

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

Branton 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](#).



**School Goal**

Students achievement in literacy will improve.

Outcome:

Students achievement in Reading Comprehension will improve.

Outcome Measures

- The FLA and ELA Read to explore outcome in all grade level will improve (Report Card Data)
- Attendance data
- The results from the Student Survey related to Student's experience and identify improved access to safe spaces in school will continue to improve.
- Teacher understanding of mental health and how to support students when needed (School-based Teacher Survey)

Data for Monitoring Progress

- With the support of the admin, teachers created assessments on FLA and ELA reading comprehension.
- Student response to CBE Student Survey questions: “I feel included at school”, “I feel safe at school”, “I feel welcome at school”, and “my teachers check in with me often about my well-being.

Learning Excellence Actions

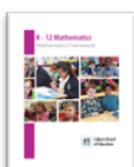
- We will continue our implementation and learning of the Neurolinguistics Approach (NLA) across the disciplines.
- Utilize high impact strategies for reading across all disciplines
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the disciplines.
- Encourage, scaffold, and praise appropriate risk-taking in the classroom.
- Using the Reading Assessment Decision

Well-Being Actions

- Continue to work with students with key factors of resilience.
- Continue our learning and our use of a common understanding around states of mental health (focus on Tiers 1 and 2)
- Honour student voice and choice
- Provide actionable feedback that moves learners forward.

Truth & Reconciliation, Diversity and Inclusion Actions

- Engaging our leadership/Student Voice committee, teachers and parents to be part of creating impactful actions to foster a school culture that values and promotes diversity, equity, antiracism, and inclusion.
- Listening and understanding students' recommendation, ideas and/or feedbacks that can impact learning, assessment, and decision-making.
- Utilize scaffolding strategies to support multilingual learners





(RAD) Tree to guide next steps to support students.

Professional Learning

- ELA/ELAL and EAL professional learning
- Assessment and Reporting (RAD tree)
- System and Local Professional Learning about Assessment, Wellbeing and Indigenous Education.
- Our Resource teacher will participate, engage and share her new learning with all staff about the Social Emotional Learning (SEL) Middle School Working Group.

Structures and Processes

- **Classroom:** Include meaningful daily reading and writing tasks
- **School:** Monthly Collaborative Response with the whole staff collaboration and SLT meetings to focus on learning and identify actions to support and develop resilience and mental health.

[Grades 4-12 Reading Assessment Decision Tree](#)

[EAL Resources](#)

[Standards of Practice French Immersion](#)

- [CBE Student Well-Being Framework](#)
- [CBE Student Well-Being Framework Companion Guide](#)
- [Assessment and Reporting in CBE](#)
- [SEL Brightspace by D2L Shell](#)
- [Diversity and inclusion modules Collaborative Response System Document](#)

[K-12 Literacy Framework](#)





School Development Plan – Data Story

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CBE 2024-27 Education Plan



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Truth & Reconciliation, Diversity and Inclusion

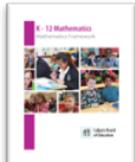
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2024-25 SDP GOAL ONE: *Students achievement in literacy will improve.*

Outcome one: *Students achievement in Reading Comprehension will improve.*

Celebrations

- Students continue to have a deeper understanding of their culture. Activities that promoted self-expression, discussions around diversity, and inclusive curriculum changes have continued to help students feel connected to and recognized within the school environment.
- Continue increased sense of belonging among students. This is an area of continued improvement that has been affected by community-building efforts and intentional practices to foster inclusivity and student voice.
- Achievement improvements in Grade 6 and Grade 8 report card reading results. The rise in the higher report card marks in reading suggest that some targeted teaching strategies and other student activities to align with the students' needs were successful.
- Achievement improvements in Grade 9 PAT in Social Studies, Science and Math. Gains in these areas are because of targeted academic teaching strategies along with other interventions to assist the struggling students.
- Learning engagement and Education Quality both also increased this year.





Areas for Growth

- Grade 6-9 Reading Comprehension

Despite the improvements in a couple of grade areas, reading comprehension remains inconsistent. This suggests the need for more targeted, sustained approach across all grade levels to ensure literacy skill development. To implement these targeted interventions, with a focus on differentiated reading strategies tailored to individual student needs.

- Attendance

There was a decline in attendance, both the above 10% and 20% areas. We will take a closer look at our attendance management strategies in support of improvement in student attendance. Attendance levels are an indicator of positive activities and lessons that students want to be engaged in.

- Grade 6 Mathematics PAT

There was a noticeable decline in the results for the Grade 6 PAT in Math. Next steps will be examining the exam more closely and look for trends that could be targeted with specific teaching strategies moving forward.

Next Steps

- We will continue our implementation and learning of the Neurolinguistics Approach (NLA) across all disciplines.
- We will utilize high impact strategies for reading across all disciplines.
- We will use the Reading Assessment Decision (RAD) Tree to guide next steps to support students.
- We will continue to work in the area with students about key factors of resilience.
- We will continue to learn and use the common understanding around states of mental health (focus on Tiers 1 and 2).
- We will engage our leadership/Student Voice committee, teachers and parents to be part of creating impactful actions to foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion.

