



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.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

Branton School

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School Improvement Results Reporting & School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan aligns individual school goals with the identified goals in CBE Education Plan | 2021 - 2024. 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 2023-24 School Year p. 167).

This report includes results relative to the goals and outcomes set in the 2022-23 School Development Plan and the school's Assurance Survey results.

Look Back

School Improvement Results Report | 2022-23

CBE's Education Plan prioritizes creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that inform the Education Plan and system actions for improvement across the organization have been identified.

- Literacy
- Mathematics
- Well-Being

Our school focused on improving:

Branton School Goals

<ul style="list-style-type: none">▪ reading comprehension (French and English)▪ number sense related to problem solving and mental math▪ students reporting, they feel safe and valued at school <p>We chose to focus on these areas as our student data as measured on report cards and on provincial assessments indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student and OurSchool Survey results more opportunities for student voice are needed to increase student level of engagement in the life of their school.</p>
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Highlights

- Professional Learning

<ul style="list-style-type: none">▪ teachers engaged in professional learning (system and school-based) sessions related to:<ul style="list-style-type: none">○ effectiveness of teaching disciplinary literacy○ providing opportunities for students to read to explore and construct meaning across disciplines○ teaching specific targeted reading comprehension strategies○ calibrating and summative assessments○ use of Number Talk strategy⊖ Assessment Calibration

- Structures/Processes

<p style="text-align: center;">School Based Processes</p> <ul style="list-style-type: none">▪ Collaborative Response was used to identify students at risk and track supports and next steps▪ Small group intervention provided focused supports for students at risk▪ Data tracking tools and local assessment measures were designed to monitor incremental growth in literacy and mathematics▪ Once a month, students from all grade levels met with the Principal and a Learning Leader to discuss, propose, and build a stronger school culture of inclusion).

- Create a toolbox of strategies for teachers to use with students to lessen anxiety

