



## Chinook Learning Services

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### 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.

### Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

# School Development Planning – 2023-2024

## Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan aligns individual school goals with the identified goals in CBE Education Plan | 2021 - 2024. Each year, schools capture evidence of continuous improvement towards the goals set.

This report includes the 2022-23 School Development Plan.

# School Development Plan– Walk Forward | 2023-24

## Individual Goals

### CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- **Students achieve excellence in literacy**
- Students achieve excellence in mathematics
- **Students who self-identify as Indigenous are supported to experience improved achievement and well-being**
- Students access learning opportunities and supports that address their diverse learning needs and well-being

What is your literacy focus for the year?

**ELA:** academic writing

**Science & Social Studies:** reading comprehension

What specific aspect(s) of this area will you work on improving, and why? Include the school data sources that have pointed you in this direction.

#### **Humanities LITERACY Data Story:**

- **ELA:** For the past few years, we have focused on building capacity in reading comprehension. This involved implementing a comprehensive process for students to follow when completing reading comprehension exams, the addition of audio and the consistent option to rewrite to replace a lower mark. We have seen the marks on Part B of the diploma rise over the past few administrations. However, student achievement in Part A has continued at the same level. In response, we have decided to maintain all that has been put in place for reading comprehension and switch our focus to building capacity in the writing process. We have set out a 5-phase approach: annotation/close reading, assertions, commentary on analysis, overall essay format, language correctness/editing. As indicated above, we will use student feedback, teacher observation and diploma results to track improvement.
- **Social Studies:** This department has noted that students tend to do fairly well on comprehension questions when completing reading comprehension assessments, but do not find as much success with the questions requiring more analysis and critical thinking when considering text-based sources. As a result, Social Studies teachers will focus on these types of questions during class and on assessments to provide students with targeted strategies and exposure to these higher-level questions. As indicated above, teachers will use student feedback, teacher observation and diploma results to track improvement.

#### **Scientific LITERACY Data Story:**

- The data story informing the focus on vocabulary and reading comprehension for science was that when looking through our diploma exams, teachers noticed that students struggled on questions that involved lots of reading or reading to apply the concept to a new situation. Students understood the concept during class but seemed to struggle to understand it when applied to a new situation.

- As we will collect data using a student survey, we do not have a baseline for Semester 1. We will administer the survey at the end of Semester 1 and will give the survey at the start and end of Semester 2.

What professional learning is needed?

**Humanities:**

Humanities will use a variety of strategies to improve student capacity and confidence in reading comprehension and academic writing.

**Science:**

Ask our ELA teachers to leverage their expertise in literacy by teaching our PLC reading comprehension strategies that we could model for our students.

What structures/processes are needed at the school?

**Humanities Staff will:**

**ELA** - set out a 5-phase approach: annotation/close reading, assertions, commentary on analysis, overall essay format, language correctness / editing.

**Social Studies** - focus on analysis and critical thinking types of questions on text-based sources during class and on assessments to provide students with targeted strategies and exposure to these higher-level questions.

**Science Staff will:**

Implement frequent (daily or weekly) literacy “interventions” to teach literacy strategies.

Guided by CBE [Literacy Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework](#), what resources will support improvement in this area?

**Humanities Staff will:**

Leverage in-house and system expertise for task design, assessment, and capacity building through on-going, embedded professional learning opportunities and professional collaboration.

**Science Staff will use:**

- Diploma exam exemplars (such as Quest A Plus, Exam Bank, Information Bulletins).
- Alberta Education list of science guiding words.
- Online vocabulary building tools to try and explore (such as Kahoot, crossword puzzle builders).

What will teachers be doing with students?

**Humanities Staff will:** continue to facilitate protocols within their PLCs focused on:

- a. Identifying learning gaps using common diagnostic assessments.
- b. Implementing High Impact Instructional Strategies to address identified learning gaps and (re-)engage students in their learning.
- c. Analyzing the effectiveness of assessment type, environment, and student options for demonstrating understanding of course outcomes.  
Examples: Assessment Type: MC, NR, WR, presentation, seminar.  
The specific focus for the next three years will be on the writing process in ELA and critical thinking questions on reading comprehension exams in Social Studies.
- d. Maintaining the use of rich media and digital resources and supports for students to develop their digital literacy skills.

**With students, Humanities staff will:**

- a. Provide targeted and timely learning supports that address individual learning needs.
- b. Provide students with choice in how they demonstrate their understanding of course outcomes.

