

Valley Creek School

10951 Hidden Valley Dr NW, Calgary, AB T3A 6J2 t | 403-777-7995 e | valleycreek@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 relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Literacy (Reading Comprehension)

Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 – Excellent
ELA 5	Reads to explore, construct and extend understanding		20.0%	55.5%	24.5%
ELA 6	Reads to explore, construct and extend understanding			100.0%	
ELA 7	Reads to explore, construct and extend understanding	1.6%	16.4%	48.4%	33.6%
ELA 8	Reads to explore, construct and extend understanding	1.6%	19.7%	41.7%	37.0%
ELA 9	Reads to explore, construct and extend understanding	1.7%	23.1%	42.1%	33.1%
FLA 7	Reads to explore, construct and extend understanding		7.3%	31.7%	61.0%
FLA 8	Reads to explore, construct and extend understanding	4.7%	23.3%	39.5%	32.6%
FLA 9	Reads to explore, construct and extend understanding		28.6%	52.4%	19.0%

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



By analyzing report card data, we discovered that there were some inconsistencies in how teachers were assessing students. This led us to reflect on teaching and assessment practices across all disciplines. We will focus on calibrating teacher assessment practices in combination with designing learning tasks with clear Learning Intentions and Success Criteria.

Teachers will use the Program of Studies to ensure that calibration of reporting indicators are reflected with provincial standards. Teachers will focus on designing tasks that are accessible to all learners and provide opportunities for actionable feedback throughout the learning cycles.

CBE Student Survey questions aligned with CBE's Literacy Framework offered another lens to consider student perceptions related to reading. Only 64% of students agreed that they have a connection to the texts (books, land, pictures, videos) that they read and hear in class and 77% agree that they know what to do next to improve their reading skills.

Well-Being

The data below would suggest that a focus on academic achievement will allow for students to feel a greater sense of confidence and personal value at school, improving their sense of belonging.

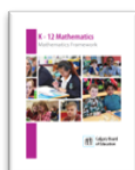
OurSCHOOL Survey Data

The Elementary Fall survey indicated that 79% of students in our school had a high sense of belonging based on the survey question "Feel accepted and valued by their peers and by others at their school". The Secondary Fall survey indicated that 65% of students in our school had a high sense of belonging based on the same survey question.

CBE Student Survey

Survey Question	Percentage of agreement level – Spring 2024			Percentage of agreement level – Spring 2025		
	Overall	EAL	Students who self-identify as Indigenous	Overall	EAL	Students who self-identify as Indigenous
There is at least one adult who I really connect with.	60.88%	61.9%	57.97%			

We will focus on supporting staff through look-for feedback loops targeted specifically on Learning Environments (Student Identity, Instructional Materials, Learning Spaces and Routines) as outlined in CBE Frameworks, as well as professional learning through Collaborative Response meetings.





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

Our school demographics represent the diverse population with 22% of EAL students and 5% of students who self-identify as Indigenous.

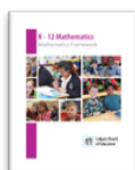
The data below offers insights into students' perceptions of inclusion and diversity within the school environment. This information highlights the need to enhance classroom opportunities where students can connect with their identity and cultural representation through daily learning experiences. We are creating our look-fors based on the Mind and Spirit domains.

Results Reporting Stem – Citizenship

Course	Stem	Indicator EM	Indicator EV	Indicator EX
Gr 7 R3 - Citizenship	Exercises democratic rights and responsibilities within the learning community	0.0	0.0	100.0
Gr 8 R3 - Citizenship	Exercises democratic rights and responsibilities within the learning community	7.3	66.1	28.2
Gr 9 R3 - Citizenship	Exercises democratic rights and responsibilities within the learning community	7.9	64.7	27.3

CBE Student Survey Results – Spring 2024

I can see my culture	60.00%
The things I am learning are meaningful to me	63.64%
At my school I learn Indigenous ways of knowing, belonging and doing	76.19%





School Development Plan – Year 1 of 3

School Goal

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

Outcome:

Increase student understanding and achievement in reading comprehension in English and French.

Outcome Measures

- Teacher Perception Survey (Pre/Post) – Teacher Self-Assessment Tool
- Student Learning Data:
- Reporting Stems (Reads to Explore ELA & Understands and makes connections between concepts SCI) Outcomes –PAT results
- School-based Data - Local data sources:
- Alberta Ed. Teacher/Student Companion – Walk Around Tool

Data for Monitoring Progress

- Perception Surveys (AEA, CBE Student Survey, OurSchool)
- Professional Learning Communities data tracking & adjustment cycles
- Look-For feedback loops
- Reporting Stems & Outcomes (S1 & Y1)

Learning Excellence Actions

- Design targeted tasks that are inclusive and culturally responsive for all students. Use high impact strategies to build comprehension.
- Use the Reading Assessment Decision Tree to guide next steps.
- Involve students in assessment practices (student agency – I can Statements, use of exemplars, student generated rubrics)
- Discuss learning intentions/outcomes through scope and sequence - Alberta Ed learning outcomes
- Neurolinguistic Approach – NLA (French Immersion)

Well-Being Actions

- Increase student accessibility to resources and accommodations (multi-modal texts to multiple entry points).
- Foster student identity. Increase student engagement in tasks that are accessible, meaningful, relevant and culturally responsive
- Provide opportunities for learners to practice literacy skills. Increase student understanding of assessment, learning targets, provide instruction and coaching in self-and-peer assessment processes and strategies

Truth & Reconciliation, Diversity and Inclusion Actions

- Look-for feedback loops based on Spirit domain (aligned with Learning environments and Routines in the Literacy, Numeracy and Holistic Frameworks)
- School Council initiatives and school-led events (Knowledge-keepers and Elders)
- Engage in Indigenous ways of knowing...story telling and sharing circles




Professional Learning

- *Reading Strategies for culturally and linguistically diverse learners.*
- *Assistive technology for EAL Learners and students with complex needs*
- *System Professional Learning Series*
- *Teacher Mentorship Program*
- *NLA Project – Funding Pending*

Structures and Processes

- *Collaborative Response structures and processes are used to identify students at risk to provide additional support*
- *Professional Learning Communities focused on calibration protocols that help teachers align their expectations and assessment practices, across classrooms*
- *Document and support instruction and learning in an intentional way - Classroom visits & Look-For (pre/post feedback loops)*
- *System Professional Learning Series*

Resources

- *CBE Guiding Documents: Calibration Protocols K-9 & Assessment and Reporting*
- *CBE Frameworks: (Indigenous/Holistic, Wellbeing, Literacy and Numeracy)*
- *Locally Developed Look-For (Holistic Domain: Spirit)*
- *Educational Literature: Envisioning a Collaborative Response Model, Interpreter Services*
- *FLA 7-9 System Assessment Tools*
- *Reading Assessment Decision Tree Gr. 4-12*
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