



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

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

English Language Arts Literacy

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. We will use student feedback, teacher observation and diploma results to track improvement.

Social Studies Literacy

This department has noted that students tend to do 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

Our science student surveys from last year showed some improvement around student confidence in reading and understanding questions with a great deal of vocabulary.

On a scale of 1-5, how would you rate your ability to figure out the wording in test questions (1 very low, 5 very high)

5 – Oct was 11%, Jan was 15%

4 – Oct was 46%, Jan was 53%

5 – Feb was 11%, Jun was 13%

4 – Feb was 36%, Jun was 38%

From Oct to Jan – On a scale of 1-5, how would you rate your anxiety when seeing a test question with lots of reading? (1 very low, 5 very high)

5 – Oct was 23%, Jan was 18%

4 – Oct was 21%, Jan was 18%

5 – Feb was 18%, Jun was 17%

4 – Feb was 23%, Jun was 24%

When analyzing 2024 diploma exams results, teachers continued to notice 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.

With this data and with seeing some improvement around student confidence in reading, we will continue to look at strategies to improve student literacy in vocabulary

Mathematical Literacy

In the fall 2023 sitting of our Chinook Student Survey, 80.4% of respondents noted that they 'agree' that teachers promote problem solving and critical thinking and 16.7 'somewhat agree' with this statement. In winter of 2024, 83.5% of our students 'agree' that teachers promote problem solving and critical thinking, and 15.2% 'somewhat agree.' Due to the measures teachers are taking in the classroom such as using directing words and modelling a variety of ways to problem solve, the results show that more students 'agree' that their teacher promotes problem solving and critical thinking in the classroom and on assignments.

Mathematics Diploma Exam Data

Math 30-1 Diploma Exam (DIP) results - Jan 2024 – June 2024

- 6.8% increase for written response,





- 0.5% increase for problem solving items

Math 30-2 DIP results – January 2024 – June 2024

- 1.2% increase for written response

Math Course Completion Data – January 2024 – June 2024

In June 2024, 7% more students enrolled in Mathematics courses at Chinook (including Math 10C, 15, 20-1, 20-2, 20-3, 30-1, 30-2, 31) passed their course when compared to results from January 2024.

Well-Being

Data sources include:

- Mid-term Student Survey questions about achievable goals
- Exit survey results
- Construction of Student 101 and student feedback
- Anecdotal comments from teachers and students regarding course placement and applying for achievable post-secondary pursuits

We continue to use the mid-term student survey to gather data on whether students feel connected and supported as well as the ways that they are implementing strategies for success. Keeping these questions the same as previous years allows us to examine trends that may occur around well-being.

- *Percentage of students who feel welcome, cared for, respected, and safe; % of students who agree or somewhat agree: “Welcome”: 98% - “Connected and Supported”: 97% -*
- *Percentage of students who contact classmates to help achieve learning goals and to keep up when class is missed; 56%*
- *Percentage of students who rate their level of involvement in class discussions, assignments and activities for their courses as very involved; 40% (and an additional 51% say somewhat involved)*
- *Percentage 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; 76% agree and an additional 21% somewhat agree*
- % of students who have made some progress or significant progress in understanding themselves as a learner: Up to 82% in S2 from 56% in S1
- % of students who are on track or have met their achievable goal: Up to 75% in S2 from 42% in S1





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

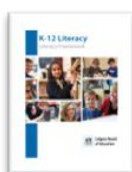
Students and employees experience a sense of belonging and connection

- 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

Truth & Reconciliation, Diversity, and Inclusion

From our Winter 2024 Exit Survey – 82% of students somewhat agree or agree that they have the opportunity to learn about Indigenous ways of being, belonging, doing & knowing.

Teachers engaged in professional learning, including during a March Professional Learning Day at Fish Creek Park. Following school-led PL connected to the spring equinox, a park interpreter led staff through learning with a focus on indigenous plants. This learning aligned with Chinook's 2023-2024 commitment to truth and reconciliation and its focus on land-based learning and stewardship for the land. Across the disciplines, teachers have included indigenous ways of knowing in the classroom including, for example, using a medicine wheel with students and many others.





School Development Plan – Year 1 of 3

School Goal

Student academic achievement, wellbeing, and connection & belonging will improve.

Outcome:

Students' ability to demonstrate understanding of key learning outcomes will improve.

Outcome:

Students' sense of confidence and connectedness will improve.

Outcome Measures

- Diploma Exam Results
- Chinook Student Survey Results
- Chinook Course Completion Data

Data for Monitoring Progress

- Common summative assessments
- PLC Data
- Chinook Internal Student Surveys

Learning Excellence Actions

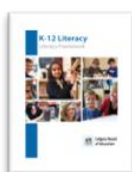
- Use high impact disciplinary literacy strategies for reading, writing, and vocabulary in all disciplines.
- Use the collaborative response model to collaboratively build and implement a literacy toolkit.
- Design formative and summative assessments that measure the intended learning outcomes, through blueprinting, calibration, etc.

Well-Being Actions

- Ensure a cohesive approach to promoting student agency and providing targeted support in all classes.
- Build connections with students through meetings, conversations, and targeted interventions and goal setting.
- Build confidence in students' abilities through the implementation of the CRM toolkit.

Truth & Reconciliation, Diversity and Inclusion Actions

- Promote Indigenous ways of knowing, being, and doing in and through relationships with the Programs of Study.
- Connect in a meaningful, deliberate way with Indigenous students early in each semester to track progress and have teachers connect with students to ensure progress.
- Design welcoming learning spaces that align with our Chinook Identity Statements through increasing visibility and representation of diverse student population through Instagram, hallway displays, D2L, and student announcements.





Professional Learning

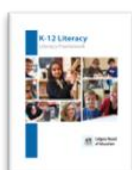
- *Participate in and share back learnings from both external and CBE Professional Development.*
- *Literature review.*

Structures and Processes

- *Chinook: Staff Meetings, Professional Learning Days, Professional Learning Communities (PLCs).*
- *CBE Professional Learning Sessions: Outcomes-Based Assessment; Collaborative Response Model; Indigenous Education System Professional Learning Day.*
- *Participation in CSSAC*

Resources

- *CBE Framework Documents/Assessment & Reporting Guide*
- *Provincial diploma exam exemplars*
- *AIFY/Foundational Learning Supports*
- *Collaborative Response (2022, Hewson & Hewson)*
- *Alberta Education Publications*
- *Relevant and discipline-related literature*





Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.





Monitoring Progress (continued): The School Development Plan works in concert with your Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [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](#)

