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 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 Reporting 2024-25

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School Development Plan – Year 2 of 3
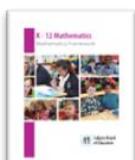
School Goal
Through the intentional design of the learning environment, student engagement will improve literacy

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)*

CBE Student Survey
- *I see my culture reflected in my school.*
- *I have the opportunity for feedback from others to improve my writing*
- *I have confidence in myself as a student.*
- *The things I am learning in school are meaningful to me.*
- *I know what to do next to improve my writing skills.*

OurSCHOOL Survey
- *Values knowledge of others' cultures for connection with others*

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*
- *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, Acadience Maze Reading Comprehension, Saskatchewan Math Assessment*

Formative progress
- *Pre/post teacher and student assessment of engagement in writing using the Altadore Continuum of Engagement*

Perception data
- *Teacher confidence in:*
  - *Creating engaging literacy environments and tasks*
  - *Providing regular, targeted and actionable feedback*
  - *Incorporating diverse traditions and cultures into literacy tasks and environments*

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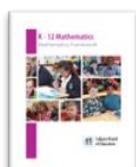
Learning Excellence Actions

- *Design authentic, real-world and/or multidisplinary writing tasks.*

Well-Being Actions

- *Provide regular, targeted, and actionable teacher feedback to support student growth in writing.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Incorporate students' diverse traditions and cultures into literacy tasks and environments.*
- *Engage in a school wide project to create a welcome wall making cultural diversity and belonging visible.*

Professional Learning

- *Calibration of grade level writing using report card indicators 1,2,3,4*
- *School based professional learning on task design, effective feedback and inclusion of diverse cultures*

Structures and Processes

- *Monthly Professional Learning Communities (PLCs) with a focus on writing instruction and engagement.*
- *Collaborative Response Meetings focused on writing.*
- *Provide access to engaging and diverse texts that highlight diverse cultures and traditions.*
- *Provide daily structured and supportive writing time.*
- *Continued use of Altadore's Engagement Continuum*
- Tracking at-risk students using Provincial Early Years, Reading Tree and Saskatchewan Math assessments 3 times a year

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*
- *Diversity & Inclusion - Diversity & Inclusion - Insite*
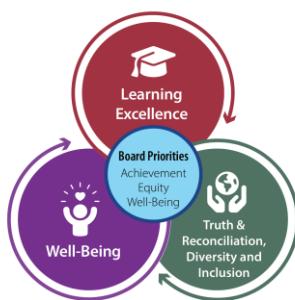- *Assessment-and-Reporting-in-the-CBE*

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School Development Plan – Data Story

2024-25 SDP GOAL ONE Through the intentional design of the learning environment, student engagement will improve literacy.

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

Celebrations
- Altadore students continue to achieve excellence in writing on both the report card and on Provincial Achievement Tests.
- Student perception of school being meaningful to them increased by 1.7% and an increase of 6.62% students reported confidence in themselves.
- The overall trend shows most grade levels have an increase in enjoying learning at school with the biggest increase in grades 1 and 6.
- Over the year, there was a decrease in students flagged as at risk in literacy moving from 60 students to 41.

Areas for Growth

- There are more students achieving a 1 or 2 indicator in writing, with 22.36% achieving a 1 or 2 in writing 15.22% getting a 1 or 2 in reading and 14.79% getting a 1 or 2 in math.
- Students reported a decline in "valuing knowledge of others culture for connection with others" and "I see my culture reflected in my school' compared to 2024, decreasing by 2.17% and 16.34% respectively.
- A decrease in student perception by 4.32% in " I have the opportunity for feedback from others to improve my writing".

Next Steps
- Continuing to develop engaging tasks and environments through collaborative design of rich writing tasks.
- Increase the quantity and quality of explicit teacher feedback to improve writing skills.
- Build a strong sense of belonging and community by highlighting students' diverse cultures and traditions through literature, tasks and school wide initiatives.