Patrick Airlie School

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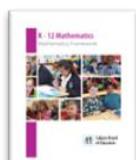
School Development Planning

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.

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School Development Plan – Year 2 of 3

School Goal
Students' foundational skills in literacy will improve.

Outcome:
Student achievement in phonological awareness and decoding skills will improve.

Outcome Measures
- *Provincial Assessments for K-3: CC3, LeNS*
- *Acadience Literacy Data for Grade 1*
- *Report Card Data - Reading*
- *Provincial Achievement Test (PAT) Data - Grade 6 ELAL Part B Exam Data*

Data for Monitoring Progress
- *Weekly University of Florida Literacy Institute (UFLI) progress monitoring*
- *Teacher perception data – teacher confidence in implementing UFLI program*
- *Use of Acadience to monitoring literacy growth in Grade 2-6*

Learning Excellence Actions
- *Explicit instruction using UFLI program to improve phonological awareness and decoding text*
- *Dedicated literacy time, daily, to focus on phonological awareness and decoding text*
- *Utilize the Decision Tree reading assessment to guide next steps to support students*

Well-Being Actions
- *Create learning spaces that provide learners with a safe and respectful environment*
- *Honor student voice and choice*
- *Provide repeated opportunities for learners to practice and consolidate skills and knowledge during class time*
- *One-on-one supports for students requiring additional supports*

Truth & Reconciliation, Diversity and Inclusion Actions
- *Intentional use of culturally diverse texts to build understanding, awareness and student belonging Building a culturally diverse school community through instruction, appreciation for diversity and professional development with Indigenous Knowledge Keepers*

Professional Learning
- *Continued implementation of explicit and systematic word recognition instruction using UFLI resource*
- *Implementation of Decision Tree resource*
- *Building professional capacity and comfort in literacy instruction*
- *Adacience resources*

Structures and Processes
- *Collaborative team meetings*
- *PLC meetings to analyze students work and calibrate practice*
- *Targeted intervention with System Intervention Learning Leader (SILL)*
- *SILL supporting learning and implementation of supports by Intervention Lead Teacher (ILT)*
- *Acadience utilized in Grade 1-6*

Resources
- *UFLI*
- *Acadience*
- *Heggerty Resources*
- *Morpheme Magic*
- *CBE Literacy Framework*
- *CBE Scope and Sequence for ELAL*

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School Development Plan – Year 2 of 3

School Goal
Student's sense of connection and belonging will increase.

Outcome
Student's overall sense of belonging and connection in our school community will improve.

Outcome Measures
- *OurSCHOOL Survey*
- *Alberta Assurance Survey*
- *K-3 Well-being Survey (school-based)*
- Report Card Data – Wellness Stem in Physical Education & Wellness course

Data for Monitoring Progress
- *Teacher perception data – teacher confidence in implementing well-being and regulation strategies*
- *Teacher perception data – comfort and expertise in implementing SEL strategies*
- *Attendance Data Analytics in PowerSchool*

Learning Excellence Actions

- *Planning for explicit instruction of Social Emotional Learning Competencies*
- *Students will explore SEL competencies through classroom discussions focused on areas of strength and growth*
- *Using texts that highlight the concept of belonging*

Well-Being Actions

- *Explicitly teaching SEL competencies*
- *Teachers will engage in relationship development through buddy classes*
- *Build meaningful connections with students in the classrooms*

Truth & Reconciliation, Diversity and Inclusion Actions
- *Honour diversity and inclusive practices within our school*
- *Implement CBE Holistic Lifelong Learning Framework (HLLF)*
- *Utilize HLLF, CBE Well-being Framework and SEL practices to support instructional practice*
- *Utilize the companion guides for CBE Frameworks to build teacher competency*
- *Consistently provide opportunities for students to express their feelings when faced with adversity*
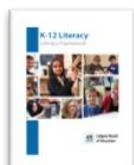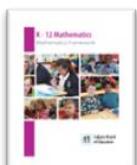
Professional Learning
- *CASEL Fundamentals*
- *Collaborative Response Professional Learning with Jigsaw*
- *Utilization of the Social Emotion Learning (SEL) D2L Shell*
- *Professional learning shared by SEL*

Structures and Processes
- *Monthly Well-being PLC meeting*
- *Collaborative Team Meetings as part of CRM*
- *Weekly School Learning Team (SLT) and School Support Team (SST) meetings*
- *elementary designate*
- *Well-being Google Classroom for all teachers*
- *Intake meetings and check-ins for families new to our school community*

Resources
- *CBE Well-being Framework*
- *CBE Holistic Lifelong Learning Framework*
- *CASEL Framework*
- *Metis Knowledge Keeper, Amy Barton (from Explore Metis)*

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student's foundational skills in literacy will improve.

Outcome one: Student achievement in phonological awareness and decoding skills will improve.

Celebrations

- Implementation of whole school, explicit, systematic and targeted literacy instruction resulting in an increase of students receiving a report card indicator of 3 across all grades in comparison to the previous school year in the stem, "reads to explore and understand".

- Communication and collaboration amongst teachers, through Professional Learning Communities, resulted in being responsive to targeting word recognition development.

- Grade 1 LeNS data reported 17.5% change, seeing less students requiring additional support from pre and post screener scores (Fall 26.92% to June 44.44%) and almost 30% increase in grade 2 (Fall 42.86% to June 70.70%).

- Grade 2 & 3 CC3 data for 2024-25 reports overall increases in students "not requiring additional support" in the literacy measures for the screener from Fall pretest and June posttest.

- Assessment analysis indicates improved phonemic awareness skills, specifically blending and segmenting skills.

Areas for Growth

- To improve areas of Phonological Awareness, specifically with syllables, rhyme/alliteration.
- For Grade 4-6 students, implement structured literacy programming to meet the very diverse student needs.
- Daily literacy invention provided to students who "need additional support" (NAR).

Next Steps

- Strengthen literacy intervention through flexible groups targeting phonemic awareness (sound) to the print correspondence.
- Moving from sound to manipulatives to print to tailor instruction to build foundational literacy skills.

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2024-25 SDP GOAL TWO: Students' sense of connection and belonging will increase.

Outcome one: Students' overall sense of belonging and connection in our school community will improve.

Celebrations

- *K-3 Well-being Survey (school-based) demonstrated a strong sense of belonging for students, with 86.5% reporting that they feel they belong at school, an increase of 0.2% from the previous year.*
- *The Alberta Education Assurance Measure Survey data reported that 94% of Grade 4-6 students feel welcome at school.*
- *The Alberta Education Assurance Measure Survey data reported that 84% of Grade 4-6 students feel they belong at school.*
- *The Alberta Education Assurance Measure Survey data reported an increase from 93% to 95% in Grade 4-6 students that feel their teachers care about them.*
- *The Alberta Education Assurance Measure Survey data reported an increase from 48% to 61% in Grade 4-6 students that felt students respect each other.*

Areas for Growth

- *Improving student sense of belonging in Grade 4-6. According to OurSCHOOL Survey data, male students reported a decrease in sense of belonging from fall to spring 2024-25 (71% to 47%).*
- *Increasing leadership opportunities for <u>all</u> students to further build connection to a role in the school community.*

Next Steps

- *Explicitly teaching SEL strategies for transferring into both instructional time and recess time.*
- *Strengthen whole school expectations through the development of common visuals and language to support inclusionary beliefs and actions.*
- *Provide opportunities for students to express their feelings when faced with adversity.*

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