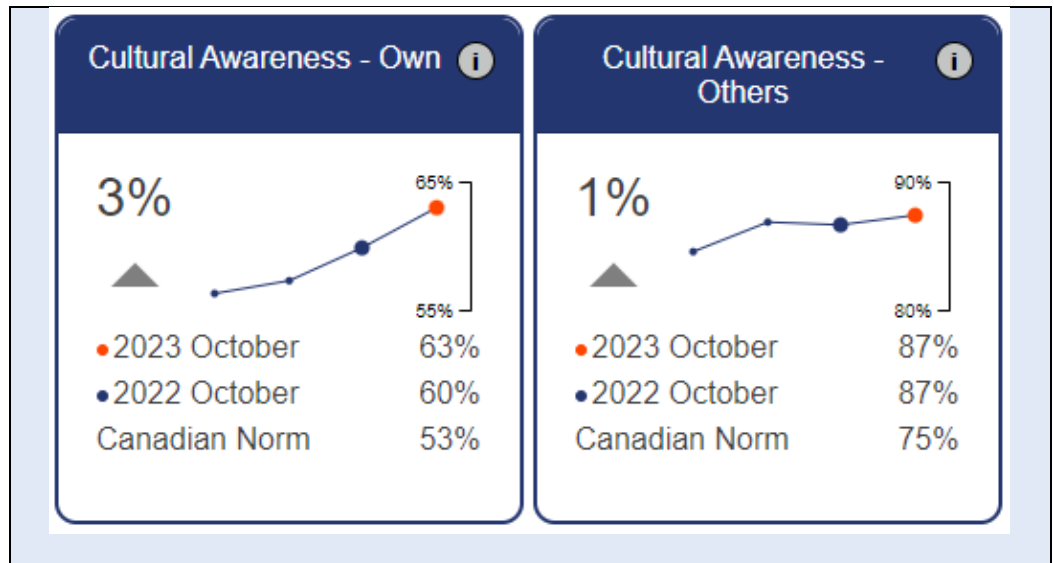
Classroom Based Processes

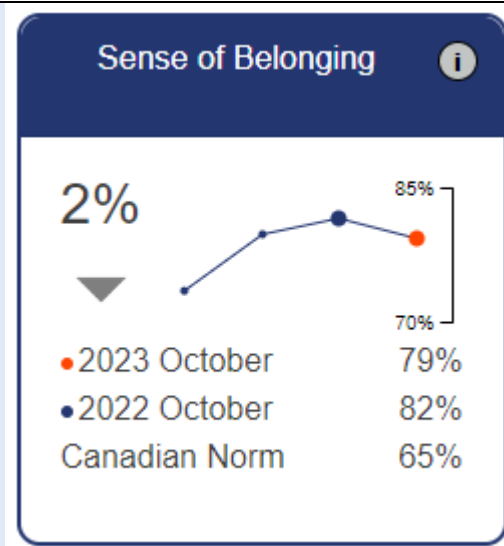
- Teach specific targeted reading comprehension strategies: activating prior knowledge, usage of contextual clues, inference of meaning, location of key words, usage of graphic organizers, thinking out loud and making predictions
- Use Number Talk strategy
- Teachers used the Circle of Courage to build and foster healthy and respectful relationships
- Regularly use Inconnu – Données – Equation – Analyse – La réponse (IDEAL) to support reading comprehension strategies

- Resources

- Disciplinary Literacy in Action (Lent & Voigt, 2019)
- Number Talks: Whole Number Computation by Sherry Parrish
- OurSchool Well Being Survey
- Alberta Education Assurance Survey
- CBE Survey
- CBE Bullying Prevention and Intervention in the School Environment
- CBE Specialists

What We Measured and Heard





Upon examination of the overall summary, **we saw areas of improvement in** Self-Esteem. The Canadian Norm is at 70%. 82% of the Branton School students reported having high self-esteem.

Well-Being. The Canadian Norm is at 90%. 97% of the Branton School students reported having an Orientation to Well-Being.

General Health. The Canadian Norm is at 78%. 91% of the Branton School students reported having excellent general health.

Examination of the overall summary did **not** indicate improvement in the following areas:

Sense of belonging. The Canadian Norm is at 65%. 79% of the Branton School students reported having a sense of belonging at school (-3%).



Required Alberta Education Assurance Measures - Overall Summary
Spring 2023

School: 9621 Branton School

Assurance Domain	Measure	Branton School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.8	94.1	94.1	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	87.4	85.7	88.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	85.5	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	24.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	93.8	93.9	92.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	90.3	90.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.9	82.7	82.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.8	83.3	84.7	79.1	78.8	80.3	Very High	Maintained	Excellent

Upon examination of the overall summary, **we saw areas of improvement in:** Student Learning Engagement. This measure details indicate an increase by students satisfied that they model the characteristics of active citizenship by 2.1 percent.

▣ Parental Involvement: Parental Involvement measure satisfaction increase by 2.5 percentage points.

▣ Education Quality increased by 1.9 percentage points.

Examination of the overall summary did **not** indicate improvement in the following areas:

▣ Citizenship went from 88.1% to 85.7%; a decline of 2.4 percentage points. ▣ Access to Support and Services went from 87.1% to 82.7%; a decline of 4.4 percentage points.

Our next steps are to:

▣ Engage our parents and students in shorter sprints throughout next year to monitor the impact of actions aimed at improving Education Quality measures in the Alberta Education Measures Survey (AEA).

