 34.23% achieving "Excellent." By Grade 9, while 56.2% are reading at a "Good" level, only 18.98% reach the "Excellent" level, indicating a need for sustained support.

To close these gaps, our teachers are adopting targeted reading interventions. These strategies are designed to deepen comprehension and analytical skills, helping students engage more fully with complex texts in all subjects, including science, math, and social studies. By bolstering these critical reading skills, we aim to help students reach their highest potential, enabling stronger academic outcomes across the board.

June 2024 RTA Report Card Data

Course	Stem	Indicator 1 Not Meeting	Indicator 2 Basic	Indicator 3 Good	Indicator 4 Excellent
ELA 5	Reads to explore and understand	0%	13.57 %	45.05 %	34.23%
ELA 5	Reads to explore and understand	0%	25.89 %	34.82 %	34.82 %
ELA 7	Reads to explore, construct and extend understanding	0.62 %	20.0 %	43.75 %	25.0 %
ELA 8	Reads to explore, construct and extend understanding	1.38 %	20.0 %	53.79 %	22.07 %
ELA 9	Reads to explore, construct and extend understanding	0.73 %	21.9 %	56.2 %	18.98 %

In recent years, middle schools with Grades 5 and 6 students have been implementing a new curriculum, and our school has been deeply engaged in supporting this transition, particularly for our Grade 6 students. Notably, last year, our Grade 6 students did not participate in the Provincial Achievement Tests for English Language Arts (ELA) and Social Studies, allowing our





educators to focus on aligning instructional practices with the new curriculum's goals and standards. Consequently, we have intentionally not included PAT data from 2024.

Well-Being

The data below would suggest that a focus on literacy and task design, which fosters academic achievement, would allow students to experience a greater sense of confidence and personal value at school, improving their sense of belonging.

OurSCHOOL Survey Data

	2023		2024			
	All Students	Students who self-identify as Indigenous	All Students		Students who self-identify as Indigenous	
Sense of Belonging	79%	76%	78%	↓ 1	68%	↓ 8
Positive Relationships	83%	82%	83%	No Change	76%	↓ 6
Safe at School	70%	63%	71%	↑ 1	50%	↓ 13

CBE Student Survey - Grades 5,6,8,9

	2023	2024		2024-2023
	All Students	All Students	Students who self-identify as Indigenous	Difference
My teacher(s) care about me.	89%	87%	92%	↓ -2%
I feel included at school	88%	68%	93%	↓ -20%

Truth & Reconciliation, Diversity, and Inclusion

Our school's demographics reflect a richly diverse community, with 14% of our students identified as English as an Additional Language (EAL) learners, 13% born outside of Canada, and 3% who self-identify as Indigenous. According to the CBE Student Survey, many students reported positive relationships with friends and family and felt there were high expectations for their academic success. Additionally, the survey data provides valuable insights into students' perceptions of inclusion and diversity within the school environment, underscoring an opportunity to enhance classroom experiences that connect students with their identity and cultural representation.





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 Results for Grades 5, 6, 8, and 9:

- In 2024, 67% of all students agreed that the school actively addresses incidents of racism or discrimination.
- The percentage of students who reported seeing their culture reflected in the school increased from 49 % in 2023 to 52 % in 2024, with Indigenous students specifically reporting a 46 % satisfaction rate.

This feedback emphasizes the need to further embed cultural representation and identity-affirming practices within daily learning experiences, fostering a more inclusive environment where all students feel valued and seen.

CBE Student Survey - Grades 5,6,8,9

	2023	2024		Difference
	All Students	All Students	Students who self-identify as Indigenous	Difference All Students
When racism and/or discrimination occur at my school, my school takes steps to address it	n/a	67%	82%	n/a
I can see my culture reflected in my school.	49%	52%	46%	↑ 3%





School Development Plan – Year 1 of 3

School Goal

Students' achievement in literacy will improve.

Outcome:

Students' achievement in reading and writing will improve through disciplinary literacy.

Outcome:

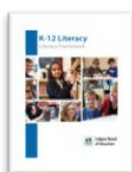
Students' overall sense of belonging will improve through increased confidence and value in their learning.

Outcome Measures

- *ELA Report Card Indicator Achievement*
 - Reads to explore, construct and extend understanding
 - Writes to develop, organize and express information and ideas
- *Provincial Achievement Tests – Grade 6 & 9 ELA – Part A and Part B*
- *Alberta Education Measure Results Report*
 - Category – Student Growth and Achievement: "I understand how the language arts I am learning at school is useful to me"
- *Alberta Education Measure Results Report*
 - Category – Student Growth and Achievement: "I understand how the language arts I am learning at school is useful to me"

Data for Monitoring Progress

- *Reading Assessment Decision Tree (CORE, MAZE, Spelling)*
- *Teacher Perception Data on use of diagnostic reading assessments and teaching identified reading strategies*





Learning Excellence Actions

- Utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all disciplines
- Utilize text sets that include a variety of multimodal primary and secondary texts that align with the discipline
- Include structured writing lessons and writing opportunities within the content areas that reflect authentic writing opportunities within the discipline

Well-Being Actions

- Activate students as owners of their own learning in goal setting, self-assessment, and reflection
- Provide repeated opportunities for learning to practice and consolidate literacy skills and knowledge within the disciplines
- Create learning spaces that provide learners with a safe and respectful environment

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider relevancy and representation in text selection
- Use scaffolded learning intentions to reflect that student may have different learning goals

Professional Learning

- Middle Years
System
Professional
Learning -*
- Improving Reading for

Structures and Processes

- Classroom:*
- Include meaningful daily reading and writing tasks that span

Resources

- Reading Assessment Decision Tree (RAD)
- Text Calibration Protocol





Older
Students
(IROS)
modules

- ELA/ELAL
Insite –
Professional
Learning

the content
areas,
including
“Thankful
Fridays.”

School:

- PLCs
- Collaborative
Response
- Text Set
Creation
- Interdisciplinary
team planning

- ELA/ELAL
Insite |
Teaching
Practices
- ELA/ELAL
Insite | Equity
& Interventions
- Professional
Readings:
*Doing
Disciplinary
Literacy*
(Gabriel, 2023)

