



Haysboro 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

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

Learning Excellence

We are using report card data from June 2024, Provincial Assessments from September 2024, and student survey data to inform learning excellence next steps.

Report Card June 2024

Stem: Reads to Explore and Understand	Indicator ELL	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	30.6%	0.0%	13.9%	33.3%	22.2%
Grade 2	5.7%	2.9%	14.3%	22.9%	54.3%
Grade 3	14.3%	3.6%	17.9%	35.7%	28.6%
Grade 4	30.4%	0.0%	0.0%	47.8%	21.7%
Grade 5	12.1%	0.0%	18.2%	33.3%	36.4%
Grade 6	11.1%	0.0%	16.7%	38.9%	33.3%
Average	17.4%	1.1%	13.5%	35.3%	32.7%
	32.0%			68.0%	

Stem: Writes to express information and ideas	Indicator ELL	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	38.9%	0.0%	8.3%	30.6%	22.2%
Grade 2	2.9%	2.9%	20.0%	42.9%	31.4%



Grade 3	10.7%	0.0%	39.3%	32.1%	17.9%
Grade 4	20.8%	4.2%	33.3%	20.8%	20.8%
Grade 5	12.1%	0.0%	24.2%	45.5%	18.2%
Grade 6	11.1%	0.0%	44.4%	22.2%	22.2%
<i>Average</i>	<i>16.1%</i>	<i>1.2%</i>	<i>28.3%</i>	<i>32.3%</i>	<i>22.1%</i>
			45.6%	54.4%	

CBE Student Survey Spring 2024

Category	Agreement
I understand what I read	100%
I am a good (competent) writer	77%
I have confidence in myself as a student	80%

Category	Disagree or Strongly Disagree
I can provide evidence that I have grown as a learner	3.57%
I have opportunities to get feedback on my work as part of the learning process	8.62%

Alberta Assurance Survey January 2024

Category	Yes	No	I don't know
Do you like learning language arts	74%	19%	7%

Provincial Assessments

Students at Risk	PAST	LeNS (overall)	CC3 (overall)
Grade 1	22%	22%	n/a
Grade 2	n/a	50%	29%
Grade 3	n/a	n/a	22%

Although student achievement at higher levels of proficiency is strong, the data shows that many students are not yet achieving grade level outcomes or who may require adjustments to instruction. The report card data for literacy is contrasted with student perception data that shows students believe that they have the skills they need but also that many students lack the confidence to succeed and lack connection to the work they are doing within literacy.

This shows us that a continued emphasis on building student engagement in tasks that students are undertaking is needed along with ensuring that students know and understand what success looks like in these areas. Our next steps to direct our work are to focus on rich task design, reading and writing skill development and increasing student engagement in the assessment process.



**Well-Being**

A strong element that emerged from our student survey data was student emotional health, personal development, and resiliency.

CBE Student Survey Spring 2024

Category	Agreement
I talk to my caregivers, friends, classmates, and/or teachers about how I feel	76%
I have strategies to help myself that I use if I feel stressed about school	69%

Category	Disagree or Strongly Disagree
I am willing to try new things in my learning even if I'm not sure I will be successful	15.79%
I try hard at school even when I find it challenging to succeed in my learning	8.77%
When I struggle with my school work, I can get through and fix it.	12.07%

OurSCHOOL Well-Being Survey Fall 2024

Category	Grade 4&5	Grade 6
Self-Regulation	67.0%	77.0%

These results suggest that students need more opportunities to engage in learning related to their emotions, how to speak about them and develop strategies for regulation. In conjunction with the learning excellence data, it suggests that students need to develop confidence in themselves as a learner and to develop strategies for self-advocacy.

For our well-being focus this year, we will focus on developing confidence and resilience through social-emotional learning and developing regulation strategies to improve learning experiences.

Truth & Reconciliation, Diversity and Inclusion

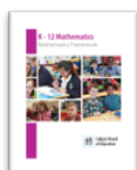
Our data in this area focuses on cultural awareness and belonging.

CBE Student Survey Spring 2024

Category	Agreement
I can see my culture reflected in my school	70.83%

OurSCHOOL Well-Being Survey Spring 2024

Category	Grade 4&5	Grade 6
Sense of Belonging	85.0%	78.0%
Cultural Awareness - Others	85.0%	77.0%





Student responses in surveys suggest that even though our school has a diverse student body with 30% of students identified as English as an Additional Language learners, many students do not see these diverse cultures reflected within the culture of the school. This data suggests that developing respect and appreciation of cultural and academic diversity and the visibility of school actions related to these intentions will be our focus.

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

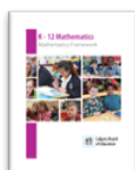
Students and employees thrive in a culture of well-being

- 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 will improve.

Outcome:

Through intentional design of the learning environment, student achievement in literacy will improve.

Outcome Measures

Provincial Assessment: Gr 1-3

- CC3, LeNS, PAST

Report Card Indicators

- Reads to explore and understand
- Writes to express information and ideas

Provincial Achievement Tests

- ELAL Part A&B

CBE Survey

- I understand what I read, I am a competent (good) writer, I have confidence in myself as a student

Alberta Assurance Survey

- Do you like language arts?

OurSCHOOL Survey

- Self Regulation, Cultural Awareness, Sense of Belonging

Data for Monitoring Progress

Internal Tracking

- B-M-E Dibels ORF Assessment (Grades 4-6)
- B-M-E Writing Samples (Grades 1-6)

Formative Progress

- Progress monitoring of flexible groupings
- PLCs and Look Fors

Perception Data

- Teacher perception data related to connecting learning intentions and success criteria to task design

Learning Excellence Actions

Utilize high impact strategies:

- Clearly articulate learning goals and success criteria
- Use formative assessment to monitor progress towards learning goals
- Build, share and use exemplars
- Implement project based learning and other engaging approaches
- Provide a variety of tools to support word recognition, sounds, and spelling in the reading and writing processes

Well-Being Actions

Create learning spaces that provide learners with safe and respectful learning environments:

- Nurture confidence and resiliency through risk taking
- Teach Social Emotional Learning competencies and build social emotional skill and confidence in learning
- Increase visibility of student success and meaningful work
- Redefine success
- Build opportunities for heterogeneous groupings

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources:

- Create interdisciplinary learning opportunities
- Increase visibility of student culture reflected on the walls, through artwork, days of significance
- Empower students to have voice in learning and assessment decisions
- Okkakisatoo – Look Carefully: develop strength-based instructional and





*assessment
approaches that
examine and celebrate
incremental growth and
progress*

Professional Learning

- *System Professional Learning: K-6*
- *High impact strategies and task design*
- *Engage in professional learning to understand topics of Mental Health Literacy, Trauma Informed Practice and SEL Learning*
- *Engage in professional learning to understand topics of Active View of Reading, Reading Science, fluency protocols and routines*

Structures and Processes

- *Collaborative Response Meetings*
- *Calibration with Colleagues*
- *Professional Learning Communities*
- *Formative Assessment (checklists)*
- *Collaborative grade team planning time for flexible groupings*
- *Classroom protocols for fluency, phonemic awareness, daily structured and supported writing times*

Resources

- *UFLI*
- *ELAL K-3 Scope and Sequence*
- *CBE Insite | ELAL/ELAL*
- *CBE Frameworks | Student Well-Being, Literacy*
- *Brightspace by D2L Shells | EAL, SEL, Diversity & Inclusion*

