

Cecil Swanson 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 Literacy and Mathematics, improvements were shown in last year's SDP. We also continue to have a number of students who are at-risk, or are not yet achieving at grade level, as evidenced by our June 2024 Term 2 report cards.

June 2024 Report Card Term 2 ELAL Stem *Reads to Explore and Understand* Percentage and (Number) of Students are shown in the total.

	1-Not Yet	2-Basic	3-Good	4-Excellent	ELL
Grade 1	15.2	13.0	32.6	10.9	28.3
Grade 2	6.6	23.0	27.9	18.0	18.0
Grade 3	16.0	16.0	24.0	16.0	24.0
Grade 4	9.8	41.5	29.3	7.3	4.9
Grade 5	0	50.0	33.3	3.3	8.3
Grade 6	1.9	29.6	34.5	16.7	14.8
Total	7.7 (24)	29.2 (91)	29.8 (93)	12.2 (38)	16.3 (51)

Our provincial screeners from June 2024 (LeNS, CC3, Numeracy) show that many of our students require support with foundational literacy and math concepts.

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



Letter Name – Sound Test (LeNS) Sound Accuracy	26.3% at risk
CC3 Regular Words (Castles and Colthart 3 Reading Assessment) Grades 1-3	29.9% at risk
Numeracy	22% at risk

Similar trends are shown in Mathematics Report Card Data, for example in the June 2024 Report Card Term 2 Mathematics Stem *Understands concepts related to number and patterns*:

	1-Not Yet	2-Basic	3-Good	4-Excellent	ELL
Kindergarten	0	3.2	29.0	48.4	12.9
Grade 1	10.9	19.6	39.1	8.7	21.7
Grade 2	4.9	23.0	36.1	19.7	11.5
Grade 3	24.0	22.0	20.0	26.0	8.0
Grade 4	9.8	51.2	19.5	12.2	0
Grade 5	1.7	41.7	26.7	13.3	5.0
Grade 6	7.4	33.3	27.8	18.5	7.4
Total	8.5 (29)	28.9 (99)	28.6 (98)	19.5 (67)	9.3 (32)

Additionally, we see a 34.7% of students achieving at a “2-Basic” level for Report Card stems related to higher-level thinking tasks (e.g. Social Studies Stem *Demonstrates skills and processes for Social Studies inquiry*). Similarly, on Grade 6 Provincial Achievement Tests, our students tend to be more successful with Knowledge questions than Skill questions.

June 2024 Report Card Term 2 Science Stem *Develops skills and processes for inquiry, problem solving and communication*:

	1-Not Yet	2-Basic	3-Good	4-Excellent	EAL
Kindergarten	0	3.2	51.6	12.9	16.1
Grade 1	4.3	39.1	28.3	0	21.7
Grade 2	3.3	27.9	32.8	14.8	13.1
Grade 3	12.0	30.0	28.0	6.0	24.0
Grade 4	7.3	56.1	17.1	9.8	2.4
Grade 5	1.7	53.3	31.7	3.3	6.7
Grade 6	0	24.1	55.6	11.1	7.4
Total	4.1 (14)	34.7 (119)	34.7 (119)	8.2 (28)	12.8 (44)





June 2024 Grade 6 Science PAT for students writing the test:

	Students Meeting the Acceptable Standard	Below Acceptable Standard
Knowledge	81.6%	18.4%
Skills	67.3%	32.7%

We have identified an opportunity to improve perceptions among students, teachers, and parents in education quality as per the Alberta Assurance survey, shown in the table below (Education Quality – Measure History):

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Cecil Swanson School												
	2020		2021		2022		2023		2024		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	63	92.7	80	92.2	75	92.7	71	88.6	51	77.9	Very Low	Declined Significantly	Concern
Parent	4	*	2	1	7	90.5	6	83.3	2	*	*	*	*
Student	41	97.5	59	94.0	52	94.1	49	98.0	34	89.2	High	Declined	Acceptable
Teacher	22	87.8	21	90.5	16	93.6	16	84.4	17	66.7	Very Low	Declined	Concern

Although students reported that they appreciate a challenge, student feedback in terms of enjoyment of Reading and Mathematics was an area for future attention, as in the tables below:

