



F.E. Osborne 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 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

Our school focused on Mathematics and Literacy last year and the following results help us to prioritize and provide a direction and focus for upcoming year(s).

Student Achievement in Grade 9 English Language Arts PAT over the past two years highlights a significant need for growth in both "Standard of Excellence" and "Below Acceptable Standard" of the student results.

	2022-2023			2023 - 2024		
PAT	Acceptable Standard	Standard Excellence	Below Acceptable Standard	Acceptable Standard	Standard Excellence	Below Acceptable Standard
FEO	78.2%	15.4%	15.8%	80.1%	11.4%	15.3%
Province	71.4%	13.4%	12.5%	69.5%	11.8%	13.4%

By analyzing and interpreting the PAT results from both years, a 4% drop in "Standard of Excellence" in FEO results year over year is noticed. This result currently sits .4% under the provincial average. A .5% decrease in students achieving below the acceptable standard is noted however, this remains 1.9% above provincial average.

While there is a 1.9% increase year over year in students achieving "acceptable standard", when reviewing additional report card data and classroom assessments, there remains a significant number of students who

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



are achieving a basic level of reading comprehension across disciplines including complementary courses.

This led us to focus on improving student academic achievement in literacy across all disciplines.

Well-Being

Throughout the school year, we gather student perception data through a variety of surveys. These surveys are designed to capture the voices of our students, providing us with deeper insights into their experiences within the learning environment. By comparing different aspects of student well-being data in Spring 2023 and Spring 2024 the OurSCHOOL survey will help us determine our next steps.

Student results in OurSCHOOL Survey in the category of “Sense of Belonging at School”

Survey Questions	Percentage of agreement level Spring 2023			Percentage of agreement level Spring 2024		
	Overall	EAL Learners	Students who self-identify as Indigenous	Overall	EAL Learners	Students who self-identify as Indigenous
Sense of Belonging	70%	67%	65%	66%	61%	47%
“Students who understand their own culture”	54%	72%	63%	53%	62%	33%
Students who understand other cultures”	76%	74%	74%	74%	67%	44%

Student results in the Spring 2024 CBE Student Survey on the category of “Heart – To Belong”

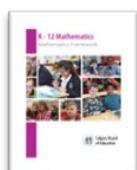
	2022-2023					2023-2024				
	6	7	8	9	Overall	6	7	8	9	Overall
I feel included at school	76%	NRP	65.64%	61.71%	64.69%	70.3%	NRP	62.86%	53.49%	59.38%
I feel welcome at school	69.23%	NRP	67.3%	65.54%	66.67%	75.61%	NRP	60.11%	53.53%	58.72%

**NRP indicates “No Response Provided” from that grade level (Grade 7 students do not participate in the CBE student survey, instead, the Alberta Education Assurance Survey)*

These survey results for both years, a trend emerged indicating an overall decrease in students’ sense of belonging at school. This led us to focus on improving students’ sense of belonging at school.

Truth & Reconciliation, Diversity, and Inclusion

Our school population consists of 23% English as Additional Language (EAL) learners and 4% students who self-identify as Indigenous. By examining the student survey data, we noticed that the sense of belonging at school is a concern across the board. However, the student survey results agreement





levels for our EAL learners and students who self-identify as Indigenous are particularly low. This highlights the need for us to pay close attention and take specific steps to enhance their sense of belonging. This upcoming year, we will set a separate goal focused on improving the sense of belonging for all students and support this goal with intentional and specific actions.

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

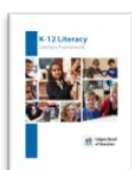
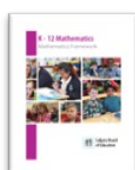
Students and employees thrive in a culture of well-being

- 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





School Development Plan – Year 1 of 3

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 “Read 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

- Teacher Perception data – Implement tasks and high impact strategies that build reading comprehension.
- Implementation of Culturally Responsive Teaching Pedagogy measured through learning sprints.
- Reading Assessment Decision Tree (Dibels Maze, Dibels ORF, optional vocabulary screener).
- Student and interest holder surveys
 - CBE Student Survey
 - OurSchool Survey
 - Alberta Education Assurance Survey

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students.
- Provide a variety of tools to support the reciprocal relationship between reading and writing.
- Design and implement tasks that promote reading comprehension.
- Design tasks that provide multiple entry points and opportunities to explore reading comprehension across all disciplines
- Incorporate low-floor high-ceiling tasks to engage all learners.

Well-Being Actions

- Student Well-Being & School Culture Learning Leader.
- Encourage students to see themselves as confident readers who can make valuable contributions and see that their mistakes and incorrect answers are source of learning.
- Create a culture that values the thinking process and strategies for reading comprehension.
- Honour student voice and choice.

