



## CBe-learn Elementary

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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

### Learning Excellence

June 2024 CC3 provincial assessment results indicate that the following percentage of CBe-learn students require additional support in each of the listed text components.

#### % of Students Requiring Additional Supports | CC3 – June 2024

|         | Regular Words | Irregular Words | Non-Words |
|---------|---------------|-----------------|-----------|
| Grade 1 | 33.33%        | 22.22%          | 27.78%    |
| Grade 2 | 33.33%        | 14.29%          | 30.76%    |
| Grade 3 | 13.79%        | 17.24%          | 8.00%     |

#### % of Students Requiring Additional Supports | LeNS – June 2024

| LeNS    | Name Accuracy | Sound Accuracy |
|---------|---------------|----------------|
| Grade 1 | 11.11%        | 11.76%         |
| Grade 2 | 0%            | 0%             |

#### % of Students Requiring Additional Supports | Numeracy – June 2024

|         | Numeracy |
|---------|----------|
| Grade 1 | 20%      |
| Grade 2 | 9.09%    |
| Grade 3 | 3.45%    |

### 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

June 2024 report card data informs next steps in literacy and mathematics.

ELA | Makes meaning and connections through oral language

|         | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---------|-------------|-------------|-------------|-------------|
| Grade 1 | 5.6%        | 33.3%       | 50.0%       | 11.1%       |
| Grade 2 | 0.0%        | 37.5%       | 43.8%       | 18.8%       |
| Grade 3 | 0.0%        | 38.5%       | 23.1%       | 38.5%       |
| Grade 4 | 0.0%        | 18.2%       | 42.4%       | 39.4%       |
| Grade 5 | 2.8%        | 19.4%       | 30.6%       | 47.2%       |
| Grade 6 | 0.0%        | 13.8%       | 60.3%       | 25.9%       |

Mathematics | Understands and applies concepts related to number and patterns

|         | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---------|-------------|-------------|-------------|-------------|
| Grade 1 | 5.8%        | 11.8%       | 70.6%       | 11.8%       |
| Grade 2 | 0.0%        | 18.8%       | 62.4%       | 18.8%       |

Mathematics | Understands and applies concepts to number, patterns and algebra

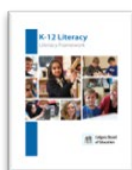
|         | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---------|-------------|-------------|-------------|-------------|
| Grade 3 | 0.0%        | 26.9%       | 34.6%       | 38.5%       |
| Grade 4 | 6.1%        | 18.2%       | 48.5%       | 27.3%       |
| Grade 5 | 11.4%       | 11.4%       | 28.6%       | 48.6%       |
| Grade 6 | 1.9%        | 28.8%       | 55.8%       | 13.5%       |

October 2024 English as an Additional Language Proficiency (LP) data informs next steps.

|          | Number of Students At Each LP Level |     |     |     |     |
|----------|-------------------------------------|-----|-----|-----|-----|
| SPEAKING | LP1                                 | LP2 | LP3 | LP4 | LP5 |
| Grade 1  | 0                                   | 1   | 0   | 0   | 0   |
| Grade 2  | 0                                   | 0   | 0   | 0   | 0   |
| Grade 3  | 0                                   | 1   | 4   | 2   | 0   |
| Grade 4  | 1                                   | 0   | 2   | 1   | 1   |
| Grade 5  | 0                                   | 1   | 5   | 1   | 1   |
| Grade 6  | 0                                   | 0   | 2   | 3   | 4   |

October 2024 OurSCHOOL Survey results show student perceptions related to online discussions.

|                                                                                                       | Never | Rarely | Sometimes | Often |
|-------------------------------------------------------------------------------------------------------|-------|--------|-----------|-------|
| How often do you share ideas with classmates either in spoken or typed conversations?                 |       |        |           |       |
| Grade 4 & 5                                                                                           | 6%    | 19%    | 46%       | 29%   |
| Grade 6                                                                                               | 3%    | 23%    | 35%       | 39%   |
| Sharing ideas with and listening to classmates helps me build understanding about what I am learning. |       |        |           |       |
| Grade 4 & 5                                                                                           | 4%    | 10%    | 40%       | 46%   |
| Grade 6                                                                                               | 3%    | 10%    | 35%       | 52%   |



## Well-Being

Review of parent and student perception data indicates that we have made good progress in building connection, community and sense of belonging in our predominantly online program. To maintain and extend this progress we will continue to focus on personal discussions during morning 'Warm Welcome' sessions and curricular discussion and collaboration opportunities across subject-area learning. The in-person PE, Art & Music alternative as well as in-person learning events to supplement online programming for all students will also continue. Continued work to plan learning tasks that occur away from the computer and to support families in establishing healthy wellness breaks will also continue.

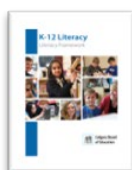
### Internal Survey Results (Spring 2024)

| Survey Question                                                  | Responses              |          |     |
|------------------------------------------------------------------|------------------------|----------|-----|
| How connected does your child feel to CBe-learn as their school? | Average Rating: 4.60/5 |          |     |
| As a parent/guardian, do you feel connected to the school?       | No                     | Somewhat | Yes |
|                                                                  | 0%                     | 12%      | 88% |

