



Valley View 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We have used data from Provincial screeners and report card data to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Castles and Coltheart Reading Test 3 (CC3) Provincial Screener

CC3 Regular Words	At-Risk January 2023	At-Risk January 2024	Percentage Point (Difference/Increase)
Grade 1	40.74%	37.04%	(3.7)
Grade 2	38.96%	31.33%	(7.63)
Grade 3	29.49%	31.76%	2.27

Letter Name and Sound Test (LeNS) Provincial Screener

LeNS	At-Risk January 2023	At-Risk January 2024	Percentage Point (Difference/Increase)
Grade 1	27.16%	28.4%	1.24

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



Grade 2	40.51%	43.02%	2.51
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As we analyzed the CC3 data from the chart above, we noticed there was an 11.33 percentage point difference in the number of students in grade 1 and 2 who are at risk in reading (decoding and phonological awareness). LeNS data shows a 3.75 percentage point difference in the number of students at-risk.

Provincial Numeracy Screening Assessment

Grade	January 2023	January 2024	Percentage Point (Difference/Increase)
Grade 1	27.85%	45.33%	17.48
Grade 2	36.11%	36.78%	0.67
Grade 3	19.23%	29.76%	10.53

As we analyzed the Numeracy data from the chart above, we noticed that there was a 17.48 percentage point increase in the number of students in grade 1 who are at risk. The number of students at risk in grade 2 increased by 0.67 percentage points. There is also a 10.53 percentage point increase for students at risk in grade 3.

Report Card Data

English Language Arts and Literature Grade 1-5 Reads to explore and understand

Indicator	June 2023	June 2024	Percentage Point (Difference/Increase)
1	17.8%	11.9%	(5.9)
2	36.3%	31.0%	(5.3)
3	34.4%	35.7%	1.3
4	11.4%	21.4%	10.0

English Language Arts and Literature Kindergarten – Uses Early Literacy Strategies to Explore and Express Ideas

Indicator	June 2023	June 2024	Percentage Point (Difference/Increase)
1	13.9%	11.8%	(2.1)
2	31.6%	34.2%	2.6
3	38.0%	30.3%	(7.7)
4	16.5%	23.7%	7.2

Grades 3-5 - Understands and Applies Concepts Related to Number, Patterns and Algebra

Indicator	June 2023	June 2024	Percentage Point (Difference/Increase)
1	20.7%	13.0%	(7.7)
2	36.2%	34.1%	(2.1)
3	42.9%	39.5%	3.4
4	11.7%	13.5%	1.8




Grades 1-2 - Understands and Applies Concepts Related to Number and Patterns

Indicator	June 2023	June 2024	Percentage Point (Difference/Increase)
1	12.5%	14.7%	2.2
2	35.3%	30.6%	(4.7)
3	42.9%	40.6%	(2.3)
4	9.2%	14.1%	4.9

Mathematics Kindergarten – Understands and Applies Concepts Related to Number and Patterns

Indicator	June 2023	June 2024	Percentage Point (Difference/Increase)
1	2.5%	3.8%	1.3
2	36.7%	23.8%	(12.9)
3	44.3%	55.0%	10.7
4	16.5%	17.5%	1.0

We note that in English Language Arts and Literature, there was an 11.3 percentage point increase in the number of students achieving 3's and 4's in reading across grades 1-5. There was also a 7.2 percentage point increase in the number of students achieving a 4 in Kindergarten for Uses Early Literacy Strategies to Explore and Express Ideas.

A similar trend is noted in mathematics, as there was a 5.2 percentage point increase in the number of students achieving 3's and 4's in grades 3-5 in Understands and Applies Concepts Related to Number, Patterns and Algebra; and a 4.9 percentage point increase in students achieving a 4 across grades 1-2 in Understands and Applies Concepts Related to Number, Patterns and Algebra. In Kindergarten, we noted a 11.7 percentage point increase in students achieving 3's and 4's in Understands and Applies Concepts Related to Number and Patterns.

In the upcoming years, our focus in Literacy will primarily be on enhancing phonological awareness and students' ability to decode texts. In Mathematics, we will focus on mental mathematics to support student learning with an emphasis on making explicit the learning goals focused on learning mathematics.

Well-Being

Ability to consciously control their emotions and behaviours and focus on a task.