Truth & Reconciliation, Diversity and Inclusion Actions

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

Professional Learning

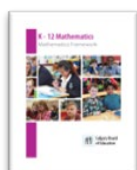
- System Professional Learning
- Design High Impact Instructional Practices in

Structures and Processes

- Collaborative grade team planning time
- Create a literature-rich learning environment

Resources

- CBE Guiding Principles Assessment and Reporting - Assessment Practices are Fair,





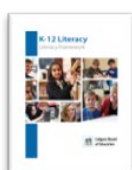
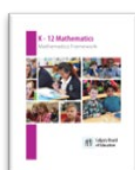
*Reading Comprehension –
Criteria for implementing rich
tasks and assessments that
develop and evaluate
fundamental skills of
reading comprehension across
all disciplines.*

- *ELA/ELAL Insite | Professional Learning*
- *Use the CBE K-12 ESL Proficiency Benchmarks (with examples) focusing on the competency of Linguistic Vocabulary*
- *Watch the EAL Quick Byte Video “Pre-Teaching Vocabulary”*

- *EAL Benchmarking and implementing teaching practices through the lens of diversity and inclusion*
- *Collaborative Response Model*
- *Student Learning Team (SLT) Process*
- *Review PowerSchool Benchmark Data Analytics after E1/T1 and S1*

Transparent and Equitable for all students

- *Learn Alberta Vocabulary Development: Academic Language*
- *Academic Language Toolkit: Functions and Sentence Frames*
- *Reading Assessment Decision Tree (RAD) Grade 4-12*



**School Goal**

Students will have an improved sense of belonging at school.

Outcome

- *Students will build trusting relationships within the school community (peer-peer, staff-student, student-community)*
- *Students sense of feeling connected to the school, inside and outside the classroom, will improve (i.e. Intramurals, Clubs, Teams, Fine Arts, Activities, eSports, etc.)*

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" (Gr. 6, 8 & 9)*
- *Student response to CBE Survey question: "I am interested in how people from other cultures see the world" (Gr. 8 & 9)*
- *Student responses within the OurSchool Diversity and Inclusion summary measure*
- *Teacher perceptions of their confidence and capacity to create safe, welcoming and inclusive learning spaces. (Teacher Survey)*
- *Student perceptions on OurSchool Survey (Sense of Belonging Summary measure).*

Data for Monitoring Progress

- *Consider pre- and post- survey data to measure impact throughout the school year.*
- *Student attendance numbers and participation rates in clubs, teams, intramurals and extra-curricular fine arts (November, January & June).*
- *Attendance Analytics Data – EAL and Students who Self-identify as Indigenous*
- *Teacher perception feedback using SEL Competencies*
- *Use of Indigenous space*

Learning Excellence Actions

- *Work with students to develop structures to support connectedness between classes, grades, etc.*
- *Engage in data collection, exploration, plotting and graphing of student physical activity pursuits (e.g., organized sports vs individual pursuits)*
- *Engage in data collection, exploration, plotting and graphing of student participation in Fine Arts pursuits (Band, Choir, Jazz Band, Drama, Art, etc.)*

Well-Being Actions

- *Advertise, encourage and support students to engage in and/or access available clubs, teams, and safe spaces*
- *Review existing school-based policies that encourage connection, and those that might limit the ability for students to interact with each other (e.g., zones of the school grounds, time tabling, locker assignments, etc.)*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Engage in whole school planning to develop robust extended programs (e.g. clubs, teams, safe space offerings, etc.) that are based on student voice and encompass diverse students' skills and interests*
- *Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focuses on building relationships and community.*
- *Implement Grade 9 Indigenous Student Holistic Transition Plans*
- *Use of Indigenous space.*

Professional Learning

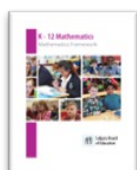
- *Middle Schools SEL Working Group*

Structures and Processes

- *Establish Student Well-Being & School Culture Learning Leader*

Resources

- *Student Well-Being Framework & Companion Guide (middle years)*





- *Share articles, videos, or case studies on cultural competency with staff throughout departments in order for staff to engage and apply their knowledge in implementing equitable assessment practices, task design and intentional connections to their curriculum*
- *Well-Being break out session for Middle Years*
- *Middle Schools Student Well-Being Symposium*

- *Collaborative Team Meetings (Collaborative Response Model)*
- *Grade team meetings towards the Learning Excellence Outcome*
- *Student Learning Team (SLT) meetings*
- *Regularly scheduled whole school meetings (staff meetings, NID time, system earning day opportunities, etc.) to review professional learning provided and adapted to school context.*
- *Establish a diversity and student voice forum to help gather perspectives and strategies to further the work of implementing best practices (e.g. student perceptions, resources to be used, events to be celebrated, etc.)*

- *SEL Brightspace by D2L*
- *School Walk Around Tool*
- *Dates of Significance*
- *CBE CARES: What We Heard Report*
- *Diversity and Inclusion Insite page*