What We Noticed

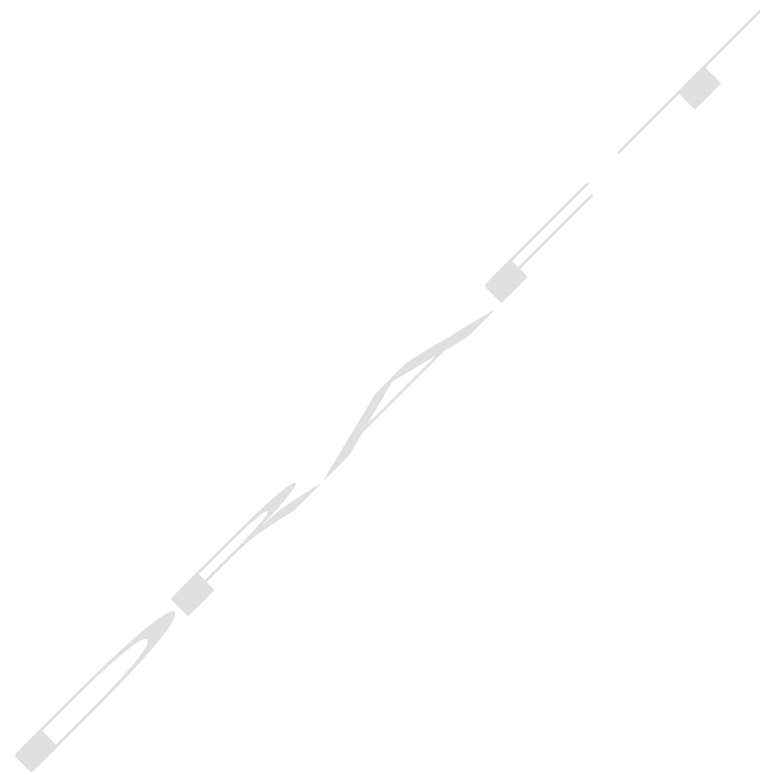
Celebrations

- Students' writing indicators (ELA) decoding skills have improved by 7%.
- 100% of Gr. 6 ELA Reading PAT results has an acceptable standard (65.9% Excellence standard).
- 95.3% of Gr. 6 ELA Writing PAT results has an acceptable standard (24.7% Excellence standard).
- 95.8% of Gr. 9 ELA Reading PAT results has an acceptable standard (41.1% Excellence standard).
- 97.6% of Gr. 9 ELA Writing PAT results has an acceptable standard (28.6% Excellence standard).
- 96.6% of Gr. 6 FLA Reading PAT results has an acceptable standard (38.6% Excellence standard).
- 84.1% of Gr. 6 FLA Writing PAT results has an acceptable standard (15.9% Excellence standard).
- 88.8% of Gr. 6 MATH PAT results has an acceptable standard (18% Excellence standard).
- 81.7% of Gr. 9 MATH PAT results has an acceptable standard (25.1% Excellence standard).
- Parents are more satisfied with the supports and services available at the school.
- Parents, teachers and students acknowledged the high quality of education at Branton School

Areas for Growth

- 33.7% of Gr. 9 FLA Reading PAT results was below acceptable standard.

- 26.6% of Gr. 9 FLA Writing PAT results was below acceptable standard.
- Provide targeted intervention for students at all grade levels



School Development Plan– Walk Forward | 2023-24

Individual Goals

CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- **Students achieve excellence in literacy**
 - Students achieve excellence in mathematics
- **Students who self-identify as Indigenous are supported to experience improved achievement and well-being**
 - Students access learning opportunities and supports that address their diverse learning needs and well-being

What is your literacy focus for the year?

Reading Comprehension across the discipline.

What specific aspect(s) of this area will you work on improving, and why? Include the school data sources that have pointed you in this direction.

To improve Reading Comprehension, we will implement the Neurolinguistics Approach (NLA) across the disciplines. Research demonstrates that for cognitive psychology, the second-language learning equation is: explicit knowledge + practice = implicit competence. From a neurolinguistic perspective on learning an L2/FL, the equation becomes: implicit competence + explicit knowledge = ability to communicate. The finding that two components must be developed to attain the ability to communicate provides the key element in the construction of the NLA.

What professional learning is needed?

- Neurolinguistics Approach for all teachers with a focus on oral language and reading comprehension.

What structures/processes are needed at the school?

School Structures and Processes

- Collaborative Response to identify students at risk in reading comprehension to provide additional support.
- Professional Learning Community (PLC)
- Professional Learning Plan
- EAL support

Classroom Structures and Processes

- **(NEW)** Neurolinguistics Approach expected in all classes where literacy is understood as the ability to use French to communicate, whether it be through words, symbols, illustrations, or other types of representation)

Guided by CBE [Literacy Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework](#), what resources will support improvement in this area?

- Alberta Education: Literacy Progressions
- Disciplinary Literacy by John T. Guthrie, Engaging Adolescents in Reading is linking key instructional practices with current research on reading motivation, engagement, and classroom context to help reluctant learners become active readers.
- Neurolinguistics Approach

- Tech: Read and write for Google Chrome, Larousse electronic translators, Quizlet Learning Sets, ...
- CBE Language Department

What will teachers be doing with students?

- **(NEW)** Neurolinguistics Approach expected in all classes where literacy is understood as the ability to use a French to communicate, whether it be through words, symbols, illustrations, or other types of representation

How will you measure growth and improvement in the specific area(s) you have identified?

We will know if students are improving in reading comprehension by using various data sources. Data will be collected each month from observations, formative and summative assessments related to reading comprehension.

Create a pre and post teacher survey asking their confidence of applying the NLA in their classrooms.

What is your mathematics focus for the year?