OurSchool Survey (Grades 4-6) October 2024 student responses to the questions, *I like reading* and *I like math*:

	Yes	No
I like reading	71.5%	28.5%
I like math	60.5%	39.5%

The Alberta Assurance Survey Student learning engagement detail shows a similar need to address student engagement in Language Arts and Mathematics, with only 59% and 68% of students indicating that they like learning Mathematics or Language Arts.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Do you like learning language arts	2021	59	69	12	19	69
	2022	52	65	23	12	65
	2023	49	65	12	22	65
	2024	34	59	38	3	59
Do you like learning math	2021	58	83	9	9	83
	2022	52	75	19	6	75
	2023	49	78	10	12	78
	2024	34	68	26	6	68





The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Cecil Swanson School										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	80	83.3	75	87.8	71	83.3	51	71.8	n/a	Declined	n/a
Parent	n/a	n/a	2	*	7	95.2	6	88.9	2	*	*	*	*
Student	n/a	n/a	59	76.1	52	70.2	49	71.4	34	63.2	n/a	Maintained	n/a
Teacher	n/a	n/a	21	90.5	16	97.9	16	89.6	17	80.4	n/a	Declined	n/a

Education Quality – Measure History

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	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	63	92.7	80	92.2	75	92.7	71	88.6	51	77.9	Very Low	Declined Significantly	Concern
Parent	4	*	2	1	7	90.5	6	83.3	2	*	*	*	*
Student	41	97.5	59	94.0	52	94.1	49	98.0	34	89.2	High	Declined	Acceptable
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Well-Being

Our student perception data indicates that most students enjoy coming to school. This was evident in the CBE Student Survey response for Grades 5 and 6 students, May 2024:

I like coming to this school.

I like coming to this school.			
Overall			
Options	Count	Percentage	
Strongly Agree	24	31.17%	
Agree	35	45.45%	
Disagree	9	11.69%	
Strongly Disagree	9	11.69%	

Our Grades 1-4 data on a school-based survey reflected similar results. Most students (83.9%) in Grades 1-4 selected “Strongly Agree” or “Agree” when asked to respond to the statement, *I like coming to this school*.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Grades 1 – 4	46.3%	37.6%	11.4%	4.7%

On average, most students also indicated a sense of belonging on the OurSchool Survey in June 2024 that was close to in line with the Canadian norms, although there was some variance by grade level. Below are the

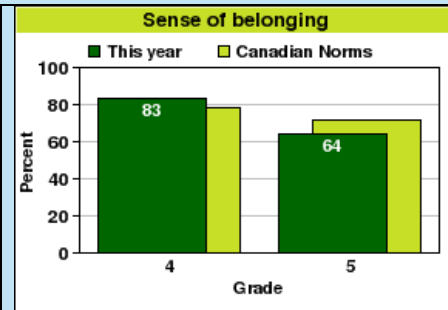




Grade 4-6 responses to the questions related to “*Sense of belonging; Students who feel accepted and valued by their peers and by others at their school.*”

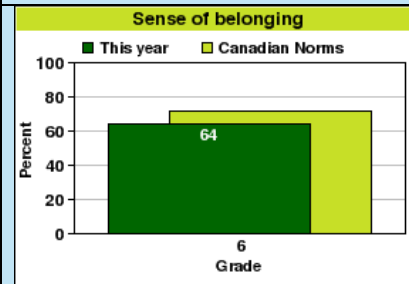
Grades 4-5

- 74% of students in this school had a high sense of belonging; the Canadian norm for these grades is 75%.
- 69% of the girls and 80% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 74% and for boys is 76%.



Grade 6

- 64% of students in this school had a high sense of belonging; the Canadian norm for these grades is 72%.
- 58% of the girls and 73% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 75%.



The CBE Student Survey (May 2024) showed that our students enjoy appropriate learning challenges and feel they can persist through learning challenges. Student responses also indicate that they are not showing high levels of enjoyment in literacy and mathematics. This was an area of focus in last year's SDP.

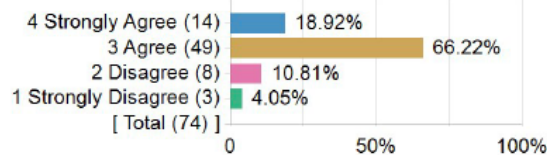




Resiliency and Perseverance Summary Measure

When I struggle with my school work, I can get through it and fix it.

