

## Senator Patrick Burns School

2155 Chilcotin Rd NW, Calgary, AB T2L 042 t | 403-777-7400 f | 587-933-9891 e | SenatorPatrickBurns@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 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.

<https://senatorpatrickburns.cbe.ab.ca/school>

### 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

### CBE 2024-27 Education Plan



### Learning Excellence

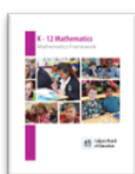
Strong student achievement for lifelong learning and success

### Well-Being

Students and employees thrive in a culture of well-being

### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection





# School Development Plan – Year 2 of 3

## School Goal

Student achievement in reading will improve.

## Outcome:

Student achievement in reading English Language Arts and Spanish Language Arts will improve through disciplinary literacy.

## Outcome Measures

### ELA: Report Card Indicator Achievement

- Reads to explore, construct and extend understanding
- Grade 9 Provincial Achievement Test Part B
- CBE Student Survey Results (6,8 & 9) questions: I understand what I read
- SLA: Report Card Indicator Achievement:
  - Reads to explore and understand

### DELE:

- Grade 6: A1
- Grade 7: A2
- Grade 8: A2/B1
- Grade 9: B1

AEA results: I understand how the language arts I am learning at school is useful to me.

## Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze, Spelling)
- Teacher Perception Data on use of diagnostic reading assessments and teaching identified reading, annotating and vocabulary strategies
- DELE: Oct., Feb., May assessment (reading comprehension)
- CBE Student Survey Results (6, 8 & 9) questions:
  - “In my classes, I have the opportunity to read, write, and talk with my classmates every day.”

## Learning Excellence Actions

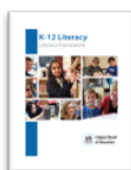
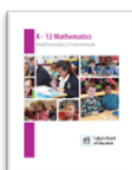
- Utilize high-impact strategies to engage students in English and Spanish reading, vocabulary, and word learning across disciplines.
- Utilize English and Spanish text sets that include a variety of multimodal primary and secondary source texts that align with the discipline.
- Include structured English and Spanish reading lessons and annotation opportunities that reflect authentic reading opportunities within the discipline.

## Well-Being Actions

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within the disciplines.
- Create learning spaces that provide learners with a safe and respectful learning environment.
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and reflection.

## Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse and inviting text in English and Spanish.
- Consider relevancy and representation in text selection.
- Use scaffolded learning intentions to reflect that students may have different learning goals.





### Professional Learning

- Middle Years System Professional Learning
- Improving Reading for Older Students (IROS) modules
- Close collaboration with Terra Xavier, Specialist Inclusive Education
- Dedicated Spanish Language Arts teachers in each year group.
- Implementation of Spanish textbooks in all grades.
- Creation of scope and sequence to align high school transition.
- PLC with teacher from Crescent Heights High School to ensure alignment.
- Calibration of grades and reading levels to ensure consistency across levels and schools.

### Structures and Processes

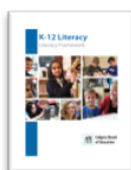
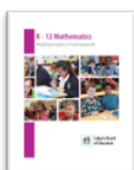
- Include meaningful daily reading and writing tasks in English and Spanish that span the content areas.
- Provide students with a wide selection of fiction and non-fiction books.
- PLCs (Spanish, Literacy, Math, Humanities)
- Collaborative Response to identify students at risk in reading to provide additional support.
- Timetabling to provide dedicated time for reading intervention (20 minutes, four times a week)
- Teaching Sprints
- Vocabulary acquisition in English and Spanish to support reading comprehension.
- Text set creation.
- Interdisciplinary team meetings.
- Grade team meetings.
- Every SPB teacher is a teacher of literacy.

### Resources

- Reading Assessment Decision Tree (RAD) Gr 4 – 12
- Text Calibration Protocol
- ELA/ELAL/ SLA Insite | Teaching Practices
- Support from CBE specialists and strategists
- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

#### Professional Readings:

- Doing Disciplinary Literacy (Gabriel, 2023)
- Disciplinary Literacy in Action (Lent, 2018)
- Teaching Where You Are: Weaving Indigenous and Slow Principles and Pedagogies (Leddy & Miller, 2023)



## School Development Plan – Data Story

### Alberta Education Outcomes

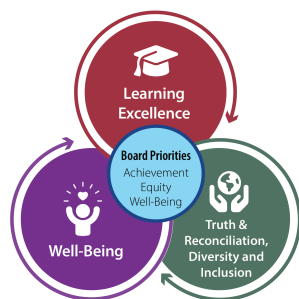
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

### 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

### CBE 2024-27 Education Plan



#### Learning Excellence

Strong student achievement for lifelong learning and success

#### Well-Being

Students and employees thrive in a culture of well-being

#### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

**2024-25 SDP Goal One:** Student achievement in reading will improve.

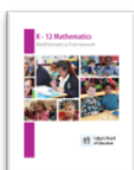
**Outcome One:** Student achievement in reading English Language Arts and Spanish Language Arts will improve through disciplinary literacy.

### Celebrations

- Literacy intervention has become a daily occurrence for all students in all our classes. Intervention is based on screening data and tailored for the need of individual students. Reading fluency scores increased 30% in grade 6, 4% in grade 7 and 26% in grade 8.
- Through targeted professional learning sessions, we have established a school wide understanding that “every teacher is a teacher of literacy”, regardless of what subject they teach and that text understanding and vocabulary work is essential for every class.
- Spanish Language Arts reading comprehension (DELE Benchmarking Results) have improved for grades 6, 7 and 8, with the percentage of students below grade level decreasing by 17.8% in grade 6, a 4.6% in grade 7 and a 13.2% in grade 8.
- Wellbeing: OurSCHOOL survey results on the category of “Students who feel safe at school and while traveling to and from school” has improved by 12% overall since September 2023 indicating progress around introduced student safety measures.

### Areas for Growth

- The percentage of students at risk in Grades 6 and 7 increased by 3% and 7% accordingly. Our next goal is to translate improvement in reading comprehension into improved results in all "Reads to explore, construct, and extend understanding" in ELA across the school and all grades. This will need to be a focus of our work moving forward.
- Continued professional learning sessions will need to continue to deepen the understanding of what it means that all teachers are teachers of literacy across all subjects.
- For Spanish, our objective is to enhance reading achievement across all grade levels. Another area for growth is to better align our practices with our





bilingual feeder schools and high school, to ensure greater consistency in instructional practices.

- Wellbeing: Identify more of the underlying reasons why students feel unsafe at school and while traveling to and from school by gathering and analysing more data related to student safety.

### Next Steps

- Continued focused literacy intervention during English language arts classes, every day.
- Continued professional learning sessions around literacy intervention with CBE specialist to support our work.
- We will maintain the dedicated SLA teacher model and continue applying focused reading and vocabulary strategies to enhance reading comprehension.
- Close cooperation with our Spanish Bilingual feeder schools and our high school partners to align Spanish teaching in all Spanish bilingual schools.
- Safety: “*You said* → *We did*” posters and slides on screens in hallways to address one area of concern every couple of weeks and what is being done about it.

