



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

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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

We have used data from Kindergarten to Grade 3 Provincial screeners and assessments (CC3, LeNS, Numeracy) to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial Screener	% of students at-risk June 2023	% of students at-risk June 2024	percentage points of improvement
CC3	51.9%	39.9%	+12.0%
LeNS	45.5%	31.6%	+13.9%
Numeracy	43.8%	39.9%	+3.9%

Well-Being

Student voice through OurSchool Well-Being (Grade 5& 6 students) and CBE student (grade 4, 5, 6 students) surveys has indicated that students are confident with a positive growth mindset.

CBE Student survey and OurSchool Well-Being survey

I am confident that I can learn in Math	83.5%
I think deeply and slowly when solving math problems	81.2%
I am a good (competent) writer	72.2%
I understand what I read	89.4%
Keeps going even when challenged	76.9%
When I struggle with my school work, I can get through it and fix it	81.3%



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

Students also feel positive about creating learning goals however, we also notice that students report that only 33.8% have said, "I have the opportunity to receive feedback from others to improve my writing."

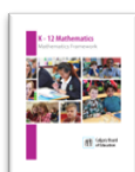
With the contrast of our students' academic results to their overall confidence, there appears to be a conflict. Combined with the low student result of reporting feedback from others, we will focus on assessment, particularly providing students feedback from teachers to foster student growth in reading and writing.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population:

Students identified as English as an Additional Language learners	63.2%
Students who are very new to learning English (LP 1 & 2) in reading	32.8%
Students who self-identify as Indigenous	4.9%
Students identified with special education requirements	11.4%
Students who have more that 10% absentee rate	44.2%
Students who have more than 20% absentee rate	17.0%

We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning.





School Development Plan – Year 1 of 3

School Goal

To improve student's achievement in Literacy

Outcome:

Students reading and written communication will improve through responsive feedback from teachers

Outcome Measures

- SLA Government Data (LeNS and CC3)
- Report card data in ELA reading and writing
- Grade 6 Provincial Achievement Test results – ELA reading and writing
- CBE student survey questions within Literacy and Well-Being sections

Data for Monitoring Progress

- Professional Learning Communities (PLCs) around assessment
- SLA Government data with a focus on LeNS and CC3
- Teacher surveys regarding impact on professional growth in assessment
- Exit slips for teachers during professional development

Learning Excellence Actions

Teachers will:

- Provide feedback that aligns with learning intentions and success criteria in reading and writing
- Use formative assessment to monitor progress towards learning goal
- Utilize consistent, specific and timely formative assessment practices to move student learning forward

Well-Being Actions

- Provide personalized feedback to inform students' next steps
- Include students within formative feedback loops
- Student voice when creating success criteria

Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions, success criteria and feedback
- Utilize and provide inclusive, linguistically and culturally diverse learning intentions, success criteria and feedback
- Decolonize formative assessment

Professional Learning

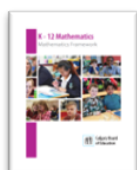
- Assessment & Reporting Insite | System Professional Learning
- Topics: the responsive learning cycle, Guiding Principles of

Structures and Processes Classroom:

- Post learning intentions and success criteria in classrooms

Resources

- CBE's Teacher Self-Assessment Tool
- Scarborough's Reading Rope
- The Writing Rope





Assessment, HLAT
writing network

- Use a variety of feedback tools using triangulation of evidence

School:

- PLCs
- Collaborative Response
- Grade team meetings
- Literacy Night for parents

- Text Calibration Protocol in the HLAT writing network
- ELA/ELAL Insite | Teaching Practices
- Assessment and Reporting in the CBE: Practices & Procedures
- CBE 5 Guiding Principles for Assessment and Reporting

