



Chinook Park School

1312 75 Ave SW, Calgary, AB T2V 0S6 t | 403-777-8480 e | chinookparkl@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 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 related to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

We have used data from school-based surveys, CC3 (in English and French), LeNS/ NSLe, AFRS (in French) report card data, PAT data (where applicable), Alberta Assurance measures, Our School Survey and the CBE student survey to determine student success in the areas of Learning Excellence, Well Being and Truth & Reconciliation, Diversity and Inclusion.

Learning Excellence

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following trends.

	Total Percentage of Student at Risk in Post Test	
	2023	2024
LeNS	61.11%	53.45%
CC3	39.58%	47.97%
Numeracy	49.35%	59.65%

For the literacy assessment LeNS (Letter Names Sounds), the percentage of students at risk decreased from 61.11% in 2023 to 53.45% in 2024, indicating improvement. However, for the second literacy assessment, CC3 (Castles and Coltheart 3), the percentage of at-risk students increased from 39.58% to 47.97%. When reviewing these results in the context of provincial literacy

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



assessments, it is important to consider our significant change in population throughout the year. At the start of the year, 22 students were identified as LP1 and LP2 learners, and by the end of the year, this number had risen to 51. These students have had limited exposure to English, which we believe could have had a substantial impact on the test results. We anticipate seeing improvements in these areas as the students become more acclimated at Chinook Park School.

For the numeracy assessment, the at-risk percentage for the whole school also rose from 49.35% in 2023 to 59.65% in 2024, indicating a decline in performance in that area. Digging deeper and looking at specific grades, we noticed an increase in students at risk in Grade 1 of 15.29% and in grade 2 of 2.94%. This increase did not materialize in our grade 3 results where we've noticed a decrease of 48.7% of students at risk.

Numeracy – At-Risk Population 23-24

Grade 1	+15.29%
Grade 2	+ 2.94%
Grade 3	- 48.7%

Comparing our dataset with the CBE, this percentage of students at-risk is still constantly below the board. It still underlines a need to shift our focus on numeracy, while continuing our work on calibrating our assessment practices.

Numeracy Provincial Achievement Test 2024 – Students at Risk

	Chinook Park	CBE
Grade 1	64.71%	75.35%
Grade 2	50%	66.65%
Grade 3	66.67%	76.32%

Math perception Data

Across all surveys, students' perception of their ability and enjoyment in math has seen a slight decline, highlighting the need to prioritize and strengthen our focus on numeracy.

2023	2024
Assurance: The math I am learning is interesting to me	
71%	70%
CBE Survey: I enjoy working on challenging math problems	
68.8%	62.3%
I share my ideas and ask questions in Math class	
72.3%	71.1%
Students respect each other.	





Well-Being

In the Alberta Assurance Measures survey, students have reported the same level of respect towards one another and following the rules. The overall perception of regulation within our school increased by 4.5%, with student perception of following the rules and respect staying the same. Our results are similar, yet slightly higher to our Area and CBE averages.

Our School Survey indicates a 3.5% increase in overall belonging and connectedness, surpassing both our Area and CBE averages. This positive trend is also reflected in the Alberta Assurance Survey, where students, teachers, and families reported notable improvements in the 'Welcoming, Caring, Respectful, and Safe Learning Environment' category. These encouraging results underscore the success of our ongoing efforts to cultivate a supportive and inclusive school community.

	Chinook Park School			Alberta		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	84.0	85.6	84.0	84.7	85.4

While many survey questions received positive responses from students, two stood out: 'I get along with friends' and 'At our school, students follow the rules.' For the first, there was a 5.9% decline in students' perception of getting along with friends. Although the second question didn't show a decline, the percentage remains relatively low compared to others, warranting closer attention.