### Spring 2024 - CBE Student Survey Responses inform next steps

| CBE Survey Statement                                                            | Overall Agreement % |         |
|---------------------------------------------------------------------------------|---------------------|---------|
|                                                                                 | Grade 5             | Grade 6 |
| I get enough opportunities to be active during the school day.                  | 79.17%              | 82.35%  |
| There is at least one adult at school who I really connect with.                | 78.95%              | 68.97%  |
| My teacher(s) check in with me often about my well-being.                       | 72.73%              | 85.29%  |
| I talk to my caregivers, friends, classmates, and/or teachers about how I feel. | 94.45%              | 71.43%  |
| I have confidence in myself as a student.                                       | 79.17%              | 63.89%  |

| Survey Statement                       | Strongly Agree | Agree  | Disagree | Strongly Disagree |
|----------------------------------------|----------------|--------|----------|-------------------|
| My school makes me feel like I belong. |                |        |          |                   |
| Grade 5                                | 30.43%         | 65.22% | 0.00%    | 4.35%             |
| Grade 6                                | 23.08%         | 46.15% | 19.23%   | 11.54%            |
| I have friends at my school.           |                |        |          |                   |
| Grade 5                                | 58.33%         | 20.83% | 20.83%   | 0.00%             |
| Grade 6                                | 45.71%         | 22.86% | 20.00%   | 11.43%            |



**Truth & Reconciliation, Diversity, and Inclusion**  
 Student demographic data illustrates diversity

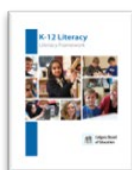
|                                                             |        |
|-------------------------------------------------------------|--------|
| Family-identified as using English as Primary Home Language | 74.4%  |
| Born in Canada                                              | 83.5%  |
| English as Additional Language Learners                     | 19.73% |
| Parent-identified student as Indigenous                     | 7.89%  |
| Special Education Requirements                              | 17.76% |

We respect and celebrate diversity by being intentional in our approach to creating safe, caring and welcoming learning environments where all students can thrive in their learning. Student perception data guides next steps.

| CBE Survey Statement                                                                                                                                             | Overall Agreement % |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------|
|                                                                                                                                                                  | Grade 5             | Grade 6 |
| I feel included at school                                                                                                                                        | 87.5%               | 63.89%  |
| My school is a place where learning and extra-curricular activities are safe and accessible (physically, intellectually, emotionally, socially) to all students. | 100.00%             | 97.14%  |
| I can see my culture reflected in my school.                                                                                                                     | 71.43%              | 61.54%  |
| I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.                                                                       | 81.82%              | 90.00%  |
| I can contribute to conversations about books, poems, non-fiction or other texts.                                                                                | 86.96%              | 94.92%  |
| I share my ideas and ask questions in mathematics class.                                                                                                         | 91.67%              | 73.08%  |

| Survey Statement                                                                     | Strongly Agree | Agree  | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------|----------------|--------|----------|-------------------|
| My school is a better place because it is made up of many different types of people. |                |        |          |                   |
| Grade 5                                                                              | 45.5%          | 45.5%  | 4.55%    | 4.55%             |
| Grade 6                                                                              | 27.59%         | 55.17% | 10.34%   | 6.90%             |

As a school we must continue to build familiarity and respect amongst the diverse cultures, histories and experiences of our students and families. We must ask parents, guardians and students how they might see themselves represented and respected within our learning community and we must act on these suggestions.



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

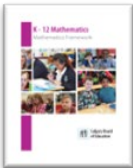
Students and employees thrive in a culture of well-being

- 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 achievement in literacy and mathematics will improve.

**Outcome:** Students will use academic language and discourse in discussions to build curricular knowledge and skills while connecting with each other and their teachers.

**Outcome:** Teachers will explore feedback strategies and encourage student use of such feedback to promote learning.

## Outcome Measures

Grades 1-4

- Provincial Numeracy Assessment
- CC3, LeNS

Grades 1-6

- Report Card Data – Speaking and Number
- EAL Benchmarks – Speaking

## Data for Monitoring Progress

- Student Perception Data – Survey results (internal and CBE)
- Informal and formal speaking assessments (Observation of live and recorded discussions, EAL Benchmarking)
- Analysis of teacher provided feedback
- Teacher perception data – internal survey results

## Learning Excellence Actions

- Teachers provide routines and scaffolds to support students in academic discussions
- Teachers provide specific and intentional feedback to students
- Teachers and leaders work together with parents and guardians to encourage effective use of student received feedback
- Utilize flexible student groupings to further support incremental growth and progress

## Well-Being Actions

- Build student sense of belonging while practicing online social discussions during daily 'Warm Welcome' sessions
- Build student sense of belonging through subject-area learning discussions
- Build student confidence and efficacy through teacher feedback that supports a growth mindset
- Continue to offer learning that is designed to occur away from the computer

## Truth & Reconciliation, Diversity and Inclusion Actions

- Design and offer student and staff learning tasks that intentionally activate the spirit, heart, body and mind
- Design learning tasks that position teachers to learn more about the lived experiences of students
- Increase representation of diverse student cultures, histories and experiences in the learning community

## Professional Learning

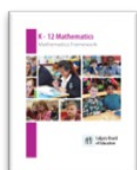
- Staff will collaborate to explore technology tools and feedback strategies to support academic language use and discourse in discussions
- System provided assessment-focused professional learning
- Ongoing celebration and analysis of learning task-design
- Ongoing engagement with items listed under 'Resources'

## Structures and Processes

- Online learning schedules that respond to current and evolving learning needs
- Collaborative Team Meetings
- Professional Learning Communities
- School Learning Teams

## Resources

- The Assessment Playbook for Distance and Blended Learning – Measuring Student Learning in Any Setting (Fisher, Frey, Bustamante, Hattie)
- Scarborough's Reading Rope
- MathUP - Online Resource
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource



as well as CBE Framework documents

