



Chaparral School

480 Chaparral Drive SE, Calgary, AB T2X 3X8 t | 403-777-6424 f | 587-933-9771 e | chaparral@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

Learning Excellence

We have used report card data for June 2024 for Literacy and Mathematics to inform our next steps for the 2024-25 school year.

LITERACY Reading							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	5.68%	10.23%	37.5%	38.64%	0%	4.55%	3.41%
Grade Two	7.35%	8.82%	33.82%	44.12%	0%	2.94%	2.94%
Grade Three	0%	7.79%	41.56%	42.86%	0%	2.6%	3.9%
Grade Four	2.86%	17.14%	65.71%	12.86%	1.43%	0%	0%
Grade Five	0%	15.94%	34.78%	34.78%	0%	0%	11.59%
Grade Six	0%	28.57%	48.81%	14.29%	0%	2.38%	5.95%
Average	2.63%	14.91%	43.64%	31.14%	0.22%	2.19%	4.61%

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



Writing							
Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade One	3.41%	18.18%	37.5%	26.14%	0%	3.41%	3.41%
Grade Two	8.82%	19.12%	33.82%	19.12%	1.47%	4.41%	4.41%
Grade Three	5.19%	19.48%	41.56%	29.87%	0%	2.6%	1.3%
Grade Four	0%	22.86%	65.71%	12.86%	1.43%	0%	0%
Grade Five	1.45%	24.64%	34.78%	14.49%	0%	0%	10.14%
Grade Six	0%	34.52%	48.81%	7.14%	0%	1.19%	8.33%
Average	3.07%	23.25%	47.59%	18.42%	0.44%	1.97%	4.61%

MATHEMATICS							
Stem: Understands number, patterns (and algebra)	Indicator 1	Indicator 2	Indicator 3	Indicator 4	ADP	EAL	IPP
Kindergarten	0%	8.62%	44.83%	46.55%	n/a	n/a	0%
Grade One	1.14%	9.09%	45.45%	42.05%	n/a	0%	2.27%
Grade Two	4.41%	10.29%	45.59%	36.76%	0%	0%	1.47%
Grade Three	0%	24.68%	38.96%	35.06%	0%	0%	0%
Grade Four	0%	20.0%	48.57%	25.71%	2.86%	0%	2.86%
Grade Five	1.45%	18.84%	42.03%	28.99%	0%	0%	7.25%
Grade Six	0%	15.48%	50.0%	26.19%	1.19%	0%	5.95%
Average	0.97%	15.37%	45.14%	34.24%	0.58%	0%	2.92%

In reading, we saw an improvement from 108 students achieving at a level 1 or 2 on the January report card to 80 students on the June report card.

In writing, we saw an improvement from 141 students achieving at a level 1 or 2 on the January report card to 120 students on the June report card.

In math, we saw an improvement from 118 students achieving at a level 1 or 2 on the January report card to 84 students on the June report card.

Writing is the area that is demonstrating the most consistent need for our students at this time based on the data and teacher perception when asked what area they feel students need the most support in.

CBE Student Survey	
I understand what I read.	
Annual Results	Overall Percentage of Agreement
May 2023	96.77%
May 2024	92.79%

CBE Student Survey	
I am a good competent writer	
Annual Results	Overall Percentage of Agreement
May 2023	80.87%
May 2024	78.3%





CBE Student Survey

I am confident that I can learn Mathematics

Annual Results	Overall Percentage of Agreement
May 2023	90.08%
May 2024	85.05%

The CBE Student Survey demonstrated to us that regulation is the area of most concern for our students. Although there has been improvement in this area, it is the area determined to have the most need. More specifically, students indicated that only 57% are able to be respectful when they don't agree with the rules and 46.46% feel that they are not being careful of the amount of screen time they participate in. The ourSchool survey demonstrated a 1%age point decline in students feeling that they can self-regulate (Grade 6 only). This was the first opportunity for our Grade 4 & 5 students to participate in these questions, therefore the Grade 4 & 5 data is a baseline.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as Regulation, Resilience and Mental Health are the areas needing a greater focus.

CBE Student Survey

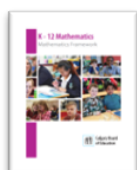
Regulation

Annual Results	Overall Percentage of Agreement
May 2023	63.26%
May 2024	75.67%

ourSchool Survey

Category	Grades	Overall Agreement October 2022	Overall Agreement October 2023
Self-Regulation	4 & 5	n/a	72%
	6	59%	58%

On the Alberta Education Assurance Measures, we have maintained our progress in most of the measured areas. There has been a decline in the area of Citizenship though. This is directly correlated to the student perspective on this survey. This survey is comprised of student, staff and parent opinions from our Grade 4 cohort of students. In the area of Citizenship, staff and parent both rated the school as Very High. Students however had a very different perspective and the results are mostly based in their perception of whether or not they felt students follow the rules at school and that students take responsibility for their actions. This supports our work in continuing to build regulation and resiliency skill with our students.





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

Alberta Education Assurance Measure Results (AEAM):

Percentage of students who are satisfied that students model the characteristics of active citizenship (Top 2 Boxes).

Questions	2022-23 Results	2023-24 Results
At school, do most students follow the rules?	43%	29%
At school, do most students respect each other?	55%	45%

Truth & Reconciliation, Diversity, and Inclusion

Through intentional, scaffolded, professional learning and connections of our school-wide student recognition focus, we correlated the Indigenous Education Holistic Life-Long Learning Framework (IEHLLF) with the CASEL Competencies. This supported engaged our Tier 1 and Tier 2 strategies in actioning our well-being goals.