Regulation

2023	2024
General	
63.4%	67.9%
Alberta Assurance Measures Survey	
64%	59.7%
Students follow the rules.	
45%	45%
Students respect each other.	
59%	59%





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

School Connectedness and Belonging

2023	2024
General	
75.9%	79.4%
Our School Survey	
75.2%	80.1%
I feel like I belong at school.	
63.7%	67.5%
Has gotten along well recently with friends.	
75.5%	59.6%

Overall, these results underlines the need to continue the implementation of our shared school values, specifically, caring for one another and safety within the school. As well as ongoing work on student self-regulation and social and problem-solving skills, impacting student's wellbeing while at school.

Truth & Reconciliation, Diversity, and Inclusion

Our school's overall perception of diversity and inclusion has seen a general increase by 7.8%, with the CBE Student survey shows a significant 9.3% increase. Positively, a direct reflection of student culture being visible in our school has grown by 9.7%, however with additional space for growth, as Chinook Park has seen an influx in new students.

Our work on Truth and Reconciliation continues, however student learning from Indigenous Elders and Knowledge Keepers has diminished by 14.9%. This demonstrates the need for continued work with engagement from our Indigenous community.

2023	2024
General	
63.4%	68.2%
CBE Student Survey	
72%	81.3%
I see my culture reflected in my school.	
54.8%	64.5%
At my school I get to learn from Indigenous Elders, Knowledge Keepers.	
79.9%	65%





School Development Plan – Year 1 of 3

School Goal

Student achievement in numeracy will improve.

Outcome

Through the intentional design of the learning environment, students will improve in numeracy and well-being.

Outcome

Student will build their confidence in applying French and EAL mathematical vocabulary.

Outcome Measures

Report Card indicators

- Understands and applies concepts related to number, patterns (and algebra)
- Understands and applies concepts related to measurement, geometry (and statistics)

Provincial Achievement Tests

- PATs Math PAT Part B

CBE Surveys questions will improve

- I share my ideas and ask questions in Math class
- I enjoy working on challenging math problems

Provincial Assessments

- Percentage of students at level on RAN, PAST will improve
- Percentage of student at risk on Numeracy screeners will decline year to year

Data for Monitoring Progress

Internal Tracking

- Numeracy Screener
- Student participation in Weekly Math problem
- Collaborative Response
- Social Emotional Learning
- Internal common assessment
- English as an Additional Language Benchmarking Proficiency Scale

Formative progress

- Professional Learning Communities
- Teacher use of pre assessments
- Literacy/Numeracy Tracking
- PATs Results

Spreadsheet Perception data

- Our School Survey, CBE Survey, Alberta Assurance Measures:
 - I share my ideas and ask questions in Math class
 - I enjoy working on challenging math problems

Learning Excellence Actions

Utilize high impact numeracy strategies to engage students:

- Clearly articulate learning intentions.
- Co-create success criteria with students.
- Use formative assessment to monitor progress towards learning goal.
- Create opportunities for collaboration.
- Create a discourse rich mathematics learning environment with exposure and visibility of Mathematical vocabulary

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- Use our Chinook Park Values to develop a culture of reciprocity.
- Provide timely and responsive that moves learners forward.
- Provide students opportunities to demonstrate knowledge in a variety of ways with multiple entry points.
- Provide opportunity for student evidence to be visible in the learning environment.

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Make our Chinook Park Values visible to foster student inclusion.
- Consider language learning needs when writing learning intentions.
- Empower students to have voice in the learning and assessment process.





Professional Learning

CBE Professional Learning Series

- System Professional Learning
- Engage in CBE Universal Calibration Protocol
- French immersion Professional Development Day
- K-6 Learning to support literacy and numeracy instruction
- Assessment and Reporting

Structures and Processes

School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings
- Diagnostic Assessments
- Numeracy Screener
- Formative Assessments (e.g., checklists, self-reflection, peer feedback)
- Calibration between teachers
- Numeracy focused Learning Leader

Resources

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Teacher Observation Checklists
- Assessment and Reporting in the CBE: Practices & Procedures
- CBE Universal Calibration document





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 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 you 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](#)

