

## Auburn Bay 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

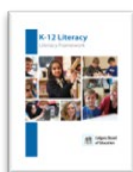
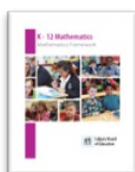
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://auburnbay.cbe.ab.ca/school>





# School Development Plan – Year 2 of 3

## School Goal

Student achievement in literacy will improve.

## Outcome:

Student reading comprehension will improve.

## Outcome Measures

- Report Card Data- ELAL (Grades 1-5: "Reads to explore and understand" and Kindergarten: "Uses early literacy strategies to explore and express ideas")
- CBE Student Survey-  
"I feel a connection to the texts I read and hear in class".  
"I know what to do next to improve my reading skills."

## Data for Monitoring Progress

- Class Reviews (Completed in November and March); Based on teacher perception and assessments
- PLC Sprints
- Use of the school wide grade reading comprehension rubrics

## Learning Excellence Actions

- Mapping the Curriculum to identify the KUSPS for reading comprehension to revise/use the grade rubrics created in Year 1
- Teach, model and apply reading strategies to support growth with comprehension across subject areas
- Build and use text sets focused on comprehension strategies

## Well-Being Actions

- Create learning environments that are safe, respectful and allow for students to participate and take risks
- Provide repeated opportunities for learners to practice and apply reading comprehension strategies during class time
- Empower students to have voice in learning, assessments and decisions

## Truth & Reconciliation, Diversity and Inclusion Actions

- Consider a wide representation of diverse book selections
- Use our Auburn Bay Collaborative Response Model and Sprint Model to support all learners

## Professional Learning

- System Professional Learning
- Learning Leader involvement in the system Intervention Lead Teacher sessions
- Adrienne Gear Reading Power (books and webinars)
- Adrienne Gear Professional Learning Session (in-person) with Grade Teams

## Structures and Processes

- PLCs/Sprint Model with a focus on reading comprehension strategies
- Auburn Bay Collaborative Response Model
- Revise and implement use of grade specific reading comprehension rubrics

## Resources

- CBE Literacy Framework
- ELAL K-3 and 4-6 Scope and Sequence
- "Reading Power" and "Powerful Thinking" by Adrienne Gear
- Adrienne Gear Professional Learning session
- CBE created ELAL rubrics



## School Development Plan – Year 2 of 3

### School Goal

Through learning environments that promote equity, diversity and inclusion, student's experience of feeling safe and welcome at school will improve.

### Outcome:

Student sense of belonging at school will improve.

### Outcome Measures

- Student responses within the Grade 4 and 5 Our School Survey (Students with a positive sense of belonging. Students with positive relationships at school. Students feel safe attending school.)
- Student responses to the Grade 5 CBE Students Survey questions (I feel included at school. I feel welcome at school. I am proud to be part of my school. My teachers check-in with me often about my well-being. My teachers show interest in the things I am passionate about.)
- Student perceptions on the Grade 4 Alberta Government Assurance Survey (Welcoming, caring, respectful and safe learning environments)
- School-wide survey questions about Belonging

### Data for Monitoring Progress

- Class Reviews (Completed in November and March); Based on teacher perception
- PLC Sprints
- Revise and use school wide Collaborative Response Belonging document
- Start to create a school-wide common language to support Belonging in a Welcoming, Caring and Safe learning environment

### Learning Excellence Actions

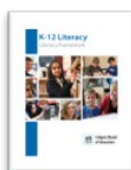
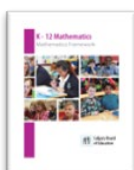
- Utilize texts that “highlight” the concept and importance of Belonging
- Engage in storytelling about “Our Name Stories” to build relationships with each other
- Work with students and staff to develop structure and opportunities to support connectedness between students, classes, school and community

### Well-Being Actions

- Encourage and support students to engage in or access available safe spaces throughout the school
- Students and staff will have opportunities to engage in school-wide activities
- Teachers will explicitly teach and design activities to increase the understanding of Belonging and the impact of student words and actions

### Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will continue implementing regular Talking Circles
- Opportunities will be provided for students to learn on the land
- Implement the Indigenous Holistic Life Long Learning Framework
- Use our Collaborative Response and Sprint





Model to support all  
learners

### Professional Learning

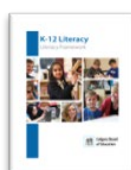
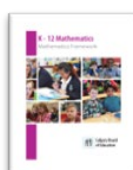
- Learning Leader involvement in the Social Emotional Learning Working Group
- Admin Team leading professional learning focused on ways to build a sense of belonging with all students
- Use the Auburn Bay Belonging document to support all students (PLC work; student sprints; SLTs)

### Structures and Processes

- PLCs/Sprint Model with a focus on Belonging
- Auburn Bay Collaborative Response Model
- Regular Collaborative Planning Meetings and Collaborative Team Meetings
- Use of the Auburn Bay Belonging document
- Start to create a school-wide common language to support Belonging in a Welcoming, Caring and Safe learning environment

### Resources

- CBE Student Well-Being Framework and Companion Guide
- Indigenous Holistic Life Long Learning Framework
- Learning Leader involvement in the Social Emotional Learning Working Group
- Auburn Bay Collaborative Response Models for Belonging and Student Support and Intervention