We have engaged the CBE Indigenous Education Team in situating ourselves in a good way around our re-discovery of who we are as a school community; where we have come from, and how we are moving forward in land-based learning and understanding. Incorporating Indigenous voice by accessing Indigenous resources (books, artists, knowledge keepers, field trips, etc.) is exposing our staff and students to a greater Indigenous perspective.

Using the data from the ourSchool survey and Alberta Education Assurance Measure, we are using inclusive education strategies and the IEHLLF to ensure that all students see themselves in the learning at our school and can identify the areas that attend to a Safe, Caring and Welcoming environment for ALL in our school community.





School Development Plan – Year 1 of 3

School Goal

Through assessment and task design academic achievement in literacy will improve.

Outcome:

Student literacy skills related to writing will improve.

Outcome (Optional)

Outcome Measures

- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey – Literacy
- Professional Learning Communities (PLC) common writing assessments

Data for Monitoring Progress

- Class Reviews
- Whole school writing samples (HLAT or Grade determined prompt)
- [Assessment & Reporting – Teacher Self-Assessment Tool](#) (Pre- & Post self-assessment)
- Student self-perception of writing pre & post writing assessments.

Learning Excellence Actions

- Utilize consistent, specific and timely formative assessment practices including the use of writing exemplars, rubrics, mentor texts and an understanding of success criteria for identified writing outcomes to move student learning forward
- Build reciprocal reading-writing connections
- Utilize high-impact strategies to explicitly

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide feedback that moves learners forward.
- Provide repeated opportunities for learners to practice and consolidate

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students with opportunities to interactively and collaboratively construct text(s)
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Empower students to have voice in learning, assessment, and decisions
- Design student and staff learning tasks that





teach and support planning, idea development, organization, edits

- Engage in written and oral language tasks, such as reflection and one-on-one discussions, to engage in the SEL competencies for regulation in relationship writing and competence.

literacy skills and knowledge.

intentionally activate the spirit, heart, body, and mind

- Decolonize curriculum resources by critically analyzing the perspective in which the stories are written and how they may favour other worldviews over Indigenous perspectives

Professional Learning

- System Professional Learning
- [ELA/ELAL Insite | Professional Learning](#)
- [Assessment & Reporting Insite | Professional Learning](#)
- Loose Parts including documentation of the writing journey
- Writing Rope

Structures and Processes

Classroom:

- Document and support instruction and learning in intentional ways
- Provide daily structured and supported writing times
- Provide explicit instruction and reflection time regarding student self-perception of writing abilities.
- Calibration, Collaboration & Teacher Clarity
- Chaparral Common Hour tasks connected to the writing process
- Loose Parts

School:

- PLCs
- Collaborative Response
- Grade team meetings

Resources

- [ELA/ELAL Insite | Teaching Practices](#) (scroll to Writing for resources and professional readings)
- [K-12 Literacy Framework](#) (specifically the Writing Rope pg. 15)

Reading & Interventions:

- [ELA/ELAL Insite | Equity & Interventions](#)





School Development Plan – Year 1 of 3

School Goal

Student well-being will improve.

Outcome

Students' strategies around regulation and persevering during school activities will improve.

Outcome (Optional)

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report
- Attendance data

Data for Monitoring Progress

- Student Perceptions on OurSCHOOL Survey (Self-Regulation Summary measure)
- Office referrals and need for progressive discipline strategies
- Teacher perceptions about their confidence and competence with the CASEL SEL competencies (Teacher Survey)
- Monthly Recognition of Weekly Mantras
- Student self-reflection during problem solving with teachers and admin

Learning Excellence Actions

- Include age-appropriate tasks, texts and resources to understand the Social Determinants of Health and their impacts on the Dimensions of Wellness
- Utilize age-appropriate texts that highlight diverse persons and the SEL competencies (characters that exhibit these skills)

Well-Being Actions

- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills)
- Teach about the brain and its development/functions in response to stress and regulation techniques. (Self-Awareness and Self-Management)

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize inclusive, universal strategies to intentionally integrate SEL competencies schoolwide.
- Create opportunities for students to engage in problem solving processes to address issues related to student expectations and/or conflict.





both successfully and in states of growth)

- Engage in reading and writing tasks to deepen students' understanding of the SEL competencies such as: reflection journals, regular opportunities for self-assessment with feedback, etc.
- Direct instruction regarding brain development and how a regulated stress-response affects student wellbeing and achievement in courses such as Literacy (writing)

- Provide direct instruction regarding transferring regulation skills across multiple disciplines &/or environments.
- Incorporate a focus related to the impact of physical activity and movement, healthy eating, sleep, how/why the body works, etc., by engaging students through the SEL competencies such as self-awareness and self-management.

Professional Learning

- Professional learning for teachers/whole-school implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to plan the integration of SEL Competencies schoolwide and through classroom learning
- Brain Story Course to understand better how to respond to dysregulated individuals.

Structures and Processes

- Monthly PLC meetings focusing on unified regulation skills
- Regular Grade Team meetings
- Designated wellness intervention for targeted students with Learning Leader
- Collaborative Response
- SLTs
- Comprehensive School Health approach
- IPPs and SSPs focused on regulation strategies and use of calming corners /movement breaks/SEL competencies & problem-solving techniques

Resources

- [CBE Student Well-Being Framework](#)
- [CBE Student Well-Being Framework Companion Guide](#)
- [Well-Being Team](#)
- [CASEL.org](#)
- [CASEL's Guide to Schoolwide SEL](#)
- [SEL 10 Indicators Reflection Template](#)
- [SEL Surveys for staff and community partners](#)
- [Building SEL Competencies: Choosing Instructional Resources](#)
- [SEL Brightspace by D2L Shell](#)

