



Canyon Meadows 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

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 have used Report card data and common assessments for June 2024 for Literacy and Mathematics to inform our next steps in upcoming year.

English Language Arts and Literature

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	11.7 %	23.4 %	42.9 %	22.1 %
Grade 2	7.4 %	44.1 %	32.4 %	16.2 %
Grade 3	7.7 %	27.7 %	36.9 %	26.2 %
Grade 4	2.8 %	31 %	45.1 %	19.7 %
Grade 5	0 %	35.2 %	33.3 %	31.5 %
K Uses early literacy strategies to explore and express ideas	3.7 %	31.5 %	37 %	27.8 %
Totals	5.9 %	31.9 %	38.3 %	23.9 %

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



Mathematics

Stem: Understands and applies concepts related to numbers and patterns (and algebra for Gr. 3,4,5)	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	3.5 %	17.6 %	36.5 %	42.4 %
Grade 2	4.1 %	15.1 %	42.5 %	38.4 %
Grade 3	4.4 %	22.1 %	39.7 %	32.4 %
Grade 4	5.1 %	24.1 %	29.1 %	40.5 %
Grade 5	3.4 %	30.5 %	35.6 %	30.5 %
K		29.7 %	40.6 %	29.7 %
Totals	3.5 %	22.7 %	37.1 %	36.2 %

Spanish Language Arts

Stem: Speaks to communicate information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1		24.7 %	40.7 %	34.6 %
Grade 2		21.2 %	40.8 %	38 %
Grade 3	5.9 %	33.8 %	36.8 %	23.5 %
Grade 4	8.3 %	23.8 %	34.5 %	32.1 %
Grade 5		34.5 %	39.7 %	25.9 %
K Speaks to express information and ideas		39.3 %	41 %	19.7 %
Totals	2.6 %	28.8 %	38.8 %	29.6 %

School Writing Task

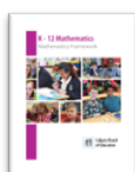
Content and Organization			
Indicator 1	Indicator 2	Indicator 3	Indicator 4
17.1 %	36.9 %	28.1 %	17.8 %

School Mathematics Task

Problem Solving			
Indicator 1	Indicator 2	Indicator 3	Indicator 4
16.6 %	24.6 %	35.2 %	27 %

School Interactive Speaking Task – Spanish Language Arts

Total School															
Vocabulary				Grammatical Accuracy				Fluency & Pronunciation				Content & Ideas			
Indicators: 1, 2, 3, 4				Indicators: 1, 2, 3, 4				Indicators: 1, 2, 3, 4				Indicators: 1, 2, 3, 4			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6.0 %	33.3 %	36.1 %	24.5 %	8.3 %	44.2 %	29.4 %	18.3 %	6.7 %	33.3 %	35.2 %	25 %	6.3 %	38.9 %	33.1 %	20.1 %





After analyzing our English Language Arts and Literature report card data at a deeper level along with the common assessment: school writing task, we found that there are less students scoring at the good (3) and excellent (4) level in Writing in the report card data as compared to June 2023 (June 2023: 64.2% - June 2024: 62.2%). Therefore, a focus on written communication continues to be an area for growth.

After analyzing our Mathematics report card data at a deeper level along with the common assessment: school mathematics task, we found that there has been an increase in the number of students scoring at the good (3) and excellent (4) level in Number Sense as compared to June 2023 (June 2023: 71.9% - June 2024: 73.3%). With 26.2 % (Report Card data) and 35.2 % (school mathematics task) of students remaining at the Not meeting (1) and basic (2) levels in June 2024, a focus in number sense continues to be an area for growth to increase student achievement at the good and excellent levels.

After analyzing our Spanish Language Arts report card data at a deeper level along with the common assessment: interactive speaking task, we found that there has been an increase in the number of students scoring at the good (3) and excellent (4) level in Speaking compared to June 2023 (June 2023: 63.2% - June 2024: 68.4%). With 52.5 % of students remaining at the Not meeting (1) and basic (2) levels in the Grammatical Accuracy category in the Interactive Speaking school task in June 2024, a focus in grammatical accuracy in oral communication continues to be an area for growth to increase student achievement at the good and excellent levels.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as self-regulation and active citizenship require greater focus.

OurSCHOOL Survey Results:

Category	Grades	Overall Agreement Percentage October 2023	Overall Agreement Percentage June 2024
Self-regulation I can use strategies to self-regulate and go back to the 'Green Zone': ready to learn	4 & 5	80 %	68 %
Self-regulation Identifying feelings using the Zones of Regulation	4 & 5	70 %	70 %





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

Alberta Education Assurance Measure Results (AEAM):

Percentage of students who are satisfied that students model the characteristics of active citizenship (Top 2 Boxes).

Questions	2023 Results	2024 Results
Children are encouraged at school to be involved in activities that help the community: At school do most students help each other?	94 %	84 %
At school, do most students respect each other?	89 %	84 %

To address these data points in the past, we have implemented The Zones of Regulation and the Be Active, Be Strong, Be Ready to Learn programs. In addition, we have created breakout spaces e.g., sensory room, and calming areas in classrooms and school common areas to help students develop skills to self-regulate. This year, based on our well-being perception data, we will deepen this work by explicitly teaching and modelling strategies for self-regulation, social behaviour mapping, conflict resolution, co-created social stories, and the use of calming areas for self-regulation to provide structure and unify understanding of this work.