**Science Staff will:**

Model literacy strategies for students to answer exam questions, particularly questions that involve a lot of reading.

This could include:

- a. Having students note words that they don't understand in the question and provide definitions for these new words. (students could send these words via Remind)
- b. Model highlighting key words in the question –directing/guiding words, vocabulary words we learned in the course, vocabulary words from previous courses. Review the definitions of those words.
- c. Model how to make connections between vocabulary words in the question and accessing information to solve the problem (such as writing down relevant equations, creating a graphic organizer)
- d. Have students create an ongoing vocabulary list with new words or strategies that they have learned.
- e. Incorporate more vocabulary activities into classroom activities to engage students with learning vocabulary, such as games like Kahoot or have students make review vocabulary crossword puzzles to share.
- f. Teach guiding words to students.
- g. Encourage student use of audio on exams to support literacy.
- h. Encourage one person per lab group to be the reader during lab activities – to read the instructions out loud to their group.

How will you measure growth and improvement in the specific area(s) you have identified?

**Humanities Measure 1:** Percentage Increase:  
Part A results, over time (ELA) and Part B results over time (Social Studies).

**Humanities Measure 2:** Increase Percentage that Agree in Student Survey answers to this question:

“The teacher promotes problem solving and critical thinking in classroom instruction and on assignments.”

**Humanities Measure 3:** Completion Data:  
Percentage of students successfully completing all academic courses.

**Science Measures:**

- Give students a short survey near the end of Semester 1 (use Google Forms)
- Use this data to inform adjustments to the process in Semester 2.
- For Semester 2, we could also consider using a pre-survey in February with the exact same questions to compare as a baseline.

*Survey Scale:* 1 – very low, 2 – low, 3 – medium, 4 – high, 5-very high

Q1: On a scale of 1-5, how would you rate your understanding of the wording in test questions?

Q2: On a scale of 1-5, how would you rate your anxiety when you see a test question with lots of reading?

Q3: On a scale of 1-5, how much time do you spend reviewing new scientific words you learned in class?

Q4: Rank all the ways you currently study from most to least used.

- Reading notes
- Doing extra practice questions given by teacher
- Doing extra practice test questions
- Making lists of vocabulary words/flash cards for vocabulary
- Reading the textbook

## CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- Students achieve excellence in literacy
- **Students achieve excellence in mathematics**
- **Students who self-identify as Indigenous are supported to experience improved achievement and well-being**
- Students access learning opportunities and supports that address their diverse learning needs and well-being

What is your mathematics focus for the year?

Mathematical problem solving, particularly related to written response.

What specific aspect(s) of this area will you work on improving, and why? Include the school data sources that have pointed you in this direction.

We will be working to improve our students' understanding of problem solving, particularly those involving written response. Diploma exam data shows that Chinook students struggle somewhat in this area. Over the past year, we have seen modest improvement in Math 30-2, particularly in the area of problem solving (an increase of 5.7% from 58.7 to 64.4%.) However, improvement in relation to written response was more limited (a 2.4% increase in Math 30-2 and only a 0.2% increase on this measure in Math 30-1.

What professional learning is needed?

Exploration of high-impact instructional strategies for problem solving, especially those related to interpreting mathematical problems, working with associated vocabulary such as directing words, etc.

What structures/processes are needed at the school?

- NEW PLCs with a focus on written response problems in Math
- Math blueprinting of common summative assessments specific to OBA
- NEW Calibration sessions in regard to common assessments and rubrics
- NEW Gathering and analyzing data from Smarter Marks

Guided by CBE [Mathematics Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework](#), what resources will support improvement in this area?

- Math Directing Words from Alberta Education
- CBE Assessment & Reporting Network
- Diploma written exemplars and scoring guides.
- CBE K-12 Mathematics Framework

What will teachers be doing with students?

- Provide actionable feedback supporting student metacognitive process and awareness of problem-solving processes.

- Communicate areas of strength and areas of improvement with regards to written communication of mathematics.
- Build student familiarity with mathematical thinking routines.
- Include intentional instruction about the process of problem solving to make the required thinking explicit, and talk with students “about productive struggle, about making mistakes, and about adaptive reasoning”

How will you measure growth and improvement in the specific area(s) you have identified?

