



Elbow Park 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](#).

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

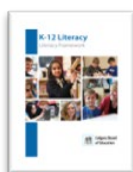
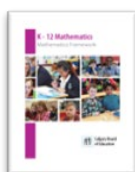
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Students' demonstration of resilience and risk-taking at school will improve.

Outcome:

Students will report an increased sense of connectedness within school through a greater willingness to take social and academic risks.

Outcome Measures

- *OurSCHOOL Survey Questions: Students with a positive sense of belonging, Students with moderate or high levels of depression*
- *Results on CBE Problem Solving Rubric*
- *Results on HLAT standardized writing assessment*
- *Report Card stem, "Writes to Express Information and Ideas"*

Data for Monitoring Progress

- *Student Surveys: CBE, OurSCHOOL, Assurance*
- *Diagnostic assessments throughout the year*
- *Teacher Perception Data about student resilience and self-regulation*
- *HLAT writing assessment data*
- *Achievement Indicators: "Writes to Express Information and Ideas"*

Learning Excellence Actions

- *Develop a K-6 scope & sequence for mathematical problem solving that outlines a coherent progression of skills, strategies, and language of reasoning across grades*
- *Support students in undertaking productive struggle in math problem solving by offering thought-provoking prompts, spaced practice & encouragement.*
- *Through explicit instruction and feedback, develop students' functional writing skills alongside their ability to research, question, and verify information using credible sources.*

Well-Being Actions

- *Explicit instruction to identify stressors, understand early emotional cues, and apply goal-setting and problem-solving strategies*
- *Acknowledge and celebration risk taking and growth mindset*

Truth & Reconciliation, Diversity and Inclusion Actions

- *To strengthen students' sense of belonging, revisit the Shared Elbow Park School Values framework, expand opportunities for classroom sharing circles and continue cross-grade buddy programs*
- *Provide authentic and meaningful opportunities to explore diversity and inclusion, with a focus on building cultural awareness and empathy*

Professional Learning

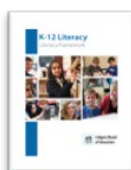
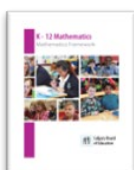
- *Social and Emotional Learning (CASEL) to implement both explicit SEL competency teaching and SEL competencies integrated into academic instruction*
- *Teaching Effectiveness Framework*
- *CBE: Maatoomsii Pookaiks*

Structures and Processes

- *Regular collaborative response and SLT meetings*
- *Principal's student advisory committee*
- *Create common language (buffalo walking into a storm) with growth mindset, tackling challenges & fostering perseverance*

Resources

- *CBE Well-being Framework and Companion Guide*
- *CBE Holistic Lifelong Learning Framework*
- *Collaborative for Academic, Social, and Emotional Learning (CASEL)*
- *Envisioning A Collaborative Response (Hewson, Hewson, and Parsons).*



School Development Plan – Year 2 of 3

School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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2024-25 SDP GOAL ONE: Students' demonstration of resilience and risk-taking at school will improve

Outcome one: Students' report an increased feeling of connectedness within school through demonstrating a greater willingness to take social and academic risks.

Celebrations

- *Students' ability to solve complex math problems improved by **18.3 percentage points** (9.5% to 27.8%), as measured by the percentage of students scoring a Level 4 on the CBE Problem Solving Rubric from 2023-24 to 2024-25*
- *Teacher observations across Grades 1–6 indicate measurable growth in students' willingness to take academic risks and demonstrate perseverance when engaging with complex mathematical problems*
- *Grade 6 students self-reported a greater "positive sense of belonging at school" (86%) than they did in Grade 5 (76%) on the OurSCHOOL survey*
- *Self-reported levels of anxiety decreased among Grade 5 students by **6 percentage points** (37% to 31%) and among Grade 6 students by **5 percentage points** (25% to 20%) on the OurSCHOOL survey*
- *Students' overall scores related to understanding their own culture improved by **28 percentage points** (49% to 77%) on the OurSCHOOL survey*

Areas for Growth

- *39% of Grades 2-6 students remain at a basic level on the HLAT standardized writing assessment, demonstrating functional writing skills*
- *Grade 5 students self-reported a lower "positive sense of belonging" (54%) than they did in Grade 4 (63%) on the OurSCHOOL survey*
- *68% of Grades 4-6 students "values cultural learning through friends from different cultures" on the OurSCHOOL survey. This data presents an opportunity to further develop students' interest and confidence in connecting with peers from diverse cultural backgrounds and in recognizing the value of cultural understanding for building inclusive relationships*

Next Steps

- *Develop a **K–6 scope and sequence** for mathematical problem solving that outlines a coherent progression of skills, strategies, and language of reasoning across grade levels.*
- *Offer **explicit instruction and timely feedback** throughout the writing process to empower students to take risks and apply new techniques in functional writing*
- *To strengthen **students' sense of belonging**, revisit the Shared Elbow Park School Values framework, expand opportunities for classroom sharing circles and continue cross-grade buddy programs*
- *Provide **authentic and meaningful opportunities to explore diversity and inclusion**, with a focus on building cultural awareness and empathy*

