

Catherine Nichols Gunn School

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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

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

Introduction

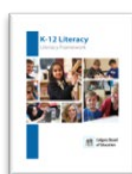
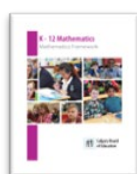
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[Catherine Nichols Gunn School Results Report 2024-2025](#)





School Development Plan – Year 2 of 3

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 and learning 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 (Reading) – 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 **engaging with and understanding texts**.*
- *Teachers collect evidence of student engagement with the design of tasks and assessment (co-designing tasks and assessment) through **observation of students engaging with and understanding texts**.*

Well-Being Actions

- *Teachers and students provide feedback on **observation of students engaging with and understanding texts** that moves 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

- *Targeted School-Based Professional Learning in Assessment: Observation*
- *Extending our understanding of decolonizing assessment practice.*

Structures and Processes

- *School PLC's*
- *Teacher documentation of balanced assessment*
- *Grade-Team Collaborative Response*
- *Grade-Team Planning Time*
- *Student Learning Supports Process*

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*



School Development Plan – Year 2 of 3

2025-2026 SDP GOAL ONE: Student learning improves through fair and equitable assessment practice.

Outcome one: Students experience inclusive teaching and learning that reflects and celebrates diversity as learners

Outcome two: Students are active participants in designing and learning assessment.

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Celebrations

- *Teachers broadened their assessment practices by developing a balanced body of evidence that included conversations, observations, and products, resulting in more accurate assessment of student reading comprehension and oral language expression.*
- *Teachers successfully co-developed assessments with students and incorporated a wider range of culturally diverse texts, increasing student engagement and reading interest (CBE Student Survey agreement rose from 26.5% to 44.6%)*
- *Students reported substantially improved opportunities to read, write, and talk with peers—rising from 36.1% in 2024 to 69.9% in 2025—indicating increased collaboration and participation in literacy learning.*
- *Student sense of belonging increased substantially from fall 2024 (50%) to fall 2025 (75%)*
- *Student enjoyment of language arts increased from 68% to 75%, suggesting a strong connection between engaging texts, discussion-based instruction, and enjoyment of learning.*
- *Student belonging improved across both major perception surveys:*
 - *OURSchool Survey (Fall): 50% → 72%*
 - *Assurance Survey (Spring): 76% → 79%*
 - *This demonstrates stronger early-year relationship building and consistent belonging by year's end.*

Areas for Growth

- The percentage of indicators coded as meeting expectations (Indicators 2–4) decreased in both Reads (83.2% to 67.4%) and Oral Language (94.5% to 75.8%), indicating a change in how teachers assign 1–4 indicators versus ELL/ADP/IPP/NER codes.
- Despite improved engagement, students' enjoyment of mathematics decreased (75% to 66%), suggesting a need for strengthened mathematical identity, confidence, and success experiences.
- Student agreement with "I can see my culture reflected in my school" decreased from 61% to 58%, indicating that cultural visibility and



representation within school spaces and practices require deeper attention beyond text selection.

Next Steps

- Continue building teacher capacity in using a balanced body of evidence extending into observation as an assessment tool and ensuring these practices translate into clear, aligned achievement indicators.
- Expand professional learning to include an action cycle focused on mathematical discourse and culturally relevant math tasks to improve student enjoyment and confidence in mathematics.
- Administer the OURSchool Survey in the spring to provide comparable data alongside the Assurance Survey and monitor belonging growth across the full year.
- Strengthen early-year belonging practices, including relationship-building routines, culturally responsive classroom set-up, and intentional community-building structures.
- Extend culturally responsive practices beyond text selection to include school-wide displays, classroom environments, learning tasks, and opportunities for students to share their cultures and identities through learning.
- Continue refining Collaborative Response processes to ensure timely identification of student needs and consistent monitoring of the impact of supports.