- Measure 1 Completion Data: percentage of students successfully completing all academic courses
- Measure 2: Student survey: The teacher promotes problem solving and critical thinking in classroom instruction and on assignments
- Measure 3: Diploma results on problem solving questions and written portion of the exam

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What is your well-being focus for the year?

Connection/Belonging to promote self-awareness, set achievable goals and build agency.

What specific aspect(s) of this area will you work on improving, and why? Include the school data sources that have pointed you in this direction.

Student Services and staff will continue building relationships with our adult learners but with intention towards having learners develop more self-awareness in relation to goal setting and building agency towards advocacy as they work towards achieving success in their learning. Anecdotally, teachers will report greater success in student empowerment. This increase in empowerment or student agency should result in greater course completion.



What professional learning is needed?

Student Services and Teachers will use a variety of strategies to encourage student interactions that promote self-awareness, achievable goals, and agency as they work towards greater success in learning.

- Professional learning opportunities through in-house and system colleagues focusing on student course pathways that lead to greater student goal attainment (collaboration with DC, Jack James, and CBE student services, SLT)
- PLC meetings that focus on a Student 101 tool development and creation
- Meetings that share strategies for modelling goal setting and student awareness (examples: teacher case studies of models for in-class goal-setting; in-house SLT; table discussions about student goals)
- Increased use of digital media to develop an informed approach to student goal-setting (Examples: Instagram, Remind, D2L)

What structures/processes are needed at the school?

- Students will continue to feel connected and supported in becoming aware of, setting, and implementing strategies to achieve their goals. Examples: Student services appointments, subscribing to Remind, following Instagram,
- Students will access resources provided by Student Services in partnership with teachers to support their goal-setting strategies and improve their own agency in achieving their goals.
- Anecdotally, teachers will report greater success in student empowerment. This increase in empowerment or student agency should result in greater course completion.

Guided by CBE [Well-Being Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework](#), what resources will support improvement in this area?

## What will teachers be doing with students?

### 1. Promoting Student Self-awareness:

- - **Actions:**
- Collaborate as a Student Services team to create self-awareness questions for inclusion in the mid-term Student Survey.
- Analyze survey data to tailor support services and resources.
- Participate in semester-end exit surveys to gauge the impact of self-awareness strategies.
- - **Collaborative Approach:**
- Work closely with teachers to align self-awareness initiatives with academic and personal development goals.

### 2. Setting Achievable Goals:

- - **Actions:**
- Co-create a goal-setting survey with teachers to understand student perspectives.
- Use survey insights to enhance goal-setting Lunch and Learns, Hallway Boards, and interventions.
- Collaborate on semester-end exit surveys to assess the effectiveness of goal-setting strategies.
- - **Collaborative Approach:**
- Partner with teachers to analyze survey data, identify trends and refine goal-oriented support.

### 3. Promoting Agency in Student Learning:

- - **Actions:**
- Collaborate as a Student Services team in updating agency-focused survey questions for the mid-term Student Survey
- Use survey feedback to guide adjustments in CLS resources.
- Contribute to semester-end exit surveys to assess the impact on student empowerment.
- - **Collaborative Approach:**
- Work with teachers to analyze survey data, ensuring a cohesive approach to promoting student agency and providing targeted support.

How will you measure growth and improvement in the specific area(s) you have identified?

- Student Survey Fall 2023 Results
- % of students who feel welcome

- % of students who contact classmates to help achieve learning goals and to keep up when class is missed
- % of students who rate their level of involvement in class discussions, assignments and activities for their course(s) as very involved
- % of students who feel that the teacher has created opportunities for them to interact with each other to improve their understanding of content will increase
- % of students that have set an achievable goal
- % of students who have met or are on track to reach their achievable goal
- Have self-awareness, achievable goals, and agency led towards greater success in learning as measured in both the fall survey as per above and the new exit survey once created.

### WELL-BEING Data Story:

As our goal has morphed substantially from last year, much of our data will be a new baseline to work with moving forward.

A heavier focus will be on “achievable goals” and the data pieces that we will start collecting this semester are related to:

- New questions on the Student Survey specifically about achievable goals
- Construction of Student 101 and feedback from it
- New exit survey results
- Anecdotal comments from teachers and students if students are in the correct courses and applying for achievable post-secondary pursuits

We will continue to use the Student Survey to gather data on whether students feel connected/supported and how they are implementing strategies. These questions on the survey remain the same so that we have results from numerous past semesters to draw data from.