## School Development Plan – Data Story

2024-25 SDP

**GOAL ONE:** *Student achievement in literacy will improve.*

**Outcome one:** *Student reading comprehension will improve.*

### Celebrations

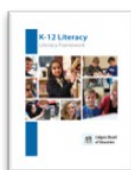
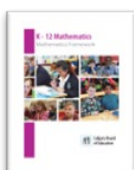
- The proportion of students achieving 3s and 4s on report cards increased. There was an increase of 1.5% percentage points for 3s and an increase of 1.7% percentage points for 4s. There was a decrease of 4.2% percentage points for students achieving 2s. These results suggest improvement in the reading outcomes.
- Students are gaining confidence in their ability to improve their reading, while maintaining consistently high comprehension levels. This was shown with the consistency of results in the Grade 5 CBE Student Survey, specifically with the question “I understand what I read.” (96.15% and 95.05%).
- Teacher, student and parent voice has reflected the positive impact of the learning and teaching of the specific reading strategies to improve student reading comprehension.
- *The comparison of class review data from October 2024 to February 2025 reveals an overall decrease in the percentage of students identified as at risk in reading across grade levels.*

### Areas for Growth

- Continue to build student understanding of and application of the reading comprehension strategies taught to support an increase in student reading achievement.
- Continue to support students at risk of lower achievement with targeted supports in reading comprehension to increase the number of students moving from 1s and 2s in reading on the report card from January to June.
- “Feeling a connection to texts” showed a slight decline from 81.33% to 78.00%, indicating that some students may feel less personally engaged or emotionally connected to the reading materials used in class. This may point to a need for continued attention to text selection, relevance, and opportunities for student voice and choice in reading.

### Next Steps

- Continue teaching and learning about the reading strategies to support an increase in reading comprehension for all students. This involves implementing the 5 reading comprehension strategies (Connect, Visualize, Question, Infer, Transform) from the start of the year and not in isolation.





- Implement the reading comprehension strategies across multiple curriculum areas to support the work of encouraging “deeper thinking” for students.
- Tweak and use the reading comprehension grade rubrics that were created focused on the curriculum for student assessment.
- Possibly implement learning sprints with students who are “at risk” for achieving grade level in reading comprehension.



**GOAL TWO:** *Through learning environments that promote equity, diversity and inclusion, student's experience of feeling safe and welcome at school will improve.*

**Outcome one:** *Student sense of belonging at school will improve.*

### Celebrations

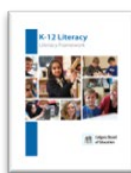
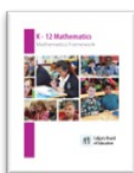
- The Auburn Bay School survey completed by all students, showed students continued to report strong social connections and positive behaviour, with the majority feeling cared for and connected. Overall, the data suggest that students continue to feel connected and positive about their school experiences.
- Baseline data from the Our School Survey and the Assurance survey in the areas of feeling a strong sense of belonging and Welcoming, Caring, Respectful and Safe Learning Environments are almost identical and high in percentage (80.0% and 79.8%).
- Teacher, student and parent voice has reflected the positive impact of the learning and specific teaching to increase the sense of Belonging for all students and our school community. The school-wide Spring performance was a huge success and every student and staff member was involved.
- Staff created a school collaborative response model to support all students with Belonging. This document included supports, language, strategies and lessons focused on Belonging.

### Areas for Growth

- Continue to build student understanding of Belonging and provide opportunities for all to increase the sense of belonging at Auburn Bay School.
- Support all students using our Collaborative Response Model, as well as a more intentional focus on identifying students who may require more targeted supports with Belonging.
- Continuing working with staff and students to: increase the percentage of students feeling at safe at school (Our School Survey- 67.0%) and increase the percentage of students that feel their teachers check-in with them on their well-being (CBE Student Survey-56.98%).

### Next Steps

- Continue teaching and learning about Belonging to support an environment that promotes equity, diversity and inclusion.
- Use our Auburn Bay Collaborative Response document to support all students, as well as set up student focused sprints to provided targeted intervention strategies as needed.
- Based on the Holistic Lifelong Framework (supporting the Indigenous ways of knowing and being) create common language to support Belonging at Auburn Bay School. This will be the beginning of a school-wide system.





## Glossary

**Goal:** The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

**Outcome:** Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

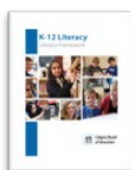
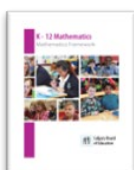
**Outcome Measure:** This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report.

**Note |** You must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. Data from a previous year outcome measure that is highlighted in your data story as an area for improvement should continue to be included.

**Data for Monitoring Progress:** These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

**Actions:** Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. There would be an expectation that actions are continually refined and adjustments made over the course of the three-year plan.

**Ongoing Progress:** The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected. The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.





**Professional Learning:** These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. Ensure that you are engaging in professional learning that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

**Structures and Processes:** These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

**Resources:** A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

### Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [SDP Data Plan- Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

