

**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.

There are three interactive components that support this School Development Plan (SDP). The components are:

1. Well-Being
2. Learning Excellence
3. Truth & Reconciliation, Diversity, and Inclusion

Our focus this year will address the above components in a holistic manner. Our data story consists of demographic, achievement, diagnostic assessment, and perception data.

Well-Being

Recent wellbeing data from the Our School Survey (grades 4-6) note difficulty with positive self-regulation and elevated *moderate-to-high* levels of anxiety in students. Additionally, the school created an extra Our School Survey rating question of "I can successfully solve problems", noted an exponential negative relationship to moderate/high levels of anxiety. The students in low problem-solving categories were higher with anxiety scores; thus, indicating that students with elevated anxiety have difficulty solving problems. Furthermore, the CBE survey reported low overall agreement with the statement, "I have strategies to help myself that I use if I feel stressed about school". Lastly, the emotional regulation measure noted relatively lower scores compared to provincial and national averages. The difficulties



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

associated with anxiety, problem solving, and emotional regulation point to a general school need in the area of Social Emotional Learning (SEL).

Measure	Grade	Overall Agreement
Sense of belonging (Our School Survey)	4 & 5 6	69% 60%
I feel included at school (CBE Survey)	4 & 5	71.24%
I can successfully solve problems (Our School Survey)	4 & 5 6	54% 66%
I have strategies to help myself that I use if I feel stressed about school (CBE Survey)	4 & 5	60%
Positive self-regulation (Our School Survey)	4 & 5 6	54% 59%

Learning Excellence: Literacy, Numeracy, & Demographic Information

Simons Valley School's demographic data (June 2024) notes that 46.5% of students have a special learning code. Additionally, nearly one third of our population are categorized as EAL students in the early proficiency stages (31.77%). The data from our literacy screeners (CC3) indicated that 30.27% of our grade 2 and 3 students are categorized as "at-risk" for reading in October 2023. Of this population, 60% remain in the "at-risk" category and 40% progress out of this category in June 2024. This indicates that a multi-year and systemic strategy focusing upon reading could benefit these students. The numeracy data noted that although many students were shifted out of the "at-risk" category using the Numeracy screener pre- and post-data, a continued focus upon mathematical problem solving remains an important focus.

Truth & Reconciliation, Diversity, and Inclusion

Through the analysis of our demographic and perception data (below), areas for improvement are evident and provide two metrics to follow in association with the measures described above in the Well-Being section.

- 26.1% of students are EAL.
- 2024 CBE Survey Question: I can see my culture reflected in my school (70.87%)
- 2024 CBE Survey Question: I feel included at school (71.24%)

Throughout the year, the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) will be a primary guide in the efforts to bolster our work in the areas of Indigenous education while embracing diversity in an inclusive environment.





School Development Plan – Year 1 of 3

School Goal

Students' perceptions of School Connectedness and Belonging will improve.

Outcomes

- *Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.*
- *The number of students in the "at-risk" categories in literacy will be reduced.*

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report
- Report Card data (Well-Being)

Data for Monitoring Progress

- OurSCHOOL Fall and Spring data
- PowerSchool - Incident Report and Log Entry Data
- Attendance Data Analytics - Students who Self-Identify as Indigenous
- Collaborative and Proactive Solutions (Ross Greene) conversations
- Collaborative Response documentation
- PLC discussion notes

Learning Excellence Actions

- *Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances using CASEL sample teaching activities*
- *Students will explore the CASEL competencies to identify areas of strength, and areas of growth*
- *Explicit instruction using UFLI program to improve – phonological awareness and decoding text*
- *Coordinating division 2 student assessment practices using the Grades 4-12 Decision Tree*
- *Develop rich tasks in mathematics lessons using the Math-UP program*

Well-Being Actions

- *Teachers will explicitly teach the five SEL competencies to increase understanding of the impact of their words and actions*
- *Explore the CASEL resources for SEL strategies*
- *Learn Collaborative and Proactive Solutions (Ross Greene) conversation methods to improve student social-emotional skills*
- *Begin to implement Collaborative and Proactive Solutions (Ross Greene) methodology within routine school structures*

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 the Indigenous Holistic Lifelong Learning Framework*
- *Intentional use of culturally & neurodiverse diverse texts to build a deeper understanding of student belonging, anxiety and emotional regulation*

Professional Learning

- *Teachers will complete the introduction course on Collaborative and Proactive*

Structures and Processes

- *Well-Being PLC team will access and communicate tools/resources from the*

Resources

- *Okkakisatoo –Look Carefully from the Indigenous Education*





*Solutions (Ross Greene)
addressing collaborative
problem solving*

- *Staff introduced to the CASEL Fundamentals*
- *Well-Being PLC to start a book study on Proactive and Collaborative Solutions (Ross Greene)*
- *Literacy PLC to continue the best practices with the Science of Reading and start the implementation of the Grades 4-12 Decision Support Tree*
- *Mathematics PLC to further explore the MathUP program to implement best practices with mathematics teaching and learning*

Social Emotional Learning (SEL) for Well-Being

- *All PLCs address SEL principles to support task design (monthly)*
- *Monthly Collaborative Team Meetings exploring effective Tier 2 strategies*
- *Continue to refine student leadership opportunities to meet the needs of younger students and the school community*

Holistic Lifelong Learning Framework

- *Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource*
- *Lost & Found: Helping behaviorally challenging students (and, while you're at it, all the others)*
- *CASEL sample teaching activities*
- *Student Well-Being Framework*
- *Indigenous Education & Well-Being PLCs combined learning*
- *ELAL K-3 scope & sequence*
- *UFLI Foundations Resource*
- *MathUP*
- *CBE Mathematics: Equity Identify Guide*
- *New Curriculum (Alberta Education)*

