



Prairie Sky School

201 Skyview Ranch Road NE, Calgary, AB T3N 2E7 t | 403-817-3452 f | 587-933-9942 e | prairiesky@cbe.ab.ca

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 a school annual results report. This report demonstrates improvement results and next steps and 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 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

[School Improvement Results Report | 2024-2025](#)

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

CBE 2024-27 Education Plan



Learning Excellence

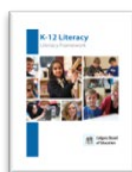
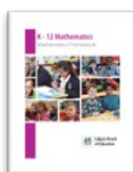
Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection





School Development Plan – Year 2 of 3

School Goal

Students will have an improved sense of belonging at school.

Outcome:

Students' experience with building relationships will improve within the school community (student-to-self, student-to-peers, student-to-staff, and student-to-community).

Outcome Measures

- OurSCHOOL Survey (Sense of Belonging Summary measure)
- Alberta Education Assurance Measures: "At school I feel like I belong" and "I feel welcome at my school"
- CBE Student Survey questions: "I feel included at school" and "I feel welcome at school"

Data for Monitoring Progress

- Harvard Relationships Mapping Survey
- Attendance analytics data.
- Teacher perception feedback using SEL (Social Emotional Learning) Competencies.

Learning Excellence Actions

- Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances with the use of CASEL (Collaborative for Academic & Social Emotional Learning) sample teaching activities
- Utilize texts that highlight the concept of 'belonging'
- Teachers will create structures to support interconnectedness between classes, grade groupings and the learning community, such as, buddies, mixed grade celebrations of learning, and cross-grade curricular field trips

Well-Being Actions

- Student Well-Being Action Team develops school-wide initiatives based on K-9 School Well-Being
- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces
- Empower students, families, and staff from diverse backgrounds to participate in decision making processes and working collaboratively with the leadership teams for example, the Student Wellness Action Team, Parent Council, School Council, student led conferences, sports, clubs, and school-wide celebrations of learning.

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school planning to develop robust extended programs (e.g. clubs, teams, safe space offerings. etc.) based on student voice and encompass diverse students' skills and interests
- Create schoolwide classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

Professional Learning

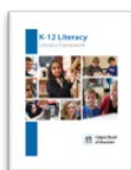
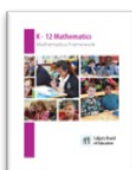
- Harvard Relationships Mapping Survey professional development
- Use data from the Walk-Around Teacher Companion Tool to identify areas for professional learning.

Structures and Processes

- Student Well-Being Action Team
- Monthly collaborative planning meetings (PLCs)
- Regular grade team meetings
- Intramural activities, student clubs
- SLTs

Resources

- Walk Around Teacher Companion Tool
- D2L social emotional learning shell
- Harvard Relationships Mapping Survey
- Teacher perception feedback using Social





- Engage in professional learning about Comprehensive School Health
- Develop an understanding of school connectedness
- Professional development in the heart domain

- Collaborative response meetings

- Emotional Learning Competencies
 - MindUp Curriculum

School Development Plan – Year 2 of 3

School Goal

Prairie Sky School will focus on formative assessment and task design to improve overall student achievement across all disciplines.

Outcome:

Teachers will create rich learning tasks that include effective feedback to ensure students are supported in their learning.

Outcome Measures

- Growth in student achievement in math, literacy, science, and social studies will improve in all report card stems for term 1 & 2.
- LENS, CC3, Numeracy
- CBE student survey
 - Learning environment – I have opportunities to get feedback on my work as part of the learning process

Data for Monitoring Progress

- Reading Assessment Decision Tree
- SaskMath – Math Screeners
- Reflection checklist for providing feedback as outlined in “Embedding Formative Assessment” by Dylan William pg. 207
- Administer a locally developed student and teacher survey at the beginning and end of the year to capture growth with questions focused on the perceived impact that success criteria, peer/self/teacher feedback has had on improving student work.

