



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

Altadore 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We have used Provincial assessments and report card data to guide our planning for the upcoming year.

Provincial Achievement Data

Altadore students consistently excel academically across all subjects, as shown by standard assessments and report card data. They significantly outperform provincial averages on Provincial Achievement Tests and a significant proportion of our learners are reaching excellence on report card outcomes.

Science

	Altadore	Alberta
Acceptable Standard	92.0%	84.4%
Standard of Excellence	38.0%	28.7%



Below Acceptable Standard	8.0%	18.6%
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Social Studies

	Altadore	Alberta
Acceptable Standard	96.0%	68.7%
Standard of Excellence	42.0%	20.4%
Below Acceptable Standard	4.0%	17.1%

June 2024 Report Card Marks

Percentage of students achieving excellence (4s)

Grade	Reading	Writing	Math	Science	Social Studies
1	41.3%	30.2%	53.4%	33.3%	30.2%
2	38.5%	20.0%	36.9%	18.5%	23.1%
3	38.5%	26.2%	46.2%	43.1%	38.5%
4	68.0%	16.0%	45.1%	21.6%	64.7%
5	52.1%	22.9%	43.8%	16.7%	20.8%
6	34.0%	28.0%	49.0%	40.0%	43.8%
K	N/A	N/A	30.2%	15.1%	12.2%
Total	44.6%	24.0%	43.4%	27.3%	33.2%

Report Card Stem	Percent of students getting a 1 or 2 indicators
Reads to Explore	15.84%
Writes to Express Ideas	23.46%
Understands Number, Patterns (and Algebra)	14.98%

As we reviewed the data, we observed that students show a slight weakness in writing, with only 24% achieving excellence—the lowest rate across all subjects. This aligns with what teachers have observed in the classroom and the support needs identified during class reviews and IPP goal discussions. There are also a higher number of students getting a 1 or 2 indicator on their report card in writing compared to reading and math.

Altadore at Risk Students

Given that Altadore students generally perform well academically, we closely monitored those identified as at risk based on AFRS, LeNS, CC3, Numeracy screeners, the Reading Decision Tree, MIPI, and report card marks in reading, writing, or math.

At Risk Students by Grade





Grade	Beginning 23/24 Number of Students Flagged at Risk	Mid 23/24 Number of Students Flagged at Risk	End 23/24 Number of Students Flagged at Risk	Change
K	n/a	21	9	Decrease by 57%
1	26	23	21	Decrease by 19%
2	22	21	14	Decrease by 36%
3	20	5	13	Decrease by 35%
4	13	12	6	Decrease by 54%
5	19	11	6	Decrease by 68%
6	25	13	6	Decrease by 76%
Total	125	106	75	Decrease 40%

During the 2023-24 school year, there was a significant decrease in the number of students flagged as at risk across these measures. This demonstrates that our efforts to use engagement strategies—encouraging students to regularly reflect on and self-assess their engagement levels and designing tasks that prioritize both engagement and academics—had a positive impact on academic achievement. Students at all levels were better able to access learning and utilize strategies to maintain their engagement.

Well-Being

During the 2023-24 school year we focused on increasing student engagement in order to increase the number of students who enjoy coming to school.

Altadore Student Survey

Students who like coming to school

	2022-23	2023-24
Grade 1&2	66%	65%
Grade 3&4	75%	81%
Grade 5&6	65%	74%

Student rating on engagement

	Fall 2023	June 2024
Learning	74%	74%
Writing	91%	93%
Reading	92%	91%
Math	94%	92%

CBE Student Survey

Category	Overall percentage of agreement 2022-23	Overall percentage of agreement 2023-24
The things I'm learning in school are meaningful to me.	81.36%	79.73%
I am interested in the learning that is happening at school.	81.97%	60.76%





While engagement in individual subjects appears high, the data on students' enjoyment of coming to school aligns more closely with teachers' perceptions of overall engagement. The Altadore Student Survey showed a general increase in students from grades 3-6 who enjoy coming to school. Throughout the year, students became more accurate in their self-assessments of engagement as their understanding of what engagement entails deepened.

Assurance Measures

Measure	Percentage	Change from last year
Student Learning Engagement	88.4%	+3.1%
Educational Quality	95.5%	+0.7%
Welcoming, caring, Safe respectful environment	92.2%	+1.0%
Access to Supports and Services	83.3%	+10.0%

OurSCHOOL Survey

Category	Grades	Overall Agreement Percentage 2022	Overall Agreement Percentage 2023
Belonging	4&5	81%	84%
	6	81%	80%
Positive Relationships	4&5	83%	84%
	6	85%	92%
Self-Regulation	4&5	n/a	76%
	6	70%	73%

Altadore School students and parents have a positive sense of belonging and relationships well-being and demonstrated through Alberta Education Assurance Measures, OurSCHOOL and CBE Student Survey results. Teachers report self-regulation as an area of need. Results in this area match or are slightly above Canadian Norms.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data reveals that we are less diverse than many CBE schools. We have 9% of our students identified as English as Additional Language Learners, 3% of our learners self-identifying as Indigenous and 14% of our students identified with Special Education requirements (not including students coded for giftedness). We respect and celebrate diversity and are known for our safe, caring, welcoming learning community.