Conceptual Understanding of Patterns and Relations

What specific aspect(s) of this area will you work on improving, and why? Include the school data sources that have pointed you in this direction.

We will be working on having students improve their achievement in conceptual understanding of patterns and relations, related to making connections between written words and mathematical representations (graphs, equations, tables of value). Student achievement data collected on the 22-23 Report Cards showed an increase in percentage of 1s and 2s compared to the 21-22 school year.

What professional learning is needed?

- Math processes will be related to recognize reasoning and proof as fundamental aspects of mathematics
- Neurolinguistics Approach for all teachers with a focus on oral language and reading comprehension.

What structures/processes are needed at the school?

School Structures and Processes

- Collaborative Response to identify students at risk in patterns and relations to provide additional support.

CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- Students achieve excellence in literacy
- **Students achieve excellence in mathematics**
- **Students who self-identify as Indigenous are supported to experience improved achievement and well-being**
- Students access learning opportunities and supports that address their diverse learning needs and well-being

- (NEW) Anecdotal observations from teachers based on in-class discussions and activities related to recognize reasoning and proof as fundamental aspects of mathematics.

Classrooms Structures and Processes

- (NEW) Neurolinguistics Approach expected in all classes where literacy is understood as the ability to use French to communicate, whether it be through words, symbols, illustrations, or other types of representation)

Guided by CBE [Mathematics Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework](#), what resources will support improvement in this area?

- 6-9 Mathematics Scope and Sequence
- 4-6 Mathematics Curriculum comparison
- Mathematical Framework

What will teachers be doing with students?

- Modeling and using a variety of concrete, visual, and symbolic representations, consistently making connections between the representations to strengthen conceptual understanding.
- Encouraging students to use procedures in a flexible way and explain their thinking.
- Regular opportunities for students to communicate and justify their mathematical thinking using mathematics routines.

How will you measure growth and improvement in the specific area(s) you have identified?

Growth and improvement will be measured with anecdotal observations from teachers based on in-class discussions and activities, and from the teacher-developed observation chart that will be used in Science and Math). It will also be measured by looking at improvement in achievement on Report Card stem "Patterns and relations," data will be collected each month; we will use the Report Card data from January and June, and from the June 2024 PAT Results as well.

Create a pre and post teacher survey asking their confidence of applying the NLA in their classrooms.

What is your well-being focus for the year?

Diversity and Inclusion

CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- Students achieve excellence in literacy
- Students achieve excellence in mathematics
- **Students who self-identify as Indigenous are supported to experience improved achievement and well-being**

What specific aspect(s) of this area will you work on improving, and why? Include the school data sources that have pointed you in this direction.

We will be working on supporting students in improving their appreciation of their culture being represented at Branton School. CBE Student Survey data, OurSCHOOL, and Alberta Education Assurance Measures, all point to this as an area of focus for us. We are looking to see improvement in “do you feel your culture is reflected in your school?”

What professional learning is needed?

- Professional Learning using the Student Well-Being Framework

What structures/processes are needed at the school?

- (NEW) Two Learning Leaders assigned to the Well-Being portfolio with a focus on promoting the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational.)
- Continue to offer diverse clubs and opportunities for students.

Guided by CBE [Well-Being Framework](#) and the [Indigenous Education Holistic Lifelong Learning Framework](#), what resources will support improvement in this area?

- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- Holistic Education Lifelong Learning Framework
- (NEW) Circle of Courage (all grade levels)

What will teachers be doing with students?

- Increase student voice and connection about their cultural connections to text and assignment in classrooms.
- Activity day (inclusive- empathy/privilege walk)- emphasize friendship, belonging, and the cultural connection as well.
- Continue to celebrate students with the Student of the Month.
- (NEW) Consistently work with students in focus groups to explore data collected on CBE student survey related to their appreciation of their

cultural connection, and use these responses to impact future work through the adjustment cycle.

- (NEW) Consistently collaborate with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom.

How will you measure growth and improvement in the specific area(s) you have identified?

We will measure growth and improvement through changes in students, teachers, and parents' responses on the OurSCHOOL, CBE Student and Alberta Education Assurance Measures surveys, specifically the questions around if students feel that their culture is reflected in the school.

Adding a specific question to the OurSchool Survey related to the cultural connection at Branton School.

Throughout the year and as specific projects are completed, we will be using surveys and exit slips in classrooms and with the student advisory group on specific tasks that they have taken up to improve students' feelings that their culture is reflected in the school.