



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

When looking at student success in literacy and numeracy, we primarily look at report card results. In reading, 93% of our students are at grade level, and 75% have received a score of 3 and 4 on their report cards. Our Indigenous students have met our grade level expectation at 100%, meaning a score of 2 or more, and 67% received a score of 3 or 4 in reading last year.

In writing, 97% of our students are at grade level, and 64% have received a score of 3 and 4 on their report cards. Our Indigenous students have met our grade level expectation at 100% with a score of 2 or more, and 55% received a score of 3 or 4 in writing last year. In mathematics, 96% of our students understand and apply concepts related to numbers, patterns, and algebra, and 98% understand and apply concepts related to measurement, geometry, and statistics (June 2024).

Throughout the school year (September/January/June), we used the Letter Name-Sound (LeNS), Castles and Coltheart 3 (CC3), and Numeracy assessments to measure literacy and mathematics growth for our grade 1, 2, and 3 students. By looking at our provincial common assessment data to assess students at-risk early on in the year, the teachers can target their intervention to support students' learning.

Students who score in the "At-Risk" performance category for the LeNS experience reading difficulties and need immediate, carefully planned, and sustained reading intervention assistance. For the CC3, to be deemed 'At-Risk' a student's score must be below the 25th percentile ranking of the norms for the Regular Words task, and the 25th percentile norms on either the Irregular Words task or the Non-Words task. For numeracy, Students who score in the "At-Risk" performance category demonstrate misconceptions and/or gaps in learning and require immediate planned, and sustained numeracy intervention assistance.

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



The support provided last year in numeracy and literacy from the results in the Pre-test and Post-test shows a clear improvement for those students. Last year, we have noted the following improvements in the following:

LeNS Results

Grade	Pre-test at-risk %	Post-test at-risk %
1	14.10%	5.13%
2	10.39%	5.19%

CC3 Results

Grade	Pre-test at-risk % (regular words)	Post-test at-risk % (regular words)	Pre-test at-risk % (irregular words)	Post-test at-risk % (irregular words)	Pre-test at-risk % (non-words)	Post-test at-risk % (non-words)
1	17.95%	6.41%	15.38%	8.97%	12.82%	2.56%
2	14.47%	9.21%	13.16%	10.53%	10.53%	10.53%
3	19.57%	15.21%	21.74%	15.21%	18.48%	13.04%

Numeracy Results

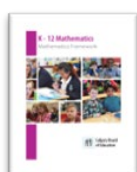
Grade	Pre-test at-risk %	Post-test at-risk %
1	13.51%	9.46%
2	7.69%	3.85%
3	11.70%	8.51%

These results indicate that the support provided by teachers has helped reduce the number of students at-risk and that targeted intervention in literacy and numeracy has allowed more students to meet grade-level expectations.

In complement to report cards and common assessment tools to look at our student's success and learning excellence, we also look at surveys completed by our grade 4 and grade 5 each year. When looking at Dalhousie's results from the Alberta Education Assurance Measures Survey, the overall summary indicates that our Student Learning Engagement has been maintained over the past three years but slightly decreased from 87.6% in 2023 to 85.4% for 2024. Our school's overall Education Quality is Good at 89% compared to the provincial average of 84%.

OurSCHOOL Survey completed twice a year shows that 77% of our students are saying that the language arts they are learning at school interests them compared to 73% at the provincial level. In mathematics, 68% of our students share that what they are learning in math interests them, 2% below the provincial average. This tells us that our students are enjoying language arts at Dalhousie, but more work needs to be done to support students with the new mathematic curriculum.

In summary, we have noticed that our students' reading skills have improved as well as their number sense, and that they are engaging in their learning at Dalhousie. Student Engagement improved to 72.8%, 3% above the Province. The main area of focus for improvement would be access to support and services at school. The Alberta Assurance Survey shows that our parents are satisfied with 70% of the service provided at school, which is 10% below the provincial average.





Well-Being

When looking at the Well-Being data collected, OurSCHOOL survey results in June 2024 indicate that 74% of our students feel safe attending school, an increase of 2% from last year and placing Dalhousie above the Canadian norm of 64%. This tells us that the work done to assure that all students is provided with a welcoming, safe, and caring environment has paid dividends, but more work needs to be done so all our students feel safe at school.

We have also noticed that the Sense of Belonging has slightly increased by 1% the previous year. The level of anxiety at 29% remains higher than the Canadian norm at 26%. Approximately 83% of our students have one adult they connect with at school. The survey also shows that 30% of students in our school had moderate to high levels of anxiety; the Canadian norm for these grades is 26%.

When asked about their learning at Dalhousie, students are showing a lot of resilience. 84% of our students feel confident they can overcome challenges in their learning, and 92% say they are trying hard at school even when they find it challenging to succeed in their learning. 90% of our students feel treated fairly by adults, 95% say that their teachers care about them and 89% of our grade 5 students in 2024 said that they were proud to be part of Dalhousie school.

