

## F.E. Osborne 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.

## F.E. Osborne School Improvement Results Reporting 2024-25



**School Goal**

Student academic achievement in literacy will improve.

**Outcome:**

Student achievement in reading comprehension will improve through equitable and culturally responsive teaching pedagogies.

**Outcome Measures**

- **FLA and ELA** “Reads to explore” outcome in all grade levels will improve (Report Card Data)
- **Fine Arts** “Analyzes, evaluates and responds critically...” across all grade levels will improve (Report Card Data).
- **Math** “Number – Develops number sense and applies strategies for computation and estimation” will improve across all grade levels (Report Card Data).
- **Science** “Develops skills for inquiry and communication” across all grade levels will improve (Report Card Data).
- **Social Studies** “Communicates ideas in an informed and persuasive manner” will improve across all grade levels (Report Card Data).
- **CTF** “Plans, creates, appraises, and communicates...” will improve across all grade levels (Report Card Data).

**Data for Monitoring Progress**

- Utilize teacher perception data to inform the implementation of instructional task design that incorporates evidence-based, high-impact strategies for building reading comprehension.
- Reading Assessment Decision Tree (CBE K-12 Literacy Framework).
- Student and interest holder surveys
  - CBE Student Survey
  - OurSchool Survey
  - Alberta Education Assurance Survey

**Learning Excellence Actions**

- Design and implement engaging tasks that promote vocabulary and reading comprehension across all disciplines.

**Well-Being Actions**

- Encourage students to see themselves as confident and resilient readers.
- Create a culture that values the thinking process and strategies for reading comprehension.

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

- Find opportunities for reading comprehension and experiences related to students’ culture, community, family, and history as resource.
- Consider relevancy and representation when selecting texts.
- Design student and staff learning that intentionally activate the spirit, heart, body and mind.

**Professional Learning**

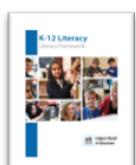
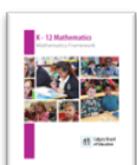
- Design high impact instructional practices in reading comprehension and assessment.

**Structures and Processes**

- Collaborative grade team planning time.
- Collaborative Response Model (CRM).

**Resources**

- CBE Guiding Principles: Assessment & Reporting.





- System professional learning.
- Use the CBE K-12 ESL Proficiency Benchmarks.
- Improving Reading for Older Readers (IROS) modules.

- Student Learning Team (SLT).
- Review PowerSchool Benchmark Data Analytics after E1/T1 and S1.

- Learn Alberta Vocabulary Development: Academic Language.
- Academic Language Toolkit: Functions and Sentence Frames.
- Reading Assessment Decision Tree.
- Targeted use of books, graphics novels and Learning Commons resources.

## School Development Plan – Year 2 of 3

### School Goal

Students will have an improved sense of belonging at school.

### Outcome:

Students will build trusting relationships within the school community.

### Outcome Measures

- Student perception on AEA Survey ("At school I feel like I belong," "I feel welcome at my school").
- Student response to CBE survey questions "I feel included at school," "I feel welcome at school" (Grade 6, 8 & 9).
- Student responses within the OurSchool Diversity and Inclusion summary measure and Sense of Belonging summary measure.

### Data for Monitoring Progress

- Survey data to measure impact throughout the school year.
- Student attendance numbers and participation rates in clubs, teams, extra-curricular, fine arts, e-sports, school culture and engagement.
- Attendance Analytics Data – EAL and Student who self-identify as Indigenous.
- Use of Indigenous space.
- Teacher survey data to measure impact of task design.

### Learning Excellence Actions

- Support connectedness between classes, grades and the school.
- Engage in data collection and exploration of student physical activity pursuits, fine arts pursuits, and clubs.
- Intentional opportunities for students to share their voice and be heard.

### Well-Being Actions

- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces.
- Homeroom period (Eagle Time).
- Well-being committee and student council.
- Recognize all events on "Dates of Significance" CBE Calendar.

### Truth & Reconciliation, Diversity and Inclusion Actions

- Schoolwide and classroom learning environments that are supportive, culturally responsive, and focuses on building relationships and community.
- Intentional High School transition for Grade 9 students (Holistic Life-Long Learning Framework).