When I struggle with my school work, I can get through it and fix it.

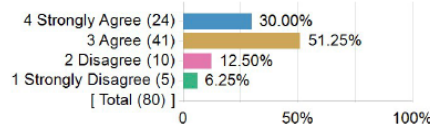


Statistics	Value
Response Count	74
Mean	3.00
Median	3.00
Mode	3
Standard Deviation	0.68
Population Standard Deviation	0.68
Standard Error (base on SD)	0.08
Standard Error (base on PSD)	0.08

Adaptability Summary Measure

I like learning new things at school even if I sometimes find it challenging.

I like learning new things at school even if I sometimes find it challenging.



Statistics	Value
Response Count	80
Mean	3.05
Median	3.00
Mode	3
Standard Deviation	0.83
Population Standard Deviation	0.82
Standard Error (base on SD)	0.09
Standard Error (base on PSD)	0.09

One area for attention in the CBE Student Survey, and the OurSchool survey was the number of students who felt a sense of anxiety about their learning, as below.

In the last 6 months, I have felt nervous or anxious about my learning.

In the last 6 months, I have felt nervous or anxious about my learning.

Overall

Options	Count	Percentage
Always	21	26.58%
Often	18	22.78%
Sometimes	29	36.71%
Never	11	13.92%

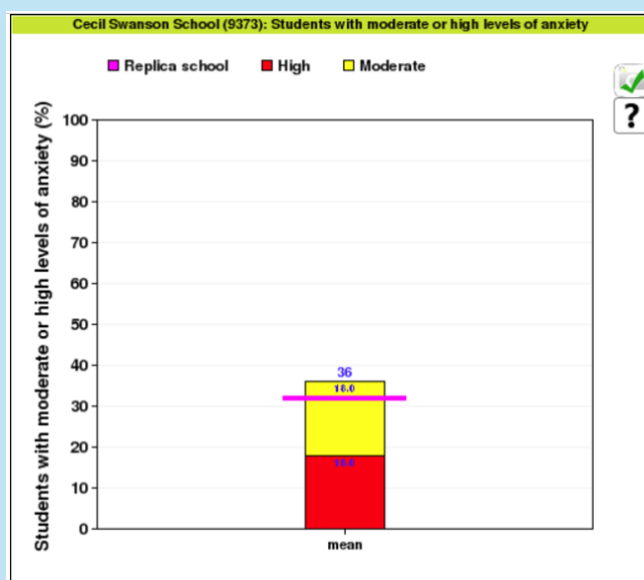




Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 55% of students identified as English as an Additional Language learners, 4.7% of students self-identifying as Indigenous and 18.0% of students as having identified Special Education requirements. Our school is home to two System Classes: Enhanced Educational Services (EES) and the Bridges program. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

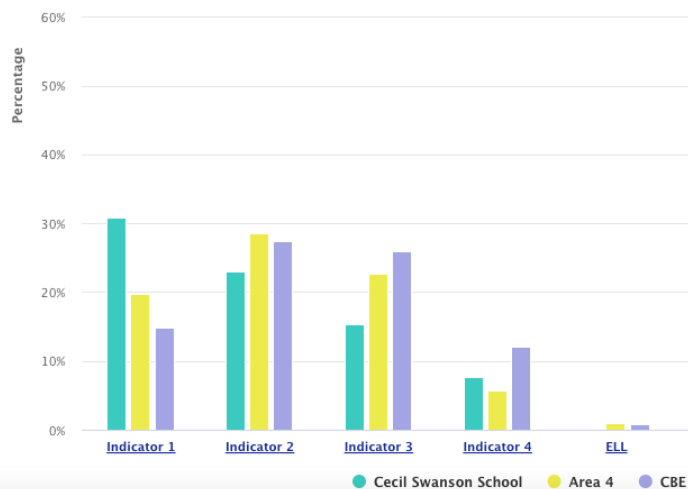
We noticed in our data that within some of these sub-groups, students demonstrated elevated levels of anxiety in ways similar to the student population as a whole. For example, the June 2024 OurSchool Survey revealed that our Grade 6 students who self-identify as Indigenous had a higher rate of reported anxiety than Canadian norms.