Truth & Reconciliation, Diversity, and Inclusion

Throughout the year we have incorporated the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) with a focus on the Body Domain- To Do, Land and Place. Students have engaged in land-based learning (learning on, from, and with the land) using Core Routines such as: sit spot, owl eyes, journaling, talking circles, learning from plants and animals. This has had an impact on our students' emotional well-being and sense of community.

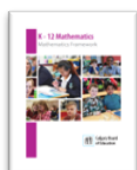
Alberta Education Assurance Measure Results (AEAM):

Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe. (Top 2 Boxes).

Questions	2023 Results	2024 Results
Do you feel safe at school?	91 %	96 %
At school, do most students care about each other?	84 %	86 %
Do you feel welcome at school	91 %	94 %
Do your teachers care about you	91 %	95 %

Focusing on well-being, self-regulation, has provided teachers with a valuable opportunity to connect with each student individually through discussions about their emotions. This has impacted students' ability to learn, interact positively with others, care about each other and feel safe and welcome at school.

In our Spanish Bilingual program, our demographic data represents a diverse student population with 14 % of our students identified as English as an Additional Language learners, 4 % of our students self-identifying as Indigenous and 12 % of our students as having identified Special Education requirements. Empowering students to have a voice in learning, assessment, and decision-making through actionable feedback, flexible groupings and step-by step processes will allow our students to thrive in their learning.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and numeracy will improve.

Outcome:

Through the intentional design of effective formative assessment practices, students will improve in written communication, in grammatical accuracy in oral communication in Spanish and well-being.

Outcome

Through the intentional design of effective formative assessment practices, students will improve in procedural fluency and well-being.

Outcome Measures

- Report Card Indicators
 - ELAL - Writes to express information and ideas
 - SLA - Speaks to communicate information and ideas
 - Mathematics - Understands and applies concepts related to numbers and patterns (K, 1 and 2), and algebra (Gr. 3, 4, 5)
- CBE Surveys
 - CBE Student Survey
Literacy: I know what to do next to improve my writing skills
Numeracy: I think deeply and slowly when solving mathematics problems
 - OurSCHOOL Survey – Self-regulation: I can use strategies to self-regulate
- Provincial Assessments
 - Numeracy Assessment

Data for Monitoring Progress

- Internal Tracking
Internal common assessments:
 - ELAL common writing task
 - SLA interactive speaking task
 - Mathematics problem solving task
- Formative Progress
 - Professional Learning Communities
 - Feedback conferences, I can Statements, and Exit Slips
- Perception Data
 - Teacher Survey - Impact on professional growth: Teacher confidence in implementing responsive feedback, structured and supported writing times, Number Talks and MathUP, and Neurolinguistics Approach literacy loops

Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage students.

- Students will receive actionable feedback that aligns with the learning intentions and success

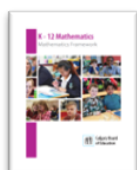
Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- Teachers will engage with 'The Learning Pit' to help students identify their learning strengths and

Truth & Reconciliation, Diversity and Inclusion Actions

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





criteria in writing, oral Spanish and Math procedural fluency for next steps for improvement

- Explicit use of mentor texts, graphic organizers, and genre structures to plan and organize ideas for writing
- Use routines such as Number Talks, estimation routines, and games to develop mental Math skills and automaticity
- Design and implement Neurolinguistic Approach (NLA) Literacy Loops and use prompting feedback strategies to eliminate fossilized grammatical errors in oral Spanish

areas for growth to increase competence and confidence in writing, oral communication in Spanish and Math procedural fluency

- Explicit teaching and modelling of strategies for self-regulation: Zones of Regulation, social behaviour mapping, conflict resolution, co-created social stories
- Model the use of classroom and common Calming Areas, and the Be Active, Be Strong, Be Ready to Learn Movement Program for self-regulation

- Okkakiosatoo –Look Carefully, Body Domain- To Do, Key Attribute: Independence and Collaboration. Teachers empower students to have a voice in learning, assessment, and decision-making
- Teachers will use graphic organizers or genre structures for writing, visual frames for oral communication in Spanish, and a step-by-step process to solve math problems for learners with an Individual Program Plan (IPP) and provide flexible groupings

Professional Learning CBE Professional Learning Series

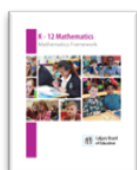
- K-6 System Professional Learning: The Responsive Learning Cycle: Moving Learning Forward
- Implementation of Loose Parts to support student writing through problem solving, storytelling, sequencing and other skills vital to early literacy
- MathUP Professional Learning by Mariam Small focuses on number sense performance tasks
- Modell the design of interdisciplinary tasks for Spanish Language Arts

Structures and Processes School-Based

- Monthly Professional Learning Communities with focus on writing, oral communication in Spanish and Math procedural fluency instruction
- Collaborative Response (CRM) focused on strategies to develop literacy and numeracy confidence leveraging a continuum of supports in response to student needs
- Book Study: Assessment – Specific focus on formative feedback by Dylan Wiliam, Embedded Formative Assessment

Resources

- Embedded Formative Assessment by Dylan Wiliam
- Teach Brilliantly Small Shifts that Lead to Big Gains in Student Learning - 'The Learning Pit' by James A. Nottingham
- The Writing Rope: The strands that are woven into skilled writing by Joan Sedita
- MathUp by Miriam Small and Number Talks- Whole Number Computations by Sherry D Parrish
- Neurolinguistic Approach (NLA) to language learning by Joan Netten





- in alignment with the Neurolinguistic Approach
- Model teaching Social Emotional Learning and use 'The Learning Pit'

- The Zones of Regulation Program by Leah M. Kuypers
- Be Active, Be Strong, Be Ready to Learn Movement Program, created by CBE Occupational Therapists

