



Catherine Nichols Gunn School

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School Development Planning

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

Report Card Data: Reading and Oral Language Stems

To understand student achievement in literacy and how they are able to personally connect with texts, we look at two learning stems. Data is divided by cohort and indicated by the grade they are currently registered in for the 2024-2025 school year. Cohort indicates the year the students will be finishing their time with Catherine Nichols Gunn.

Stem: Reads to Explore and Understand	June 2024 Indicators			
	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Kindergarten (Current Grade 1)	16.2%	27.0%	24.3%	32.4%
Grade 1 (Current Grade 2)	35.1%	29.7%	27%	8.1%
Grade 2 (Current Grade 3)	22.7%	22.7%	36.4%	18.2%
Grade 3 (Current Grade 4)	10%	53.3%	36.7%	0%
Grade 4 (Current Grade 5)	2.8%	44.4%	52.8%	0%
Grade 5 (Current Grade 6)	14.3%	32.7%	42.9%	10.2%
Average Overall	16.8%	34.9%	36.8%	11.48%

** Kindergarten Stem: Uses Early Literacy Strategies to explore and express ideas)



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

Stem: Makes Meaning and Connections through Oral Language	June 2024 Indicators			
	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Kindergarten (Current Grade 1)	3.1%	25.0%	43.8%	28.1%
Grade 1 (Current Grade 2)	17.1%	40.0%	40.0%	2.9%
Grade 2 (Current Grade 3)	4.3%	40.5%	46.8%	8.5%
Grade 3 (Current Grade 4)	2.6%	61.5%	33.3%	2.6%
Grade 4 (Current Grade 5)	0.0%	56.3%	33.3%	6.3%
Grade 5 (Current Grade 6)	3.2%	36.5%	42.9%	17.5%
Average Overall	5.05%	43.3%	40.2%	10.98%

Alberta Assurance Survey

In the spring 2024 Alberta Assurance Survey, the percentage students who agree that they are engaged in their learning at school was 71%.

CBE Student Survey

In the spring CBE Student Survey, student overall agreement with the following statement can be used as a measure for growth:

I can contribute to conversations about books, poems, non-fiction or other texts.	77.5%
In my classes, I have opportunity to	
Read, write, and talk with my classmates every day	36.1%
Read interesting books	26.5%

Well-Being: Belonging

In the fall 2024 OURSchool Student Survey, student overall agreement with the following statements also indicates an area for growth:

I feel like I belong at school	50.31%
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In the spring 2024, Alberta Assurance Survey, student overall agreement with the following statements also indicate an area for growth:

I feel like I belong	76%
I enjoy learning math	75%
I enjoy language arts	68%

The statistical distance between students feeling like they belong and liking math, and their agreement with enjoying language arts is statistically significant enough for us to identify language arts as an area of growth for our 2024-2025 school year.



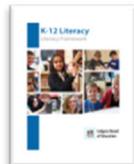
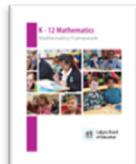
**Truth & Reconciliation, Diversity, and Inclusion**

In the spring CBE Student Survey, student overall agreement with the following statements indicate area for growth:

I can see my culture reflected in my school.	61.45%
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In the 2024-2025 school year, a new measure will be used to identify the efficacy of strategies identified and used to improve student learning and achievement through the Collaborative Response to Student Support structure. Data will be collected to identify the following baseline:

Number of students identified and helped through collaborative response	TBD
Percentage of students who had a positive effect on key issues (overall)	TBD
Literacy	TBD



**School Goal***Student learning improves through fair and equitable assessment practice.***Outcome:***Students experience inclusive teaching and learning that reflects and celebrates diversity as learners.***Outcome:***Students are active participants in designing learning and assessment.***Outcome Measures**

- *Student perception responses on CBE Student Survey: Belonging*
- *CBE Student Survey: Reading and Discussion*
- *Student perception responses on OURSchool Survey: Belonging*
- *English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results*
- *Report Card Data: Reading and Oral Language Stems*
- *AE Assurance Survey: Language Arts*

Data for Monitoring Progress

- *PLC Data- Improvement data that is reflective of student engagement in assessment and task design.*
- *Collaborative Response Data for rates of efficacy in strategies identified and used for student improvements in literacy.*
- *SDP Teacher Assessment Survey Data*
- *PLC Student-Teacher Co-Created Exemplars*
- *We Walk Together- Indigenous Student Success Data*

Learning Excellence Actions

- *Build, share, and use co-created exemplars with students to enrich understanding of success criteria for discussing texts.*
- *Teachers collect evidence of student engagement with the design of tasks and assessment (co-designing tasks and assessment) of rich questioning and discussion of texts.*

Well-Being Actions

- *Teachers and students provide feedback on text discussion that move learners forward.*
- *Include students within the assessment feedback loop.*
- *Activate students as collaborators in their learning by engaging in self-assessment.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Empower students to have voice in the learning and assessment processes*
- *Consider student identity when designing tasks and include opportunities for students to reflect on this during the learning process.*
- *Utilize and provide access to inclusive, culturally diverse inviting texts.*

Professional Learning

- *System Professional Learning- Assessment*
- *Developing a foundational understanding of decolonizing assessment practice.*

Structures and Processes

- *School PLC's*
- *Teacher documentation of balanced assessment*
- *Grade-team planning time*
- *Attendance Improvement Plans*

Resources

- *Assessment and Reporting in the CBE: Insite*
- *ELA/ELAL Insite Equity and Interventions*
- *Diversity and Inclusion Insite Page*
- *CBE Teacher Assessment and Reporting Self-Assessment Tool*

