



Deer Run 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

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

Learning Excellence

June 2024 report card data indicates a higher number of students achieving a 1 or 2 indicator on the reading stem (37%) as compared to Area 5 and CBE.

June 2024 provincial data indicates 56% of students in grade 1 were considered at-risk, higher than Area 5 and CBE. The significant need in our current grade 2 cohort is verified by our fall 2024 provincial data and classroom assessments.

June 2024 LeNS data reports 37% of grade 1 and 43% of grade 2 and 3 students are at risk. June 2024 CC3 regular words indicate 54% are at risk. This data suggests a high percentage of our division 1 students to be lacking foundational phonics skills to develop into an independent reader.

In addition, June 2024 Student Survey perception data indicates 96% of students feel they understand what they read, yet the report card data does not correlate with this.

The 2023-2024 data on writing leads us back to a reading focus. Reading and writing develop through the acquisition of a sequence of progressive skills, and they shall be taught simultaneously. A strong reader has a greater chance of becoming a stronger writer. Given that oral reading fluency is the access point to comprehension, our 2024-2025 focus will be reading. The foundation of reading fluency is accuracy, layered with the reading at a conversational rate, as well as with appropriate expression - all of which our classroom instructional practice will address.

Well-Being

Perception data from CBE Student Survey indicates that only 53% of our students have confidence in themselves as a learner. OurSCHOOL data also indicates that 56% of students track their progress. In alignment with Hattie's high impact teaching strategies, specifically students self-reporting grades. Therefore, a well-being action

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

this year will be to identify when students have performed at a level that is beyond their own expectations. Students will track their own progress, and confidence will develop as a result.

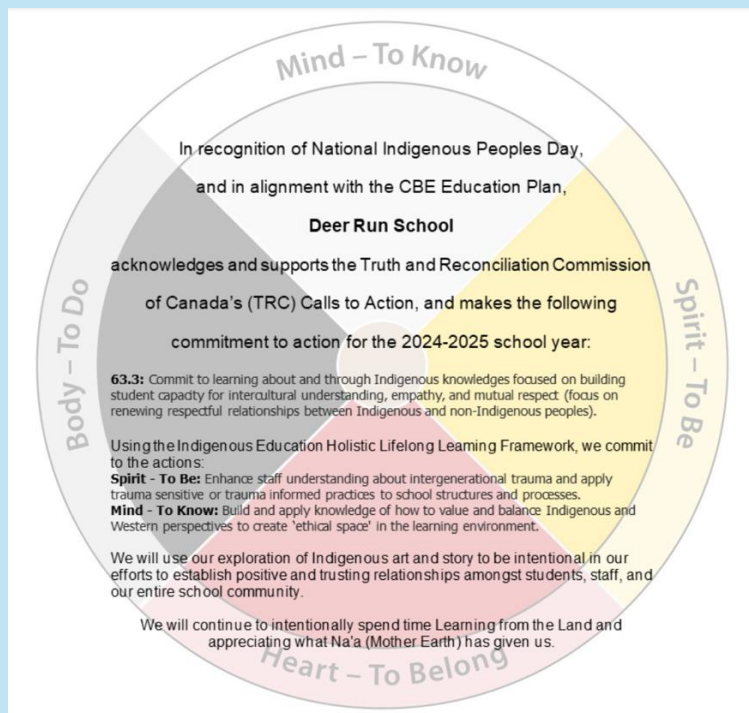
Truth & Reconciliation, Diversity, and Inclusion

Heart To Belong

Throughout the 2023-2024 school year, each classroom utilized the picture book "On the Trapline" as a provocation to guide work around the well-being and Heart-to-Belong domain. Staff developed their commitment to action of building staff and student capacity for intercultural understanding with intentional efforts to build positive and trusting relationships with the entire school community and intentional time spent learning from the land and appreciating Na'a.

Our demographic data represents diversity amongst our student population with 35% identified as having a special education requirement. This includes 11% identified as English as an Additional Language learners and 7.5% of our students self-identify as Indigenous.

June 2024 CBE Student Survey continues to indicate a high need for belonging in our division 2 population. 49% of our students do not feel included at school, 45% do not feel welcome and 22% cannot identify at least one adult who they really connect with. In addition, 66% of students can see their culture reflected in our school. However, the question around specific culture leads us to plan for greater inclusion of more diverse learning activities for 2024-2025 and intentional staff action to address belongingness.



Mind-to-Know

As we move into our 2024-2025 school year, our focus will address the high need for students to feel a sense of belonging and to understand themselves as learners through self-reported grading, self-tracking progress tracking and feedback.



School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Students' automatic word recognition will improve.

Outcome (Optional)

Student well-being will improve.

Outcome Measures

- CBE Comprehensive Decoding Assessment Set (Grade 4-6 – at risk students only)
- Words Their Way (Grades 4-6 – all students)
- Report Card Marks – Reads to explore and understand
- Student Surveys - OurSchool & Assurance Survey
- Provincial Data - LeNS and CC3

Data for Monitoring Progress

- UFLI Progress Monitoring Fluency Checks and Running Records
- Teacher survey following the 4-part literacy PL series
- Teacher KWL chart
- Staff perception data about student well-being
- Monthly Bridges attendance tracking and SEL data capture

Learning Excellence Actions

- Inventory current teaching resources and apply for ATA group funding to purchase a copy of UFLI for each teacher
- Arranging daily literacy intervention cohorts
- Targeted reading instruction based on assessment along the K-3 ELAL Scope and Sequence
- Student self-reporting and self-tracking progress
- Instruction practice to develop automatic word recognition

Well-Being Actions

- Clearly display fluency expectations for all learners
- Student self-monitoring & Self-reported grades
- Repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Staff activity - all students have at least one staff identified
- SEL staff designated lead practice with D2L shell resources

Truth & Reconciliation, Diversity and Inclusion Actions

- “We are water Protectors” picture book for each classroom
- Showcase Indigenous student culture and achievement
- Weekly assembly student land acknowledgement

Professional Learning

- 4-part literacy professional learning series in collaboration with Specialist, Inclusive Education
- Pre-recorded ‘Monitoring for Growth Using UFLI and Other Tools’

Structures and Processes

- Professional Learning Communities and Collaborative Response Meetings to examine assessments from CBE's Reading Assessment

Resources

- University of Florida Literacy Institute (UFLI) manual and Fluency Reference
- Scarborough's Reading Rope visual reference



- Hattie - Self-Reported Grades
- Self-reporting grades, self-tracking and charting fluency progress

Decision Tree and Provincial Assessment results

- Deer Run School co-created Continuum of Supports
- Intentional progress monitoring periods throughout the year
- Common planning on Monday morning (AP teaching wellness)

- CBE's Kindergarten to Grade 12 Literacy Framework
- K-3 ELAL Scope and Sequence
- CBE Grade 4-12 Reading Decision Tree
- Marzano and Pickering's "The Highly Engaged Classroom", chapter 5
- SEL D2L Shell