OurSCHOOL Survey

	2023-24
Values knowledge of others' cultures for connection with others	61%





Continued work in increasing knowledge of others' cultures is an area we scored relatively low on. Learning more about other cultures through diverse literature is an area of growth. Our TRC commitment includes incorporating Indigenous literature to create explicit connections across various subjects and to the domains of spirit, heart, body, and mind. Additionally, our emphasis on enhancing student engagement through rich task design has reinforced our focus on well-being, equity, diversity, and inclusion.

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

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

Outcome:

Student achievement in writing will increase by fostering engaging literacy learning environments and tasks.

Outcome Measures

Report Card indicators

- Report Card Data – ELAL stem: Writes to express information and ideas.

Provincial Achievement Tests

- Grade 6 Provincial Achievement Test (PAT) Results - English Language Arts Part A (Writing)

Provincial Assessments

CBE Surveys

- CBE Student Survey
 - I have the opportunity for feedback from others to improve my writing
 - I have opportunity to learn with different people in different spaces to improve my reading and writing skills
 - I have confidence in myself as a student.
 - The things I am learning in school are meaningful to me.
 - I am interested in the learning that is happening at school.
- OurSCHOOL Survey
 - Values knowledge of others' cultures for connection with others
 - Able to stay focused even when less engaged
- Altadore School Survey
 - I like school
 - I like learning at school.
 - I like writing
 - In writing, I mostly
 - Seek Learning
 - Participate in Learning
 - Avoid Learning
 - Disrupt Learning

Data for Monitoring Progress

Internal tracking

- Professional Learning Communities (PLC) common writing assessments
- Altadore At-Risk Student Tracking

Formative progress

- Pre/post teacher and student assessment of engagement in writing using the Altadore continuum of engagement



- At Risk Tracking Sheet –Flags students with 1s on Report Card (writing, reading & math), and at risk on the following assessments:
 - K-3 Provincial Assessments: Literacy Screeners (CC3, LeNs, PAST, RAN), & Numeracy Screener
 - G4-6: Core Vocabulary Screener, Words Their Way Spelling Inventory, Diebels Maze Reading Comprehension, MIPI math assessment

Perception data

- Perception Data Survey: Teacher confidence in creating engaging literacy environments and tasks





Learning Excellence Actions

Utilize high impact literacy strategies to engage students:

- Design authentic and meaningful writing tasks that mirror the reasons, writing and application of thinking skills that would be found in all content areas/disciplines.
- Build opportunities for student voice and choice in task design and assessment.
- Consistently use and reference mentor texts and writing exemplars to create and enrich understanding of success criteria for identified writing outcomes, while also supporting effective feedback delivery.

Well-Being Actions

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

- Teachers will explicitly teach Social Emotional Learning to model and increase growth-mindset in relation to writing.
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection.
- Provide regular opportunities for peer and teacher feedback and self-reflection that move learners forward in writing.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- *Okkakiosatoo – Look Carefully* – teachers will develop strength-based instructional approaches that examine and celebrate incremental growth and progress
- Utilize and provide access to inclusive, linguistically and culturally diverse, and inviting texts and Indigenous written literature
- Create interdisciplinary learning opportunities and multimodal writing tasks in all curriculum areas

Professional Learning CBE Professional Learning Series:

- System Professional Learning series highlighting English Language Arts breakout sessions
- Calibration of grade level writing (Report Card 1,2,3,4)
- School based professional learning on engagement, literacy environments and task design
- School based professional learning– Using Loose Parts to support student writing through problem solving, storytelling, sequencing and multimodal writing.

Structures and Processes School-Based

- Monthly Professional Learning Communities (PLCs) with focus on writing instruction and engagement
- Collaborative Response focused on writing
- Provide access to engaging, diverse mentor texts
- Provide daily structured and supported writing times.
- Continued use of Altadore Engagement Continuum
- Create Altadore School Engaging Task Design template

Resources

- [ELAL Insite | Environment](#)
- [ELAL Insite | Teaching Practices](#)
- [CBE K-9 Universal Calibration Protocol](#)
- [CBE Literacy Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)
- *Reimagining Student Engagement* (Berry, 2022)



