



Sunalta 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 data from provincial early-learning assessments (LeNS, CC3, PAST, Numeracy), Provincial Achievement Tests (PATs), and report card data 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.

Early Years Assessment Data (October 2024)

	Percentage of Students Requiring Additional Supports		
	Grade 1	Grade 2	Grade 3
Phonological Awareness (PAST)	24%	-	-
Letter name-sound (LeNS)	15%	25%	-
Single Word Reading (CC3)	-	10%	12%
Numeracy	9%	15%	0.3%

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



In June 2024, our students wrote Social Studies and Science PATs only, as mathematics and literacy were not administered due to implementation of the new curriculum.

Grade 6 Provincial Achievement Test Data (June 2024)

	Below Acceptable Standard	Achieved Acceptable Standard	Achieved Standard of Excellence
Social Studies	15%	81.%%	33%
Science	15%	81.5%	46%

After analyzing historic trends in PAT data, we recognized a decrease in students achieving the provincial standard of excellent in these assessments; in 2022, 100% of Sunalta Grade 6 students achieved the acceptable standard on all PATs across curricular areas, with 64% achieving the standard of excellence in Science, and 62% in Social Studies.

In considering June 2024 report card data, we identified that, while 90% of Sunalta students achieved indicators of 3 or 4 in the “*Reads to explore and understand*” stem, 10% of learners were identified as either: requiring support to meet (indicator of 2) or not yet meeting (indicator of 1) grade level expectations, English as an Additional Language (ELL), or being directly supported by an Individualized Program Plan (IPP). Furthermore, we identified that in the “*Writes to express information and ideas*” report card stem, 67% of Sunalta students achieved indicators of 3 or 4, while 33% of learners were identified as receiving indicators of 1, 2, ELL, or IPP. As we analyze the above data, while we noticed there are more students who are not meeting the grade level writing as compared to reading, we also recognized that significantly less students scoring at the excellent level in writing as compared to reading.

Teacher perception data on assessment practices:

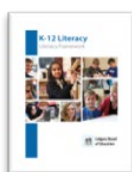
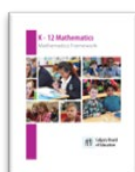
We noted a significant increase in teacher confidence in utilizing effective assessment practices between Fall 2023 and Spring 2024 surveys. Utilizing Collaborative Response and PLC structures, teachers described a better understanding of inclusive assessment strategies and importance of timely feedback. Teachers expressed developing capacity in implementing strategies to assess English as an Additional Language (EAL) learners as an area for future growth.

Well-Being

When considering the Alberta Education Assurance Survey (AEAS) /CBE Student Survey and OurSCHOOL survey, Sunalta students ranked higher in comparison to Canadian norms on all areas of all surveys. In particular, we noted strong agreement in students who felt a strong school connection and sense of belonging (91%), those that agreed they had positive mental health and resiliency (83%), Sunalta students with positive relationships (88%), and those who felt they had the ability to stay on task (Gr 4/5 - 75% & Gr 6 - 81%). On the AEAS, there was an improvement in the amount of parent involvement in our school community.

OurSCHOOL Survey Results:

Category	Grades	Overall Agreement (May 2024)	Overall Agreement (October 2024)	Canadian Norm (October 2024)
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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

Sense of Belonging	4 & 5	81%	77%	75%
	6	83%	76%	72%
Cultural Awareness	4 & 5	90%	82%	85%
	6	Own	60%	68%
		Others	89%	95%

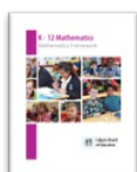
CBE Student Survey (Perception Data) – Literacy.

96% of students identified that the work they are engaged in during English Language Arts was interesting and worthy of their time. While there was a large population of students that agreed they knew how to improve their reading, a more discrepancy was seen in students knowing how to improve their writing (82%) and receiving feedback from others (67%). Additionally, 76% of students reported feeling competent in their writing skills. This suggests an issue between engagement, feedback, and clarity in writing instruction

Here we note that for literacy, our focus for this year will be on implementing a school-wide approach of teaching through a disciplinary literacy lens to improve expression and understanding through writing. This will be strengthened with a focus through the use of literature and resources to allow students to write for a variety of purposes and express their self identity.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 53% of our students identified as English as an Additional Language (EAL) learners (increase of 12% from previous year) and 11% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning. Our intention is to continue to provide opportunities for all students to view themselves in the tasks including through literature and writing tasks.





School Development Plan – Year 1 of 3

School Goal

School improvement in literacy will improve.

Outcome:

Students' reading and writing will improve through disciplinary literacy.

Outcome (Optional)

Students' perception of their identity being reflected in learning will improve through culturally responsive disciplinary literacy.

Outcome Measures

- Provincial Literacy Assessments (K-3): LeNS, PAST, RAN, CC3
- Report Card Data: Stem - "Writes to develop, organize and express information and ideas"
- Provincial Assessment Test Results: ELAL Part A and B, Social Studies, Science
- OurSCHOOL Survey

Data for Monitoring Progress

- Teacher perception survey
- PLC Cycle data: student writing work samples, calibrated assessments, teacher developed tasks and assessment tools
- Collaborate Response – Collaborative Team Meeting feedback and data

Learning Excellence Action

- Utilize high-impact strategies to engage students in writing, vocabulary, and word learning across all disciplines
- Students will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement
- Utilize a variety of multimodal texts (and writing styles that align with the discipline)
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline

Well-Being Actions

- Provide feedback that moves learners forwards.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge during class time.
- Use the student assessment results to design tasks for microteaching and small group targeting instruction to address the needs of students at risk in reading
- Use technologies intentionally and purposefully that support literacy practices and represent learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional task design and selecting supporting resources for staff and students, that is culturally responsive and deeply embedded in inclusive learning environments
- Consider student identity in task design and task selection, providing access to inclusive linguistically diverse, culturally diverse, and inviting texts
- Empower students to have voice in learning, assessment, and decisions

Professional Learning

- System professional learning | K-6 Professional Learning Series (Assessment)
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting | Professional Learning
- Collaborative Response | Insite

Structures and Processes

Classroom:

- Provide feedback that moves learners forwards.
- Include meaningful daily literacy tasks that span the content areas
- Document and support instruction and learning in intentional ways (i.e., sound walls, anchor charts, success criteria, exemplars)

School:

- PLC Cycles/Learning Sprints
- Collaborative Response Team Meetings

Resources

- Text Calibration Protocol
- ELA/ELAL Insite |
 - Teaching Practices
 - Equity & Interventions
- Professional Readings:
 - This is Disciplinary Literacy (Lent, 2015)
 - Disciplinary Literacy in Action (Lent, 2018)

