Valley Creek School

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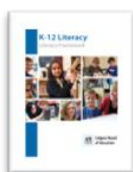# School Development Planning

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.

School Goal
Increase student engagement through effective task design and inclusive assessment practices to improve overall student achievement.

Outcome:
Student achievement will improve by engagement in responsive learning cycles and actionable achievement feedback.

Outcome Measures
- *Report Card Data*
  - *Y1 Reporting Stems Achievement ELAL, ELA, Sci*
- *Student Perception Data*
  - *OurSCHOOL Survey*
  - *CBE Survey*
  - *AB Ed Assurance Survey*

Data for Monitoring Progress
- *Professional Learning Communities data*
- *Student Achievement Data:*
  - *S1 Reporting Stems Indicators*
- *Literacy and Numeracy Screener Data*
- *Student Advisory Committee*
- *Teacher Perception Data (in-house survey)*

Learning Excellence Actions

- *Implement high-impact instructional strategies through Routines, Learning Spaces, Instructional Materials, and Student Identity and Engagement.*
- *Embed the Guiding Principles of Assessment and Reporting into instructional planning.*

Well-Being Actions

- *Identify and responsively provide student-specific resources and accommodations (e.g. multi-modal texts, multiple entry points).*
- *Design accessible, meaningful, relevant, and culturally responsive tasks.*

Truth & Reconciliation, Diversity and Inclusion Actions
- *Integrate the Holistic Lifelong Learning Framework and indigenous teaching and learning into professional learning and structures and processes.*
- *Build connections and learn from Knowledge-Keepers and Elders.*
- *Incorporate Indigenous ways of knowing into instructional practices.*

Professional Learning
- *Middle Years System Professional Learning Series (2023-current year), for example:*
  - *Dylan Wiliam's Four-quarters approach for formative feedback.*
- *Neurolinguistic Approach to Learning (NLA)*
- *Assessment and Reporting: The Calibration Process*
- *School-based professional learning on Task Design and Assessment*

Structures and Processes
- *Professional Learning Communities*
- *Collaborative Team Meetings*
- *Routines, Learning Spaces, Instructional Materials, and Student Identity and Engagement as outlined in Frameworks.*

Resources
- *Frameworks (Literacy, Numeracy, Well-Being and Holistic Lifelong Learning)*
- *Assessment & Reporting in CBE (and Practice & Procedures document)*
- *Calibration Protocol*
- *System Rubrics*
- *Reading Assessment Decision Tree (RAD), Understanding Reading, ELA/ELAL | Interventions*

2024-25 SDP GOAL ONE: Increase student engagement through effective task design and inclusive assessment practices to improve overall student achievement.

Outcome one: Increase student understanding and achievement in reading comprehension in English and French.

Celebrations

- Students reported they know what to do to improve their reading comprehension.
- Reading comprehension indicators improved in both English and French classes.
- Teachers are developing a deeper understanding of assessment practices.

Areas for Growth

- Implementing and responding to diagnostic and formative assessment data to provide actionable, student-friendly feedback to improve learning.
- Confidence and competence in actioning peer- and self-assessment and student agency.

Next Steps

- Use data-informed learning cycles to refine instruction and support ongoing growth.
- Use of baseline diagnostics, monitor and adjust twice a year.
- Engaging students as partners in their own learning by co-creating success criteria and reflecting on their growth as learners.
- Deepen task and assessment co-design with students to promote ownership and engagement.
- Create meaningful and relevant tasks, to increase students' sense of belonging and connection at school.