Learning Excellence Actions

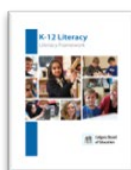
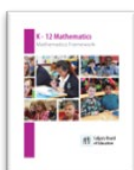
- Students will receive feedback that aligns with the learning intentions and success criteria
- Explicit instruction and modelling of giving and receiving peer feedback using success criteria
- Develop student vocabulary to engage in feedback conversations
- Teachers share evidence of how student work is improving as a result of peer/self/teacher feedback and identify impactful strategies during

Well-Being Actions

- Students will receive feedback that aligns with the learning intentions and success criteria
- Create learning spaces that activate students as owners of their learning by engaging learners in goal setting, self-assessment and/or reflection.
- Clearly display learning intentions for all learners
- Repeated opportunities for learners to practice receiving and giving feedback
- Honour student voice and choice

Truth & Reconciliation, Diversity and Inclusion Actions

- Know learners' cultural backgrounds, life experiences, and learning needs.
- Empower students to have a voice in learning and assessment.
- Provide multiple entry points for tasks to encourage risk taking.
- Consider student identity in task design.
- Incorporate Indigenous Ways of Knowing, Being, & Doing into task design.





*collaborative planning
meetings*

Professional Learning

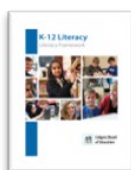
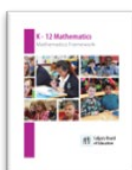
- *K-6 and middle years CBE system supported professional learning to support assessment*
- *"Embedding Formative Assessment" by Dylan Wiliam, focusing on providing feedback that moves learning forward.*

Structures and Processes

- *Regularly scheduled whole school professional learning*
- *Collaborative team planning meetings to support common formative assessments*
- *Collaborative planning meetings to calibrate assessments and analyze student learning evidence*

Resources

- *Assessment and Reporting in CBE*
- *Assessment and reporting in CBE | Practices and Procedures*
- *Making Teaching and Learning Visible*
- *Kindergarten to Grade 6 New Curriculum System Rubrics*



School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Students will have an improved sense of belonging at school*

Outcome one: *Students' experience with building relationships will improve within the school community (student-to-self, student-to-peers, student-to-staff, and student-to-community).*

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

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

Celebrations

- Assurance Survey analysis indicates that students perceive their interactions with both teachers and support staff as highly positive.
- The highest scores in the dataset revolve around close circles. Students overwhelmingly consider friends' opinions (97.61%) and have trusted friends (93.49%).
- The Assurance Survey shows high marks for adult interaction. Students feel encouraged to try their best (88.65%), feel welcome (84.89%), and believe teachers care about them (82.98%). (student-to-staff)
- Students indicate high confidence in the accessibility of academic assistance, noting that help is readily available when required.

Areas for Growth

- Students feel at times disconnected from, or indifferent to, the larger student body and peers which was clear from the data with 58% of students stating, "Students care about each other". Teachers will develop opportunities for students to learn about specific skills to develop positive student-to-student interactions.
- The OurSCHOOL data shows a cluster of issues around social integration. "I feel like I belong at school" is the lowest at 60.87%, closely followed by difficulties in making friends and getting along with them.
- In the OurSCHOOL survey, "Feels accepted by peers" (67.03%) and "Making friends is easy" (65.58%) are among the lower scores.

Next Steps

- The focus on student-to-staff relationships will need to be maintained.
- There will need to be a focus on student-to-student relationships by creating opportunities for students to focus on SEL social awareness and develop skills that can build these relationships.



2024-25 SDP GOAL TWO: *Prairie Sky School will focus on formative assessment and task design to improve overall student achievement across all disciplines.*

Outcome one: *Teachers will create feedback rich learning environments to ensure students are supported in their learning.*

Celebrations

- Over the course of the school year there is clear indication from the early years' assessment data that the school does a great job of moving students from 'at risk' to 'not at risk'.
- Teachers have embedded formative assessment feedback strategies in both numeracy and literacy during task design that have had a positive impact on student achievement.
- There is an observable trend of improvement when comparing literacy report card data for grades 4-9 students that January report card (S1) data to June (Y1) data, indicating that instruction throughout the year is effectively raising student achievement.
- The report cards stem data for number is clear indicator that students' numeracy skills have improved.

Areas for Growth

- There can be continued work with numeracy - moving students from 'at risk' to 'not at risk' is not as effective as the literacy interventions.
- There are more students working at a stem indicator level of 2 for both ELA – writing, math-number when compared to other schools in the area. This indicates that a focus on providing opportunities for student to develop a more conceptual understanding of math moving from a procedural space and working to develop students writing skills.

Next Steps

- Providing teachers with professional development and resources such as MathUp to help develop a deeper understanding for math interventions and implementation of formative assessment to understand next steps in learning.
- Provide targeted intervention for students at all grade levels
- Increase parental involvement in school-based events supporting math and literacy.

