



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

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

LeNS – Changes in not at-risk population (pre test to post test)

Grade 1	+13.3%
Grade 2	+23.8%

CC3 – Changes in not at-risk population

	Regular Words	Irregular Words	Non Words
Grade 1	+34.8%	+7.9%	+30.8%
Grade 2	+22.2%	+44.4%	+50%
Grade 3	+46.7%	+40%	+60%

Numeracy – Changes in not at-risk population

Grade 1	+37.5%
Grade 2	+48.3%
Grade 3	+25%



Based on data from provincial screeners, most students continue to develop strong foundational literacy and numeracy scores. However, it was noticed that many of the students continuing to score at risk have been identified with language and/or communication needs.

1. We also used report card data for June 2024 for Literacy and Math to provide baseline information and to inform our next steps for the upcoming year.

LITERACY

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	0%	24%	33%	43%
Grade 2	17%	17%	36%	30%
Grade 3	6%	15%	52%	27%
Grade 4	0%	19%	37%	40%
Grade 5	3%	36%	29%	29%
Overall	5%	22%	38%	34%

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	7%	23%	44%	26%
Grade 2	20%	45%	28%	7%
Grade 3	3%	58%	12%	3%
Grade 4	6%	41%	32%	16%
Grade 5	17%	17%	33%	20%
Overall	11%	37%	35%	14%

MATH

Stem: Number, Patterns, and Algebra	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	0%	27%	27%	46%
Grade 2	8%	34%	43%	15%
Grade 3	4%	38%	47%	11%
Grade 4	4%	29%	40%	25%
Grade 5	3%	25%	31%	36%
Overall	4%	31%	38%	26%

Stem: Measurement, Geometry, and Statistics	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	0%	8%	37%	55%
Grade 2	7%	34%	44%	15%
Grade 3	2%	45%	37%	16%
Grade 4	6%	33%	40%	19%
Grade 5	9%	25%	30%	36%
Overall	4%	29%	39%	27%

After analyzing our report card data at a deeper level, along with classroom assessments and professional learning conversations, we found that, although the majority of our graded students were demonstrating grade level achievement, there continues to be a large gap between students demonstrating basic achievement (indicator 2) and those demonstrating good (indicator 3) or excellent (indicator 4) achievement in both literacy and math.





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

Well-Being

This is a summary of well-being data that directly impact our goals and work, taken from the Our SCHOOL survey (student perception regarding school connectedness and belonging, as well diversity and inclusion):

	Radisson Park results	Area 3 results	CBE overall results
School Connectedness and Belonging	76%	73%	75%
Diversity and Inclusion	75%	70%	70%

We scored higher than Area 3 and CBE overall within our school data around connectedness and belonging. However, there was a discrepancy between overall feeling accepted and connecting with others. Also, there were lower scores than expected in specific domains of “feeling accepted by peers”, “sense of belonging”, “getting help with problems” and “perceptions of students caring about each other”. Digging into specific questions and data, staff wondered if all students understood the questions and language to make informed decisions.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population with 22% of our students having identified special education needs, 7% of our students self-identifying as Indigenous, and 54% of our students identified as English as an Additional Language (EAL) learners. Within our EAL population we are seeing a significant increase in the number of students with little to very basic English language skills (proficiency levels 1 and 2) (32% overall LP1/LP2). Also, many of our students with identified special education needs are non-speaking, meaning that a significant need for many of our students is broadening language and communication skills.

We respect and celebrate diversity by being intentional in our work in creating inclusive learning environments and tasks to support student growth and success with their personal learning journeys.





School Development Plan – Year 1 of 3

School Goal

Student academic achievement in math will improve.

Outcome:

Student understanding of math concepts will improve through a focus on math vocabulary and communication of learning.

Outcome Measures

- Provincial Numeracy Assessment, Grades 1-3
- Report Card Data, Math stems
- Grade 6 provincial achievement tests (PAT) - math

Data for Monitoring Progress

- Common grade level math tasks and assessments
- Student perception data – Personal capacity to use communication strategies in math as identified in the OurSchool Survey and CBE Survey open-ended question, "What strategies do you use when sharing your mathematical learning?"
- Teacher perception data – Teacher confidence in facilitating meaningful math discussions with/amongst students

Learning Excellence Actions

- Explicit instruction of math vocabulary
- Intentional increase in opportunities for students to talk in math e.g. Number Talks, Minds On activities (Math Up)
- Intentional math design incorporating hands-on concrete tasks for students to represent learning and facilitate math talk
- Use of listening/speaking protocols and strategies (e.g. Turn and Talk, facilitated discussions, adding on to responses, etc)

Well-Being Actions

- Communicate that everyone can do well in math
- Create environment where mistakes are valued
- Create environment where observations and conversations are encouraged and used as formative assessment data

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Broaden professional knowledge and understanding of communication and readiness development

Professional Learning

- Inclusive task design based on Teaching Effectiveness Framework principles
- Understanding listening, speaking & communication development

Structures and Processes

- Collaborative grade team planning time for inclusive task design, microteaching targets and flexible groupings

Resources

- Alberta math curriculum
- CBE Math resources
- MathUP online resource
- Number Talks resources
- Concrete math manipulatives





- *Language and vocabulary development*

- *PLC work and learning sprints to identify, implement and analyze efficacy of teaching strategies*
- *Whole staff professional learning opportunities focusing on child development, including listening, speaking, communication, language and vocabulary development*

- *CBE Math Framework & Insite resources*

School Development Plan – Year 1 of 3

School Goal

Students' experience of welcoming, safe, caring and inclusive learning community will improve.

Outcome

Student sense of connection and belonging will increase.

Outcome Measures

- *Our SCHOOL survey – well being*
- *Alberta Education Assurance Measures Results Report*

Data for Monitoring Progress

- *Our SCHOOL fall and spring data*
- *Attendance data analytics – monthly attendance heroes*
- *Perception data & observations – student engagement, task design*

Learning Excellence Actions

- *Inclusive task design focusing on Teaching Effectiveness Framework principles and engagement (relationships, student work, assessment)*
- *Increased opportunities for students to access and represent learning in multiple ways*
- *Recognizing and celebrating individual student needs and growth*

Well-Being Actions

- *Intentional relationship building with students (all staff)*
- *School based mental health support, including team-teaching of social and social-emotional skills*
- *Monthly attendance heroes*
- *“Reimagining Recess” project with staff and students*
- *Increase opportunities for extra-curricular activities and clubs for all students*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Okkakiosatoo – Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress.*
- *Ongoing work with developmental curriculum (ABLLS) and programming*





Professional Learning

- *Maatoomsii'pookaiks professional learning day (November 8, 2024)*
- *PLC groups – ABLLS, Well Being – will present professional learning for staff*

Structures and Processes

- *Collaborative grade team planning time for inclusive task design, including social-emotional learning outcomes*
 - *PLC work and learning sprints to identify, implement and analyze efficacy of teaching strategies*
- Whole staff professional learning opportunities focusing on child development, including listening, speaking, communication, language and vocabulary development*

Resources

- *Teaching Effectiveness Framework*
- *Okkakiosatoo – Look Carefully – from the CBE Indigenous Education Holistic Lifelong Learning Framework*
- *Promoting Alternative Thinking Strategies (PATHS) curriculum & related social emotional learning resources*
- *CBE Well Being Framework and Companion Document*

