



Andrew Sibbald School

1711 Lake Bonavista Dr SE Calgary, AB T2J 2X9 | 403-777-6830 e | andrewsibbald@cbe.ab.ca

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

What is the school data story, and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We looked at Report Card Data from June 2024 to help inform our literacy goal.

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Other
Stem: Reads to explore and Understand	2.7%	13.2%	37.2%	37.8%	9.0%
Stem: Writes to express information and ideas	3.3%	19.8%	38.7%	27.9%	10.2%

In this data set, we see 75% of our students receiving a 3 or 4 in reading while only 66.6% of students received a 3 or 4 in writing. We observed increased achievement in the post-literacy Provincial Assessment data in Spring 2024, which highlighted the effectiveness of direct and focused

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



reading instruction. We expect to transfer this approach to writing instruction.

We drew on both report card data as well as the numeracy provincial screener to help inform our mathematics goal.

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Other
Understands and applies concepts related to number, patterns and algebra	0.9%	22.5%	32.1%	40.8%	3.6%
Understands and applies concepts related to measurement, geometry and statistics	0.9%	13.5%	38.4%	45.0%	2.1%

In this data set, we see fewer students achieving excellence and a larger number of students at the basic level in number, patterns and algebra.

	Percentage of students at risk June 2023	Percentage of students at risk June 2024
Numeracy Gr 1 – 3	11.6%	12.2%

For this data set, we see a slight increase in the number of students at risk in the provincial screener for numeracy over the past year.

Given these data sets, we see procedural fluency as an area of focus to support student learning in mathematics.

Well-Being

Student perception data through the OurSCHOOL survey, CBE Student Survey and Alberta Education Assurance Survey demonstrated many areas of strength and improvement for our students. The Alberta Education Assurance Survey indicated that 94% of students, staff and parents noted that our learning environment was welcoming, caring, respectful and safe. The CBE Student Survey (April 2024), highlighted a need to focus on student confidence (I have confidence in myself as a student: 69.64%). Further, for the question, I have strategies to help myself that I use if I feel stressed about school, only 60.95% of students indicated a positive response. The CBE K-3 Wellbeing Survey (October 2024) revealed that 20% of Grade 2 and 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 feel sad or worried at school. It is expected that our focused approach on building student agency and confidence through learning processes will assist students' wellbeing at school.

Truth & Reconciliation, Diversity, and Inclusion

CBE Student Survey data (Spring 2024) revealed that students are keenly aware of opportunities to learn through the lens of "Two-Eyed Seeing" and through the Holistic Lifelong Learning Framework (At my school I learn about Indigenous ways of being, belonging and knowing 97.27%). Learning related to other cultures remains an area of growth. The OURSchool Survey (Spring 2024) revealed an average of 78% of students who possess an awareness of "other cultures." Teacher Reflection Survey results around Truth and Reconciliation Commitments for 2023-24 noted significant growth in teacher's sense of efficacy in taking up these commitments. We look forward to braiding "Two-Eyed Seeing" & Science outcomes in student learning at Fish Creek Park. We also look forward to building knowledge around the notion of diversity and inclusion and lifting the visibility of other cultures at Andrew Sibbald School. Students' feelings of belonging and connectedness are high; however, we hope to improve students' understanding of equity, in relation to understanding that all learners benefit from, and sometimes need different things within their learning communities.



**School Goal**

Students' foundational skills in literacy and mathematics will improve.

Outcome:

Students will improve their writing skills and processes across a range of disciplines.

Outcome:

Students' procedural fluency will improve through a focus on number sense.

Outcome Measures**Report card data**

- Writes to express information and Ideas stem
- Understands and applies concepts related to number, patterns and algebra

CBE Student Survey

- "My writing skills help me when I need to communicate my thoughts."
- "My math skills help me with work in all of my subjects."
- "I have confidence in myself as a student."
- "I have strategies to help myself that I use if I feel stressed about school."

K-3 CBE Student Survey

- "I know what to do if I feel sad or worried at school."

Alberta Education Assurance Survey

- "Do you like learning math?"