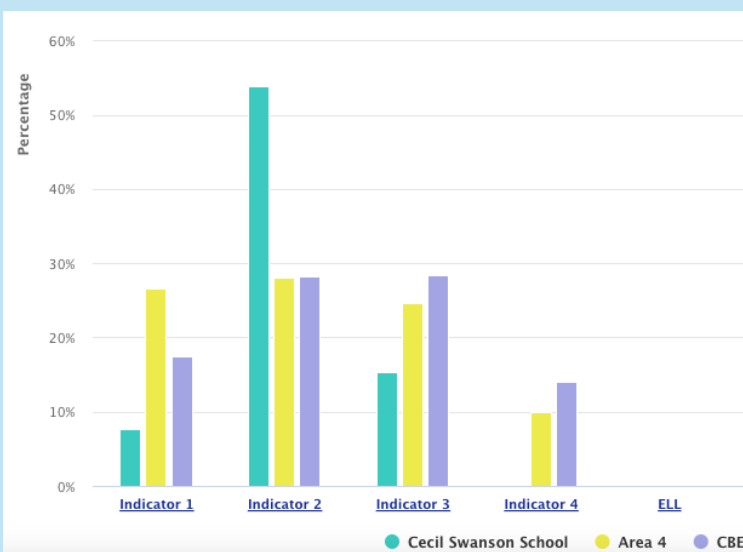
We also noticed that students who self-identify as Indigenous were more successful in Mathematics than in Literacy. For example, on the June 2024 Term 2 Report card there were proportionally more students who self-identify as Indigenous receiving a 1-Not Yet indicator for the stem *Reads to explore and understand* than on the Mathematics stem *Understands number, patterns (and algebra)*. This was even more prevalent for students in early grades.

June 2024 Term 2 Report Card stem *Reads to explore and understand* for students who self-identify as Indigenous:





June 2024 Term 2 Report Card stem *Understands number, patterns, (and algebra)* for students who self-identify as Indigenous:



We noticed a similar trend with our English as an Additional Language (EAL) learners on the June 2024 Term 2 Report Card. There were more students who received the ELL indicator in Reading than Mathematics. The ELL indicator is used when students' English Language Proficiency impacts their ability to meet grade level expectations, even with supports in place. This reinforced our SDP direction to continue a focus on literacy skills, with reading in particular.

June 2024 Term 2 Report Card stem *Reads to explore and understand* for EAL students:





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

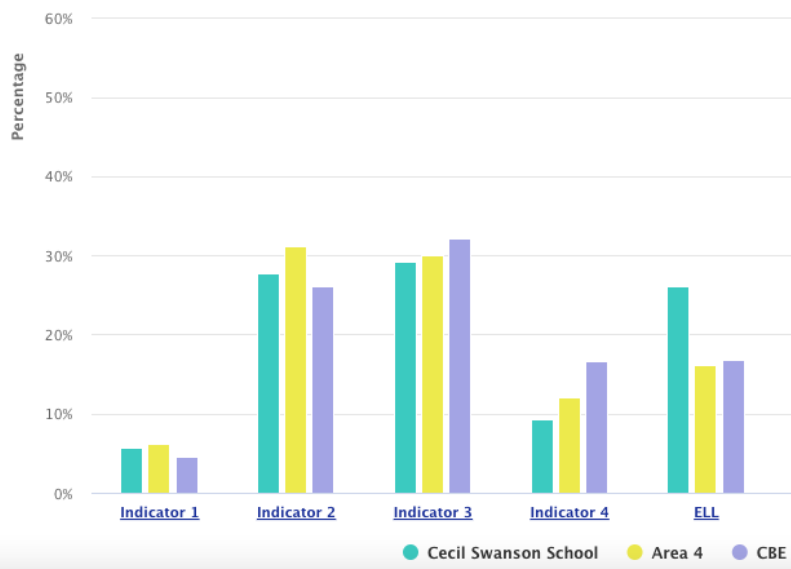
Students and employees thrive in a culture of well-being