	October 2023	May 2024	October 2024
Grade 4 & 5	73%	70%	67%
Grade 6	N/A	N/A	63%

OurSchool Survey – October 2023 to May 2024




According to the OurSchool Survey, positive self-regulation decreased from 73% in 2023 to 70% in 2024 for grades four and five. The percentage of girls changed by a 7-percentage point increase, while the percentage of boys changed by a 14-percentage point difference in their ability to regulate emotions and behaviours.

OurSchool Survey – October 2023 to May 2024

According to the OurSchool Survey, positive self-regulation decreased from 73% in 2023 to 70% in 2024 for grades four and five. The percentage of girls changed by a 7-percentage point increase, while boys changed by a 14-percentage point difference in their ability to regulate emotions and behaviours.

Open-Ended Question – OurSchool Survey – Oct 2024

What strategies do you use to manage your stress and emotions in the classroom or during recess?

Grade Level	Students have identified a calming and self-regulation strategy.	Students did not identify a calming and self-regulation strategy.
Grades 4 and 5	26.1%	73.9%
Grade 6	32.6%	67.3%

According to the data provided, it appears that a significant majority of students in grades 4, 5, and 6 have not identified a calming and self-regulation strategy. In grades 4 and 5, 73.9% did not identify a strategy, while 26.1% did. In grade 6, 67.3% of students did not identify a strategy for managing stress and emotions, while 32.6% did. This suggests that as students' progress, they may become more aware of their emotional needs or have more exposure to self-regulation techniques. The data indicates a potential area for improvement, highlighting the need for targeted interventions or lessons focusing on emotional regulation and stress management.

Assurance (AE) Survey – Spring 2024 (Grade 4 & 5)

Do other students treat you well?	2023	2024	Percentage Point Difference/Increase
	68%	63%	(5.0)

Do you feel safe at school?	2023	2024	Percentage Point Difference/Increase
	78%	76%	(2.0)

In the Assurance (AE) survey, Safety and Caring (Overall) received a low rating. Student achievement was a 11.4 percentage point difference from the provincial average. Grade four and five students reported feeling less safe at school, a change by a 2-percentage point difference, and feeling less well-treated by other students, a change by a 5-percentage point difference between 2023 and 2024. **Report Card Data – (Grades 1-5)**





Physical Education and Wellness – Demonstrates skills to support the well-being of self and others

Indicator	June 2023	June 2024	Percentage Point Difference/Increase
1	1.1%	7.5%	6.4
2	26.7%	30.2%	3.5
3	64.7%	43.9%	(20.8)
4	7.5%	18.3%	10.8

After analyzing the Physical Education/Wellness report card data for the STEM, *demonstrates skills to support their own and others*, the following changes were observed:

- Students demonstrating achievement indicator 1 changed by 6.4 percentage point increase
- The percentage of students receiving indicator 2 changed by 3.5 percentage point increase
- Students receiving indicator 3 changed by 20.8 percentage point difference
- Finally, students achieving indicator 4 changed by a 10.8 percentage point increase

Further analysis is required to understand the underlying causes for these trends, especially for students receiving indicator 3 on their report cards.

Report Card Data – (Kindergarten)

Physical Education and Wellness – Demonstrates skills to support the well-being of self and others.

Indicator	June 2023	June 2024	Percentage Point Difference/Increase
1	1.3%	-	1.3
2	34.2%	20.5%	(13.7)
3	53.2%	56.4%	3.2
4	11.4%	23.1%	11.7

Students in kindergarten receiving achievement indicator 1 changed by 1.3 percentage point increase in 2024. Indicator 2 changed by 13.7 percentage point difference while indicator 3 and 4 changed by 3.2 percentage point and 11.7 percentage point increase respectively.

CBE Student Survey 2023-2024 Spring Administration (Grade 5)

Measure – (Emotional Health)	Year	Overall
I talk to my caregivers, friends, classmates and/or teachers about how I feel.	2023-2024	66.0%





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

I have strategies to help myself that I use if I feel stressed about school.	2023-2024	71.43%
Measure – (Physical Health)	Year	Overall
I take care of myself by getting enough sleep when I am able	2023-2024	67.27%
I take care of myself by making sure I don't have too much screen time.	2023-2024	62.22%

66% of respondents feel comfortable discussing their emotions with caregivers, friends, classmates, or teachers. However, there is room for improvement in promoting open communication about feelings. 71.43% have strategies to manage school-related stress, but further efforts could be made to enhance the development and utilization of these strategies. 67.27% of grade 5 students prioritize getting enough sleep when possible, indicating the need for education on sleep's importance for overall health. 62.22% actively monitor their screen time, indicating a potential area for intervention in promoting healthy screen time habits.

