



## Connaught 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.

## [SIRR 2024-25](#)

### 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

### CBE 2024-27 Education Plan



### Learning Excellence

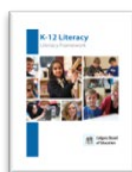
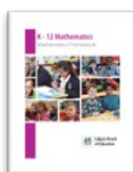
Strong student achievement for lifelong learning and success

### Well-Being

Students and employees thrive in a culture of well-being

### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection





# School Development Plan – Year 2 of 3

## School Goal

*Students' achievement in Literacy will improve*

## Outcome:

*Students' written and visual communication skills will improve, by consistently using visual journals to represent thinking processes of describing, sequencing, compare/contrast and evaluation*

## Outcome Measures

- Report Card Data – ELAL (representing stem)
- PAT scores in writing
- Writing sprint summative data

## Data for Monitoring Progress

- Formative assessment from writing sprints
- Professional learning data around the use of instructional routines related to the 4 identified thinking skills and their corresponding visual representations
- Frequent sharing of student visual journals at professional learning Fridays

## Learning Excellence Actions

- Teach a repertoire of visual representations/graphic organizers of thinking skills (see attached)
- Build, share and use writing exemplars with students.
- Daily modelled, shared and independent opportunities to represent learning using graphic organizers across curricular areas
- Teachers identify and post success criteria

## Well-Being Actions

- Provide opportunities for students to identify their next steps in the writing process to improve their writing. This will decrease student anxiety and increase confidence in themselves as writers
- Provide frequent opportunities to share writing with authentic audiences

## Truth & Reconciliation, Diversity and Inclusion Actions

- Use the categories of Seed/Sprout/ Sapling/Tree with all students when designing assessment
- Use scaffolded learning intentions (differentiate) to
- Use of local community walking field trips linked to curricular content to model and reinforce targeted thinking skills

## Professional Learning

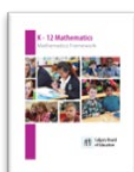
- System professional learning
- Professional Learning topics: Visual journaling, supporting reluctant writers, creating tasks with multiple entry/exit points

## Structures and Processes

- Post the categories of Seed/Sprout/Sapling/Tree in each classroom
- PLCs/Writing Sprints
- Collaborative Response
- Provide daily structured and supported writing times

## Resources

- [ELA/ELAL Insite | Teaching Practices](#)
- [Journey into Journaling from Open Minds](#)
- [Developing Academic Thinking Skills](#) book by Jeff Zwiers
- [Text Structures: Teaching Patterns in Reading and Writing](#) by D Dillabough





# School Development Plan – Data Story

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## CBE 2024-27 Education Plan



### Learning Excellence

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## 2024-25 SDP

**GOAL ONE:** Students' achievement in Literacy will improve

**Outcome One:** Students' written communication will improve through timely formative feedback and opportunities to write for authentic audiences

### Celebrations

- Met the same acceptable standards in writing as the province on grade 6 PAT (Connaught 84%, Province 84.8%)
- Exceeded the province in students achieving excellence in writing (Connaught 18%, Province 8.9%)
- When comparing report card data from term 1 to term 2 the number of students receiving 1s and 3s has decreased while the number of students receiving 2s and 4s has increased
- All teachers introduced the categories of seed/spout/sapling/tree in their classrooms

### Areas for Growth

- Continued focus on intentional writing/representing strategies
- Our results in reading indicate a need in the future to focus in on this skill.

### Next Steps

- Teaching specific visual representations/graphic organizers for students to represent the following thinking processes: describing, sequencing, compare/contrast, evaluation
- Solidify use of assessment language – seed/sprout/sapling/tree in all content areas

