



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 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 report card data from June 2024 in literacy to inform our next steps. (for students currently enrolled Oct. 2024)

Stem: reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	EAL
Grade 1	7.1%	12.5%	25%	26.8%	28.6%
Grade 2	0%	20.7%	43.1%	19 %	17.2%
Grade 3	1.6%	16.4%	42.6%	19.7%	19.7%
Grade 4	2.1%	18.8%	39.6%	25%	14.6%
Grade 5	4%	24%	22%	26%	24%
Average	2.9%	18.3%	34.8%	23.1%	20.9%
Stem: writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4	EAL
Grade 1	9.1%	21.8%	34.5%	3.6%	30.9%
Grade 2	0	39.3%	28.6%	10.7%	21.4%
Grade 3	3.3%	27.9%	39.3%	11.5%	18%
Grade 4	10.6%	31.9%	31.9%	10.6%	14.9%
Grade 5	2%	24.5%	26.5%	22.4%	24.5%
Average	4.9%	29.1%	32.5%	11.6%	22%

After analyzing our English Language Arts and Literature report card data at a deeper level along with classroom assessments we found that there are more students who are not meeting the grade level writing as compared to reading. Also, significantly less students scoring at the excellent level in writing as

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



compared to reading. Additionally, 22% of students in June received EAL on their report card.

Well-Being

Summary of student comments from October Our School Survey of grades 4, 5 and 6 students.

Overall, while the students generally express a love for their school and its community, they also identify specific areas for improvement to enhance their educational experience.

Three main themes emerged from the students' comments about their school:

- 1. Positive School Community:** Students express strong appreciation for their teachers, noting their kindness and ability to make learning enjoyable. The friendships and sense of community among classmates are also highly valued, contributing to a supportive school environment. The importance of feeling safe at school was emphasized with students appreciating measures against bullying and the overall supportive nature of the learning community.
- 2. Enjoyment of Activities:** Students love engaging in fun activities and special events, such as pizza day and various themed days. Physical education and outdoor games are particularly popular, highlighting the importance of active play in their school experience.
- 3. Desire for Improvements:** Students suggest several enhancements, including more fun days and activities, better playground facilities, longer recess times, and a wider variety of clubs and programs.

Category	Grade	Overall agreement October 2024
Positive relationships	4	84%
	5	63%
	6	61%
Levels of anxiety	4	21%
	5	25%
	6	10%

The grade 5 and 6 data regarding positive relationships may be impacted by the fact that we called back over 100 students to Connaught. Students are still making friends in this new learning community.

Truth & Reconciliation, Diversity, and Inclusion

Our June demographic data demonstrates our diversity: 58% English as an additional language, 10% special education and 5% Indigenous. LP levels E1 (Oct. 2024) EAL Benchmark Levels

	Listening	Speaking	Reading	Writing	Overall LP
LP1	9.3%	13.0%	31.5%	40.7%	5.6%
LP2	16.9%	18.6%	22.0%	27.1%	15.3%
LP3	26.9%	26.9%	16.7%	16.7%	13.0%
LP4	26.4%	18.9%	22.6%	11.3%	20.8%
LP5	25.0%	37.5%	12.5%	12.5%	12.5%

This data shows 40.7% of our EAL students are writing at a beginner level.





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

Connaught School serves students from 45 different countries, speaking 42 different languages, in addition to serving students from Inn from the Cold and the Downtown and Beltline communities.

Attendance is a concern in our community with 43.5% of students having higher than 10% absences in the 2023-24 school year. We will continue with our Indigenous Communi-tea group that meets every second Monday. We anticipate this having a positive impact on attendance. We began a breakfast club this year which may decrease student lates.

Our partnership with many community agencies, such as the Rotary, Grace Church, St. Stephen's Church, Meals of Wheels, Brown Bagging for Calgary Kids, I Can 4 Kids, Alex Dental Bus, Nation's Vision, Decidedly Jazz, Scientists in Schools, CUPS and Calgary Bridge Foundation for Youth provide our students with many opportunities for learning or meeting basic needs.





School Development Plan – Year 1 of 3

School Goal

Students' achievement in Literacy will improve

Outcome:

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

Outcome Measures

- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Writing Stem)
- Writing Sprint pre and post assessment data

Data for Monitoring Progress

- Formative assessment from writing sprints
- Professional learning data regarding impact on professional growth (writing sprints)
- Teacher self-assessment using the categories of Seed/Sprout/Sapling/Tree with a focus on giving effective feedback and providing purpose and audience for writing tasks

Learning Excellence Actions

- Build, share and use writing exemplars with students.
- Daily modelled, shared and independent opportunities to write across curricular areas
- Teachers identify and post success criteria

Well-Being Actions

- Use of mentor text: Intersection Allies: We Make Room for All to create learning spaces that make everyone feel welcome and safe to take risks in learning
- 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)
- Provide multiple modes of representation (oral storytelling, visual journals, art, music)
- Use technologies intentionally and purposefully that support literacy practices and represent learning

Professional Learning

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

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
- HLAT
- Journey into Journaling from Open Minds
- Powerful Writing Structures



