



### 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

## 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 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



### Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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                                           | 86.7           | 90.8             | 92.5                | 83.7           | 84.4             | 84.8                | n/a                | Declined Significantly | n/a       |
|                                | Citizenship                                                           | 85.2           | 87.4             | 86.5                | 79.4           | 80.3             | 80.9                | Very High          | Maintained             | Excellent |
|                                | 3-year High School Completion                                         | n/a            | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a                    | n/a       |
|                                | 5-year High School Completion                                         | n/a            | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a                    | n/a       |
|                                | PAT6: Acceptable                                                      | n/a            | 86.5             | 86.5                | n/a            | 66.2             | 66.2                | n/a                | n/a                    | n/a       |
|                                | PAT6: Excellence                                                      | n/a            | 20.2             | 20.2                | n/a            | 18.0             | 18.0                | n/a                | n/a                    | n/a       |
|                                | PAT9: Acceptable                                                      | n/a            | 81.8             | 81.8                | n/a            | 62.6             | 62.6                | n/a                | n/a                    | n/a       |
|                                | PAT9: Excellence                                                      | n/a            | 21.1             | 21.1                | n/a            | 15.5             | 15.5                | n/a                | n/a                    | n/a       |
|                                | Diploma: Acceptable                                                   | n/a            | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a                    | n/a       |
| Teaching & Leading             | Diploma: Excellence                                                   | n/a            | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a                    | n/a       |
|                                | Education Quality                                                     | 88.4           | 93.8             | 93.9                | 87.6           | 88.1             | 88.6                | High               | Declined Significantly | Issue     |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 88.0           | 90.9             | 90.6                | 84.0           | 84.7             | 85.4                | n/a                | Maintained             | n/a       |
|                                | Access to Supports and Services                                       | 83.4           | 83.9             | 83.3                | 79.9           | 80.6             | 81.1                | n/a                | Maintained             | n/a       |
| Governance                     | Parental Involvement                                                  | 84.4           | 83.8             | 83.6                | 79.5           | 79.1             | 78.9                | Very High          | Maintained             | Excellent |

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2018/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/diploma curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



20.2% of Gr. 6 Social Studies PAT results has an excellence standard (86.5% Acceptable standard).

27.6% of Gr. 6 Science PAT results has an excellence standard (83.6% Acceptable standard).

30.2% of Gr. 9 ELA PAT results has excellence standard (97.1% Acceptable standard).

29.3% of Gr. 9 Math PAT results has excellence standard (83.3% Acceptable standard).

37% of Gr. 9 Science PAT results has excellence standard compared to 19.3% for the province.

78.5% of Gr. 9 Social Studies PAT results in acceptable standard compared to 71.3% for the province.

20.5% of Gr. 9 FLA PAT results has below acceptable standard compared to 28% for the previous year.

Parental Involvement measure satisfaction increase by 0.6 percentage points.

The percentage of students who answer the question: "I understand how the science I am learning at school is useful to me" went from 84% to 89%.

The percentage of parents who answer the question: "Students at school follow the rules" went from 81% to 85%.

The percentage of parents who answer the question: "Students at school help each other when they can" went from 73% to 83%.

17.3% of Gr. 6 French Reading report card results received a "4" in June 2024 compare to 10.6% in June 2023.

83.7% of Gr. 8 French writing report card results received a "3 or 4" in June 2024 compare to 80.2% in June 2023.

50.9% of Gr. 7 English reading report card results received a "4" in June 2024 compare to 44.1% in June 2023.

86.3% of Gr. 9 English writing report card results received a "3 or 4" in June 2024 compare to 79.2% in June 2023.





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

15.5% of Gr. 9 Mathematics PAT results has below acceptable standard.

17.3% of Grade 9 Mathematic report card results received a “1 or 2” in June 2024 compared to 13.87% in June 2023.

Education Quality went from 93.8% to 88.4%.

Student Learning Engagement went from 90.8% to 86.7%.

Citizenship went from 87.4% to 85.2%.

84.3% of Gr. 7 French Reading report card results received a “3 or 4” in June 2024 compare to 89.5% in June 2023.

75.2% of Gr. 8 French Reading report card results received a “3 or 4” in June 2024 compare to 84.8% in June 2023.

60.5% of Gr. 7 French Writing report card results received a “3 or 4” in June 2024 compare to 74.9% in June 2023.

80% of Gr. 9 French Reading report card results received a “3 or 4” in June 2024 compare to 87.4% in June 2023.

### **Well-Being**

Upon examination of the overall summary, we saw areas of **improvement** in:

The percentage of students who had a high sense of belonging went from 79% to 82%.

The percentage of students who had positive relationship went from 80% to 82%.

The percentage of students with moderate or high levels of anxiety went from 23% to 21%.

The percentage of students with positive self-esteem went from 81% to 82%.

The percentage of students who understand their own culture went from 63% to 66%.



### 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

The percentage of students who were above 10% absenteeism went from 30.89% (22-23) to 27.19% (23-24).

The percentage of students who were above 20% absenteeism went from 5.53% (22-23) to 4.38% (23-24).

The percentage of students who agreed with the regulation support and strategies at Branton School went from 74.15% (22-23) to 76.03% (23-24).

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

The percentage of students who agreed with the resilience and mental health support and strategies at Branton School went from 76.16% (22-23) to 71.12% (23-24).

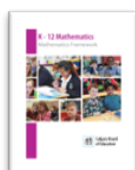
#### *Truth & Reconciliation, Diversity, and Inclusion*

Upon examination of the overall summary, we saw areas of **improvement** in:

The percentage of students who agreed with the diversity and inclusion strategies at Branton school went from 61.96% (22-23) to 71.19% (23-24).

The percentage of students who agreed with "I can see my culture reflected in my school" went from 60.98% (22-23) to 71.19% (23-24).

The percentage of students who agreed with "I feel accepted for who I am at my school" went from 72.82% (22-23) to 77.27% (23-24).





# School Development Plan – Year 1 of 3

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

## Well-Being Actions

- *Introduce students to 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)*
- *Honor 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, anti-racism, and inclusion.*
- *Listening and understating students' recommendation, ideas and/or feedbacks that can impact learning, assessment, and decision-making.*
- *Utilize scaffolding strategies to support multilinguals learners*



**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.*

**Resources**

[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](#)

**Quick Reference Guide****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. **Rule of Thumb** | 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. **ProTip** | whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

**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 connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

**Monitoring 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.

**Monitoring Progress (continued):** The School Development Plan works in concert with your 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. **Pro Tip |** Ensure that if 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. **Pro**





**Tip |** 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](#)
- [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](#)
- [CBE Student Well-Being Framework](#)