On the Alberta Assurance Survey, teachers, parents, and students agree that their learning environments are welcoming, caring, respectful, and safe at 89% overall placing our school at 8% approximately over the provincial average. For the past 3 years, our school has received an excellent score of 94% on the safe and caring measure of the survey.

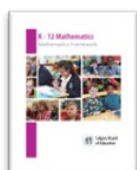
In summary, we have many aspects to celebrate at Dalhousie when looking at the Well-Being of our students. They feel safe at school, they connect with adults and feel treated fairly by their teachers. One area of focus is to increase our 80% score of students saying they feel welcome at school, and that their sense of belonging is below 70% in OurSCHOOL survey results.

Truth & Reconciliation, Diversity, and Inclusion

Our school population is diverse and unique, and Dalhousie has much to celebrate when looking at our data. The main language spoken at home for 85% of our students is English, 7% Spanish, and 8% other languages. For our school which currently has 475 students, 12% of our students receive support and resources for English as an Additional Language Learners (ELA).

Approximately 9% of our students identified with special education codes and are receiving an Individual Program Plan (IPP) to support their learning needs. Our Indigenous population represents 3% of our school population. When looking at reading results, all student who self-identifies as Indigenous have met grade level expectations in reading, and 77% have received scores of 3 and 4 on their report cards. In writing 53% have received scores of 3 and 4 on their report cards. In math, 81% have received 3 and 4 for Numbers/Understanding numbers, and patterns and over 89% for Shape and Space/Measurements and geometry.

According to the results of the OurSCHOOL Survey, 97% of our students acknowledge that fostering respect and understanding between Indigenous peoples and other Canadians is a shared responsibility. This strong consensus reflects a commitment among our students to embrace reconciliation and recognize the





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

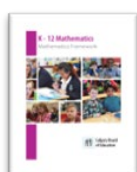
importance of building a more inclusive society. Additionally, the survey reveals that 90% of our students believe they are provided with meaningful opportunities to learn about the land, its history, and its significance at school, highlighting the importance of integrating Indigenous perspectives into our educational practices.

When asked about inclusion and diversity at school, 93.3% of students agree that when racism and/or discrimination occur at my school, my school takes steps to address it. 90% of our students agree to be an ally to people who look, behave, speak, and/or identify differently than me.

In summary, students at Dalhousie agree that it is important to help each other and 92% of our students agree that my school is a place where learning and extra-curricular activities are safe and accessible in overall agreement according to the CBE Survey. The main area of improvement would be to ensure that all cultures are reflected in our school. The CBE Survey shows that 29% of our grade 5 students don't see their culture reflected in our school.

We are committed to Truth and Reconciliation at Dalhousie and will continue to work with teachers to educate them on how to integrate Indigenous knowledge, languages, and teaching methods in classrooms. Our goal is to continue to create opportunities for students, staff, and families to build and nurture relationships with Elders and Knowledge Keepers that foster a spirit of reciprocity.

We are also committed to providing an inclusive learning environment for all students and to supporting their learning needs, and to giving them every opportunity to succeed and flourish at our school. Our goal is to continue collaborating with our system specialists for Indigenous Education, Inclusion, and Diversity to identify areas of growth and seek support for learning for all students.





School Development Plan – Year 1 of 3

School Goal

Students' achievement will improve in literacy across the disciplines.

Outcome

Students' reading comprehension will improve through collaborative shared thinking and meaningful connections of the texts read in class.

Outcome

Student will improve their Spanish oral communication skills across the disciplines.

Outcome Measures

- Report Card Data
- CC3, LeNS, AFRS, RAN and PAST
- CBE Student Survey
- OurSCHOOL Survey Results
- CBE Student Survey
- Common Assessment tools

Data for Monitoring Progress

- Formative assessment
- Professional Learning Community (PLC) feedback data and planning template
- Report card results
- Student at-risk tracking
- Neurolinguistics Approach School checklist
- Student Survey-Exit slip
- Teacher perception data
- Continuous intervention data

Learning Excellence Actions

- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts and ideas before, during, and after reading
- Utilize high impact strategies to build reading comprehension
- Connect decodable text to Grapheme-phoneme Correspondence (GPC) concepts that are taught
- Neurolinguistics Approach

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within different disciplines
- Provide feedback that moves learners forward.

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize scaffolding strategies to support multilingual learners
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind

Professional Learning

- System Professional Learning
- Assessment & Reporting Insite Reconciliation, Diversity, and Inclusion
- Neurolinguistics Approach
- Professional Learning (PL) How to design and implement Quality Assessments
- Text Calibration Protocol, designing text sets, supporting striving readers

Structures and Processes

- School:
- PLCs
 - Collaborative Response
 - Grade team meetings
- Classroom:
- Protocols: teacher modelling, repeated reading, readers theatre, phrased reading, paired reading, recorded reading, audio-assisted reading

Resources

- K-12 Literacy Framework
- Text Calibration Protocol
- UFLI Resources
- Assessment and Reporting in the CBE: Practices and Procedures
- RAD Grade 4-12
- Understanding Reading (4-6)
- Literacy Interventions (4-9)
- Haggerty Program (K only)