Overall Insights:

The data shows a change of 3 percentage point difference in the ability of grade four and five students to implement positive self-regulation skills. They also reported feeling less safe at school and less well-treated by others. Upon analyzing the Physical Education/Wellness report card data for STEM, it was found that skills to support their own and others (indicators 1 and 2) changed by a 9.9 percentage point increase for students in grades one to five. Further analysis is needed to understand the underlying causes for these trends, especially for students receiving indicator 3 on their report cards, as it changed by a 20.8 percentage point difference. Our School Survey open-ended responses suggest that most students in grades 4, 5, and 6 have not identified a calming and self-regulation strategy. In grades 4 and 5, 73.9% did not identify a strategy, while 26.1% did. In grade 6, 67.3% of students did not identify a strategy for managing stress and emotions, while 32.6% did.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy and mathematics will improve.

Outcome:

Students will improve in phonological awareness and decoding skills.

Outcome (Optional)

Student procedural fluency will improve through a focus on number sense.

Outcome Measures

- Provincial Numeracy Assessment: Grades 1 to 3
- Castles & Coltheart (CC3), Letter Name and Sound Test (LeNS), Rapid Automatized Naming (RAN)
- Report Card Data
Stem - Reads to explore and understand
Stem- Understands and applies concepts related to number and patterns
Stem - Understands and applies concepts related to number, patterns and algebra

Data for Monitoring Progress

- Words Their Way Assessment (Grades 4-6)
- Draft Number and Algebra Assessment (Grades 4-6)
- Intervention Flexible group – tracking sheet
- English as an Additional Language (EAL) Benchmarks Analytics
- Teacher perception data – Teacher confidence in implementing UFLI and MathUp programs
- Student perceived capacity to use self-regulation strategies as identified in the OurSchool Survey and CBE Survey open-ended question, “What strategies do you use when tackling difficult or unfamiliar words while reading?”

Learning Excellence Actions

- Explicit instruction using UFLI program to improve – phonological awareness and decoding text
- Implementing Routines based on the Mathematics Environment listed in the Mathematics Framework

Well-Being Actions

- Use the student assessment results to design tasks for microteaching and small group targeted instruction to address the needs of students at risk in reading and number sense

Truth & Reconciliation, Diversity and Inclusion Actions

- Refer to EAL LP1 and LP2 to inform task design and text selection
- Intentional use of culturally diverse texts to build understanding, awareness, and student belonging





(e.g., use manipulatives, problem solving, energizers, number talks, thinking routines, games)

- Implement Minds On Activities and Performance Tasks from MathUP program to enhance students' procedural fluency
- Using mathematical representations (e.g., visual, physical, symbolic, verbal and contextual) using number lines, base-ten blocks, tables, words/phrases to support student learning at various stages

- Choice based reading activities with clear purpose and intention using various media and resources to improve connection to texts (i.e., text-to-text, text-to-self, text-to-world).
- Explicitly teaching goal setting, perseverance and resilience in Mathematics using the Mathematics Framework

- Access to, and use of dual language books

Professional Learning

- Modelled use of decodable texts at grade and age-appropriate level
- MathUP PL by Mariam Small focus on Number sense performance tasks
- System Professional Learning on Assessment to support content learning, language learning and social learning
- Series of UFLI workshops for teachers focused on literacy instruction, assessment, routines and games
- Taking Action – Chapter 1 (Establish Mathematical Goals to Establish

Structures and Processes

- Collaborative grade team planning time for flexible groupings in Literacy and Numeracy
- PLCs to calibrate assessments and analyze student learning evidence, design quality learning tasks with multiple entry points, and examine current problems of practice
- Team Planning Meetings for professional learning related to SDP

Resources

- English Language Arts and Literature K-3 Scope and Sequence
- MathUP – Online Resource
- UFLI Foundations Resource
- [Positive Norms](#)
- Taking Action by DeAnn Huinker and Victoria Bill





Learning) and engage
staff in jigsaw PL

School Development Plan – Year 1 of 3

School Goal

Students will implement a solution-focused problem-solving approach, increasing their sense of safety and belonging.