- 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

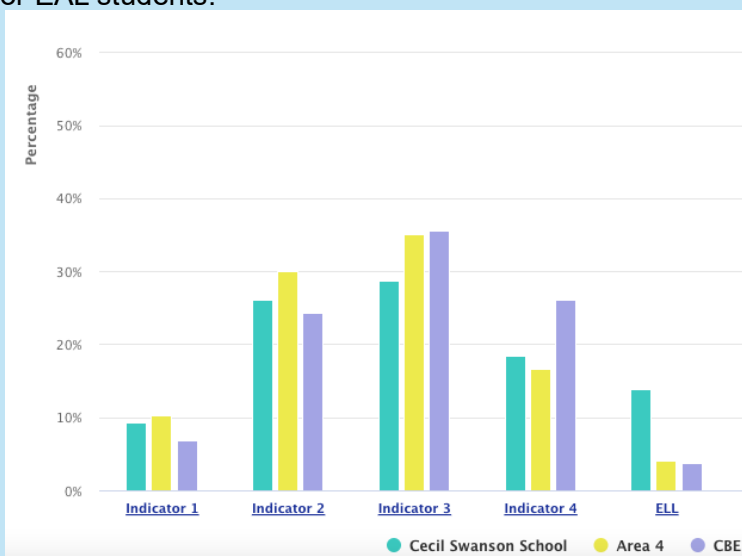
Truth & Reconciliation, Diversity and Inclusion

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



June 2024 Term 2 Report Card stem *Understands number, patterns, (and algebra)* for EAL students:





School Development Plan – Year 1 of 3

School Goal

Students' foundational skills in Literacy and Mathematics will improve.

Outcome

Students' phonological awareness and decoding skills will improve.

Outcome (Optional)

Students' mathematical number concepts will improve.

Outcome Measures

- Report Card Data in Reading and Number
- CC3, LeNS, Numeracy Assessments
- Grade 6 – Provincial Achievement Test (PAT) ELAL Part B & Math Part B (Baseline Data)
- OurSchool/School Survey School Question "I enjoy reading/mathematics"
- Alberta Assurance Survey Measure – Education Quality

Data for Monitoring Progress

- PLC/Collaborative Response Data – 6 week cycles (Literacy and Mathematics)
- UFLI monitoring assessments
- Dibels fluency assessment
- MathUP Diagnostic/Consolidation Assessments
- Really Great Reading Diagnostic Inventory
- What Great Math Looks Like and Sounds Like Teacher Perception Inventory
- Math Interview – selected questions in Number (Adapted from MathUP and CBE Number interview)
- Teacher perception survey – UFLI and MathUP implementation
-

Learning Excellence Actions

- Teachers will use success criteria to assess conceptual understandings in the new curriculum
- Provide explicit phonological instruction and assessment with the use of the UFLI program
- Use/personalize tasks from the MathUP program to focus on conceptual understandings and success criteria
-

Well-Being Actions

- Provide actionable feedback to inform next steps in learning
- Use flexible groupings for specific learning needs and intervention

Truth & Reconciliation, Diversity and Inclusion Actions

- Use formative or diagnostic assessment to create scaffolded learning intentions/success criteria
- Provide multiple entry points into tasks to encourage risk taking
- EAL Benchmarking to inform task design

Professional Learning

Structures and Processes

Resources





- Designing/co-creating calibrated success criteria based on outcomes in the new curriculum
- Implementation of UFLI
- Using MathUP diagnostic assessments to personalize MathUP Minds On tasks and success criteria
- System professional learning – new curriculum implementation

Classroom:

- Instructional routines to provide opportunities for explicit phonological instruction and math reasoning
- Clearly communicate success criteria
- Provide tasks with scaffolded learning intentions
- Provide opportunities to action formative feedback

School

- Collaborative Response
- Professional learning built into Professional Learning Community (PLC) work, in 6-8 week cycles
- Weekly 10-minute check-in protocol – focus on success criteria
- Weekly grade team planning/calibration meetings

Participate in System Wide Professional Learning – new curriculum

- UFLI Manual and Professional Learning
- MathUP resource and professional learning
- Selected reading from “The Success Criteria Playbook” and “Teacher Clarity Playbook” (Fisher & Frey) and “Building Thinking Classrooms in Mathematics” (Liljedahl).
- Selected reading from “Taking Action – Implementing Effective Teaching Practices in Gr K-5” (NCTM)
- CBE Calibration Protocol K-9