Locally created common writing assessments**Provincial Assessments**

- Grades 1-3 Numeracy

Data for Monitoring Progress**Internal Tracking**

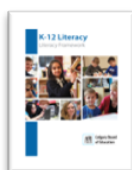
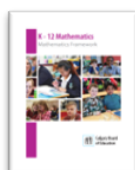
- Collaborative Response/Professional Learning Communities data
- Well-being/referral tracking

Formative progress

- CBE Numeracy Assessments
- MathUP Number Assessments
- Writing Tracking Spreadsheet

Teacher perception data (survey)

- Sense of efficacy and confidence in assessing and calibrating the writing outcomes at grade level
- Sense of efficacy and confidence in assessing and calibrating the number outcomes at grade level
- Understanding of writing & number outcomes in New Curriculum
- Instructional practices and approaches around procedural fluency





Learning Excellence Actions
**Utilize high impact
teaching strategies to
engage students:**

- Utilize consistent, specific and timely formative assessment practices to move student learning forward.
- Build writing exemplars with students to enrich student understanding of success criteria around Writing Rope components.
- Teach structured writing lessons and provide writing opportunities across all disciplines.
- Create an environment where students are doing most of the work of reasoning and making sense of the mathematics.
- Implement daily routines focused on building efficiency, flexibility and accuracy.

Well-Being Actions
**Create learning spaces
that provided learners with
safe and respectful
environments**

- Students receive feedback through a growth mindset lens and feel confident in understanding their next steps, as provided by their teacher.
- Honor respectful and responsible student voice & agency within the writing process, including assessment.
- Provide students with loose parts for pre-writing and familiar writing templates/graphic organizers across disciplines.
- Activate students as owners of their own learning by engaging learners in supportive productive struggle in number sense
- Build confidence & security with students through familiar routines within the mathematics classroom.

**Truth & Reconciliation,
Diversity and Inclusion
Actions**

**Provide access to an
inclusive learning
environment through
responsive teaching and
culturally diverse
resources**

- Students will reflect on collective identity and their role in supporting & understanding all learners within the learning community.
- Students will understand that every child benefits from a range of tools and supports that may be different from their own.
- Students will understand that there are different ways of knowing & understanding and will engage in Two-Eyed Seeing for Science Outcomes at Fish Creek Park.

Professional Learning

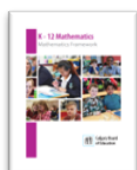
- CBE K-6 Online New Curriculum Sessions.
- Book Study: The Writing Revolution - Direct teaching of instructional strategies for writing development.
- Calibration of writing outcomes through alignment to the Writing Rope.

**School-Wide Structures
and Processes**

- Friday Professional Learning structure/schedule.
- Learning Leader classroom support (grade team schedule).
- Collaborative Planning Meetings for calibrating writing outcomes & engaging in book study

Resources

- CBE [Literacy Framework](#) (focus on the Writing Rope & its components)
- [Alberta Education writing rubrics](#)
- CBE [Universal Calibration Protocol](#)
- [ELAL K-3 Scope and Sequence](#)





- Professional learning around procedural fluency & progress monitoring.
- Professional learning sessions on procedural fluency routines & practices.

for the text, *The Writing Revolution*.

- Collaborative Team Meetings to target Tier 2 students in writing (Sibbald Continuum of Support).
- Professional Learning Day allocation of time to focus on procedural fluency routines & progress monitoring.

Classroom Structures:

- Norms and expectations to build positive learner identities (growth mindset & confidence).
- Structured daily literacy block in every grade.
- Daily opportunities to practice familiar procedural fluency routines.

- Sibbald's Continuum of Writing Supports
- The Writing Revolution* (Hochman & Wexler, 2017)
- Loose Parts Lab in learning commons
- MathUP – Online resource for Number Sense Performance Tasks
- [CBE Mathematics Framework](#)
- [Build Procedural Fluency from Conceptual Understanding](#) document
- [Calibrating in mathematics template](#)
- [CBE Student Wellbeing Framework](#)
- The Magical Yet* picture book by Angela DiTerlizzi