Outcome

Students will develop an understanding of self-awareness and learn skills to self-regulate.

Outcome Measures

- Student perceptions of having regulation strategies based on CBE Survey.
- Alberta Assurance Survey (Grades 4, 5, 6)
- Report Card Physical Education and Wellness (Kindergarten to Grade 6)

Stem - Demonstrates skills to support the well-being of self and others

- Student perceptions with positive self-regulation (OurSchool Survey).

Data for Monitoring Progress

- Regularly track and analyze office referrals to evaluate the need for progressive discipline strategies.
- Teacher perceptions about their positive growth within the “Connecting to Spirit” and Social Emotional Learning (SEL) with their students.
- Student perceived capacity to use self-regulation strategies as identified in the OurSchool Survey and CBE Survey open-ended question,

Learning Excellence Actions

- Engage in oral language tasks such as storytelling, talking circles, to engage in the topic of

Well-Being Actions

- Teachers will implement - ATA Walking Together. Indigenous Pedagogy: Talking Circle Protocol (daily/weekly).

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize inclusive, universal strategies to intentionally integrate SEL competencies schoolwide (e.g., self-awareness, self-management, social awareness, relationship





regulation and how these skills impact student well-being and achievement in academic courses such as ELAL.

- Engage in reading and writing tasks to deepen students' understanding of Oral Traditions, Teachings, Stories, SEL competencies such as: reflection journals, regular opportunities for self-assessment with feedback, etc.
- Utilize age-appropriate texts that highlight diverse persons and the SEL competencies (characters that exhibit these skills both successfully and in states of growth)

- Teachers provide explicit instruction and modelling of "Connecting to Spirit" model (e.g., Spirit, Body States, Emotions) and Social Emotional Learning (SEL) which includes identifying School/Classroom/Individual Grounding Rocks (e.g., Healthy Mind, Healthy Space, Healthy Body, Loving Heart, Honouring Culture, Healthy Community)
- Teach about the brain and its development/functions in response to stress and regulation techniques. (Self-Awareness and Self-Management)

skills, responsible decision-making).

- Create opportunities for students to engage in restorative circles and conflict resolution processes to address issues related to bias, discrimination, and inequity
- Support staff and students in understanding the value of Ethical Space

Professional Learning

- Maatoomsii'Pookaiks |Children First - Thursday, November 8, 2024 and System Professional Learning on Monday, April 21, 2025 focused on Well-Being.

Structures and Processes

- Daily/Weekly Talking Circles
 - Offering Smudge
- VVS School Meetings**
- Progressive Student Discipline Team (Monthly)

Resources

- Valley View School Vision and Commitment Statements

CBE Indigenous Education Team

- Cultural Protocols
- "Connecting to Spirit" D2L Shell
- Indigenous Pedagogy: Talking Circles Protocol ATA
- Value of Circles





- Professional learning and/or Land Based learning for teachers/whole-school implementation and classroom integration of:

-Talking Circles Protocols, Value of Circles
 -“Connecting to Spirit” model
 -SEL Learning, Competencies
 -D2L, Diversity & Inclusion Modules
 -SOGI video series

- PLC meetings focusing on unified regulation skills
- Grade Team meetings
- Support Staff Meetings with P/AP
- Collaborative Team Meetings
- Leadership Team
- SLTs (Holistic Conversation)
- Staff Well-Being Team to support the Valley View School Vision

<https://passthefeather.ca/sharing-circles/?v=e4b09f3f8402>

- Circle: A Pedagogical Approach to Learning
<https://insite.cbe.ab.ca/teaching/student-supports/indigenous-education/Documents/CircleFlatSheet.pdf>

CBE Frameworks, Guiding Documents, Admin Regulations

- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- CBE Student Well-Being Framework and Companion Guide
- CBE Continuum of Supports
- Assessment and Reporting in CBE
- AR 6006 - Progressive Student Discipline
- AR 6005 – Student Code of Conduct
- “Friendology” 101
- SEL Brightspace by D2L Shell
- Reference to Conscious Discipline by Dr. Becky Bailey:
 - I Am-** becoming aware that something has triggered an emotion
 - I Calm-** breathing deeply and noticing emotions without judging them
 - I Feel-** identifying and naming the emotion
 - I Choose-** accepting the feeling and choose a calming activity to help me self-regulate
 - I Solve-** now in a calmer state, solve the problem that originally triggered the emotion

