

**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

Prairie Sky School

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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

In Grades 1-3, we primarily used the LeNs, and CC3 assessments to measure growth in literacy. We noted the following:

LeNS - Changes in **not** at-risk population

How many students are no longer at risk

Grade 1	38%
Grade 2	56%

CC3 – Changes in **not** at-risk population

How many students are no longer at risk

	Regular Words	Irregular Words	Non-Words
Grade 1	3.7%	26.7%	4%
Grade 2	11.8%	15.8%	-7%
Grade 3	38.1%	31.8%	10.5%

In Grades 4-9, we primarily used the CBE Decision Tree screeners (CORE Vocabulary, CORE Maze, Word Study/Words their Way) to screen for students at risk in literacy. We noted the following changes in the percentage of students meeting benchmark levels at their grade.

CORE Vocabulary – Percentage change of students meeting benchmark level

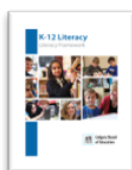
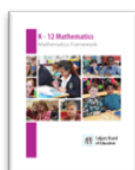
Grade 4	-14%
Grade 5	+18%
Grade 6	+13%
Grade 7	+17%
Grade 8	+20%
Grade 9	+41%

CORE Maze – Percentage change of students meeting benchmark level

Grade 4	-10%
Grade 5	+13%
Grade 6	+5%
Grade 7	+7%
Grade 8	-14%
Grade 9	-3%

For **Words their Way** we measured the growth in total score.

Grade 4	+10%
Grade 5	+7%





Grade 6	+19%
Grade 7	+12%
Grade 8	+2%
Grade 9	+7%

Math Number Stem Report Card Data Indicator 4

Kindergarten	+6%
Grade 1	+10%
Grade 2	-3%
Grade 3	+2%
Grade 4	+4%
Grade 5	+2%
Grade 6	Stayed the same
Grade 7	+7%
Grade 8	-2%
Grade 9	+3%

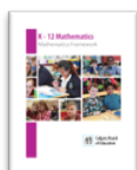
LeNS and CC3 data in Grades 1-3 indicate that there has been a decrease in the number of students flagged at-risk at each grade. In Grades 4-9, measures of vocabulary generally showed growth in the number of students meeting benchmark expectations. Most significant was the increase in the percentage of Grade 9 students meeting benchmark levels by the end of the year. However, grade 4s scores decreased from October to June due to increased difficulty in the word lists.

Most classes had a decrease in 1s and increase in 3s and 4s for the number stem based on Jan 2024 and June 2024 data. There was significant number sense growth from K-grade 2. We also see the increase in conceptual understanding between October and June correlated with the increase in students' achievement particularly in indicator 4. Grade 7 & 8 data indicate improvement across all indicators, whereas Grade 9s increased in 1s and 3s

Truth & Reconciliation, Diversity, and Inclusion

We had positive data on our students having self-regulation and recognition of culture, beliefs, and values to create a safe, welcoming, and caring environment. 71% of students in grades 4 & 5 had a high sense of belonging. 68% of students had an increased sense of belonging in grades 6-9 compared to the national average. Overall, our SCHOOL survey data displayed 33% of students do not have a connection with 1 or more adults in the building.

69% of our students indicated "I feel like I belong" and 72% indicated they feel welcomed ("I feel welcomed"). Overall, the Alberta Assurance Education Measures





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

indicated an average of 30% of our students don't feel like they belong or feel welcomed at Prairie Sky School.

Attendance has a direct impact on student success and a sense of belonging. As of June 2024, 49% of our students are absent, greater than or equal to 10% of school.





School Development Plan – Year 1 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

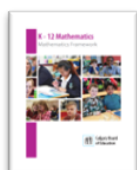
- *Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances with the use of CASEL (Collaborative for Academic & Social Emotional Learning) sample teaching activities*
- *Utilize texts that highlight the concept of 'belonging'*
- *Teachers will 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.*
- *Engage in professional learning about Comprehensive School Health*
- *Develop an understanding of school connectedness*
- *Professional development in the heart domain*

Structures and Processes

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

Resources

- *Walk Around Teacher Companion Tool*
- *D2L social emotional learning shell*
- *Harvard Relationships Mapping Survey*
- *Teacher perception feedback using Social Emotional Learning Competencies*
- *MindUp*

School Development Plan – Year 1 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 feedback rich learning environments 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 and 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

- *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.*
 - *Reflection checklist for providing feedback as outlined in “Embedding Formative Assessment” by Dylan William pg. 207*
- *MIPI*
- *CBE decision tree (student specific)*





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 Collaborative Planning Meetings (PLCs).*

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.*

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*