### Professional Learning

### Structures and Processes

### Resources





- Middle Schools SEL working Group
- Well-Being break-out session for Middle Years.
- Middle School Student Well-Being Symposium.

- Student Well-Being Committee.
- Collaborative Team Meetings (Collaborative Response Model).
- Student Learning Team (SLT) Meetings.
- Regularly scheduled whole school meetings.

- Student Well-Being framework and companion guide (Middle Years).
- SEL Brightspace by D2L
- Dates of Significance.
- CBE CARES: What we heard report.
- Diversity and inclusion Insite page.

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## School Development Plan – Data Story

### 2024-25 SDP GOAL ONE: Student academic achievement in Literacy will improve.

**Outcome one:** Student achievement in reading comprehension will improve through equitable and culturally responsive teaching pedagogies.

#### Celebrations

- Grade 6 and 9 students, on average scored higher on the Provincial Achievement English Language Arts Test in "Reading" (See Figure 1).
  - Grade 9 PAT Reading score **36.5** of a possible 55 (provincial average 34.1). Students scored **2.4 higher** than the Provincial average
  - Grade 6 PAT Reading score **38.7** of a possible 50 (Provincial average of 31.3). FEO Students scored **7.4 higher** than the Provincial average.
- Students achieving 2, 3 or 4 in ELA Reading increased over the previous year.
- CBE Student Survey reports students having the opportunity to read everyday has **increased 7%** this year to **90% overall** from 83% overall in 2023-2024.

#### Areas for Growth

- Report card data shows year-over-year improvement in the ELA – Reading outcome.
  - Achievement of the "4" indicator:
    - 3.2% below Area 1 average.
    - Just under 1% below the CBE average.
- English as an Additional Language (EAL) learners:





- Achieving indicator “2” above Area 1 and CBE averages.
- Below average in all other indicators.
- A continued focus on differentiated instruction and targeted interventions for EAL learners and students not meeting higher achievement indicators.
- Monitor and analyze report card data to track year-over-year improvement and adjust strategies accordingly.

### Next Steps

- 6 week reading assessment cycles for all students with a locally developed tool that is based on the Reading Decision Tree to track incremental student progress and a standard set of reading engagement questions.
- Expand opportunities for students to exercise voice and choice in literature selection by incorporating texts that reflect diverse identities, interests, and perspectives. This approach promotes engagement, ownership of learning, and deeper connections between students and the curriculum.





## 2024-25 SDP GOAL TWO: Students will have an increased sense of belongings at school.

**Outcome one:** Students will build trusting relationships within the school community (peer-peer, staff-student, student-community).

**Outcome two:** Students sense of feeling connected to the school, inside and outside of the classroom, will improve (i.e. Intramurals, Clubs, Teams, Fine Arts, Activities, e-Sports, ect.).

### Celebrations

- **Prioritized student well-being and belonging** as foundational to learning and engagement.
- **Created an inclusive environment** where every student feels valued, respected, and connected.
- **Used low-floor, high-ceiling tasks** to ensure accessibility while encouraging deeper engagement for all learners.
- **Supported diverse social and emotional needs** through intentional planning and multiple entry points for participation.
- In the OurSchool Survey, FEO students across all grades rated their sense of belonging at school **higher** than the Canadian norm (See figure 5).
- In the CBE Student Survey, **90.3%** of students have positive relationships with friends and family.
- The 2024-25 school year saw a **7.7% increase** in students feeling welcome at school from the previous year (See figure 4).

### Areas for Growth

- Address fluctuations in students' sense of belonging, as AEA survey data shows an 8.7% decline in students reporting "I feel like I belong," indicating the need for sustained strategies throughout the school year.
- Implement ongoing strategies to maintain and strengthen students' sense of belonging throughout the school year, using regular check-ins, targeted interventions, and community-building activities to address fluctuations identified in survey data.

### Next Steps

- Continue prioritizing the well-being goal by implementing structured opportunities for belonging, such as a dedicated homeroom period for middle years learners to strengthen relationships, social-emotional learning, and community engagement.
- **Increase opportunities for school spirit and community building** through activities such as school assemblies, pep rallies, and other events designed to strengthen students' sense of belonging.
- New extra-curricular activities such as eSports to promote student belonging and digital citizenship.

