



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

Buchanan School

3717 Centre Street NW, Calgary, AB T2E 2Y2 t | 403-777-6260 e | buchanan@cbe.ab.ca

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

Buchanan School is a vibrant K-6 community that embodies the rich tapestry of our diverse neighborhood. With one class at each grade level, our small size fosters close-knit relationships among students and staff, ensuring that every child feels seen and supported.

Buchanan has a strong foundation of students who view themselves positively as learners, however, we recognize the need for continued growth.

As we look to the data from the previous school year to guide us forward, Buchanan School will focus on, in alignment with the CBE Education Plan, learning excellence, well-being and Truth and Reconciliation, diversity and inclusion.

Learning Excellence

We have used the following sources of data to guide our planning for learning excellence this academic year: perception data from CBE surveys, report card data, PAT data. This data-driven approach helps us to identify trends, address learning gaps, and better meet the needs of our students.

Spring 2023- CBE Student Survey:

- I have the opportunity to receive feedback from others to improve my writing- 36.54%

June 2024- Report Card Data- Writing:

Percentage of students at indicator 1 or indicator 2



School: 43.92 %
Indigenous Students: 53%
EAL: 40%
SPED: 64.28

June 2024- Provincial Achievement Test Results - Writing:

Writing Acceptable Standard-

Buchanan	Area 2	CBE
65%	87.44%	88.82%

Buchanan School lagging by approximately 23%

As we analyze the above data, we noticed a glaring need to support our students with their writing. Interestingly, the data indicates that students perception of themselves as writers is positive, with 85% of students citing on the CBE student survey that they know what to do next to improve their writing. This is incongruent with their achievement.

The data also indicates that in order to move students forward as a collective we must ensure that our students who self identify as Indigenous, EAL or have special education needs receive targeted supports. A key support that we must provide our students is the opportunity to receive feedback from others to improve their writing. Perception data indicates that only 36.54% of students feel they receive feedback. In the upcoming year, our focus will primarily be on creating a Writing Revolution (Maloney and Lemov, 2024), in order to advance student thinking and academic achievement through writing.

Well-Being

Buchanan School has 47.44 % of students who have above 10% absenteeism.

Alberta Education Assurance Survey:

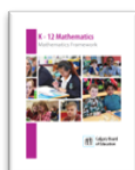
- Students care about each other - 58%
- Heart to Belong- I feel included at school - 63%
- Students respect each other - 55%

CBE Student Survey – Spring 2024

- My school makes me feel like I belong-
 - Grade 4- Disagree- 25%
 - Grade 5 – Disagree 28%
 - Grade 6- Disagree 36%

Our School Survey- Fall 2024

- Sense of Belonging
 - Grade 4- 58%





- Grade 5- 75%
- Grade 6 – 71%
- 2024: Students with positive life satisfaction
 - Grade 4- 53%
 - Grade 5- 64%
 - Grade 6- 75%

Taken together, the above data indicates the need to increase student sense of belonging. If sense of belonging increases, it is likely that student attendance will also improve. With an improved sense of belonging and improved attendance, ideally students' feelings as they pertain to life satisfaction will also improve.

Our focus this year will be on increasing student sense of belonging, through implementing a school wide approach of culturally relevant and responsive teaching. As a school we will strive to ensure student experiences and perspectives are centered in their learning, increasing a sense of belonging and connections and inspiring them to become lifelong learners and critical thinkers.

Truth & Reconciliation, Diversity, and Inclusion

Our fall 2024 demographic data represents a highly diverse student population with 52 % of our students identified as English as an Additional Language learners, 9.6% of students self-identifying as Indigenous, and 24% of our students having identified Special Education requirements. We respect diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

Alberta Education Assurance Survey:

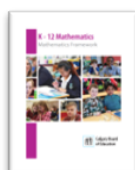
- The language arts I am learning at school are interesting to me - 69%
- I have the opportunity to read interesting books- 51.92%

Our School Survey- Fall 2024

Students who understand other cultures

Grade 4	47%
Grade 5	73%
Grade 6	71%

The data above further indicates the need to implement culturally relevant and responsive teaching practices. These efforts will increase students' feeling of belonging, increase intercultural understanding between students and increase their engagement and interest in tasks presented to them at school.



**School Goal**

Students' achievement in literacy will improve.

Outcome:

Students' written communication will improve through formative assessment.

Outcome (Optional)

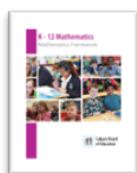
Students' achievement in literacy will improve through the implementation of Culturally Relevant and Responsive pedagogy.

Outcome Measures**Perception Data**

- OurSchool Survey
- Assurance Survey
 - Who I am and what I care about are represented in my learning at school
 - I find the learning tasks at school interesting
- PAT Writing Data
- Report card data
 - Writing stems
 - Speaking & listening stems
 - EAL LP levels
 - Indigenous and SPED data sets

Data for Monitoring Progress

- Teacher Perception Data
 - Personal Reflections (pre-post)
 - Instructional Reflection
- Student Perception Data – Our School and Assurance Survey
- Words Their Way
- Equity Continuum- Centre for Urban Schooling (teacher / classroom/ school self-assessments)
- PLC Common Writing Assessments
 - (October, January, March, May)
 - Grade specific rubrics / success criteria
- Ongoing formative assessment
 - Exit slips
 - Writing books
 - Whiteboards





Learning Excellence Actions

- Culturally Responsive Task Design
- Identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be weaved in task design
- Daily writing – and 4 distinct writing cycles which will be assessed in collaboration so assessment can be calibrated
- Targeted literacy groups
- Explicit feedback

Well-Being Actions

- Culturally Responsive Task Design
- Foster school wide identity development connected to “Buchanan Bears”: Being Yourself, Coexisting in Community, Resilience and Learning & Growing (linked to HLLF)
- Ongoing 1-1 student / teacher conferencing with clear and targeted feedback, so students can answer the question- what are my next steps so I can improve?

Truth & Reconciliation, Diversity and Inclusion Actions

- Culturally Responsive Task Design
- *Two-Eyed seeing as foundational concept for all instruction*
- Creating opportunities for students and staff to build learning relationships with Indigenous Elders and Knowledge Keepers and foster reciprocity
- Writing picture prompts will reflect opportunities for Indigenous perspectives
- Diverse text selection, including Indigenous authors and artists

Professional Learning

- Focused PD on updated CBE Assessment and Reporting framework
- Dedicated PD on best practices for student feedback
- CBE Diversity, Equity and Inclusion strategist support and D2L shell
- Quarterly System PD
- Book study- Writing Revolution

Structures and Processes

- PLC groups – two times per month
- Weekly collaborative response
- Visual representation of our SDP and school identity development
- Established classroom feedback routines structures

Resources

- Writing Revolution
- Alberta Curriculum
- CBE Literacy Framework- Writing Rope
- Indigenous Education Holistic Lifelong Learning framework
- What Bears Teach Us by Sarah Elmeligi
- CBE Assessment and Reporting guide
- Centre for Urban Schooling- Equity Index
- Diversity, Equity and Inclusion training modules
- English as an Additional Language resources



