



Nickle School

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School Development Planning

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

Introduction

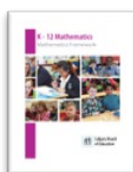
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 Improvement Results Report | 2024-2025](#)





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy and numeracy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve in literacy, numeracy and well-being.

Outcome Measures

Report Card indicators

- ELA: Manages and Evaluates information and ideas
- ELA: Reads to explore, construct and extend understanding
- ELA: Writes to develop, organize and express information and ideas
- Math: Patterns and Relationships Provincial Achievement Tests
- Grade 6 and 9 Overall PAT Results in Math, ELA, Social Studies and Science

CBE Surveys Questions

- CBE Student Survey questions that address a student's sense of belonging and engagement in school activities, specifically: "I feel included at school" and "The things I am learning at school are meaningful to me".

Data for Monitoring Progress

Internal tracking

- Collaborative Response
- Internal common tasks and assessments

Formative progress

- Professional Learning Communities
- Literacy/Numeracy Tracking Spreadsheet

Perception data

- CBE Student Survey questions that address a student's sense of belonging and engagement in school activities specifically: "I feel included at school" and "The things I am learning at school are meaningful to me".

Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage students, teachers will:

- Focus during professional learning communities on the theme: Thinking Critically – Task Design and Assessment Focused on Critical Thinking to Improve Writing, Reading, and Problem Solving.
- Collaboratively design and assess tasks that address the student's literacy and numeracy skills through the lens of tasks that require critical thinking and managing information.

Well-Being Actions

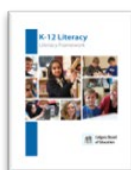
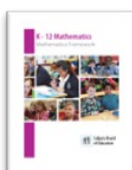
Create learning spaces that provide learners with safe and respectful environments.

- Teachers will create and engage students in authentic learning experiences with multiple access points that focus on students' sense of belonging to the school community.
- Fostering a nurturing environment that prioritizes student well-being by building strong connections within our school community. Encourages students to see themselves as

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally informed resources

- Teachers will create and engage students in authentic land-based learning experiences that are intentional in incorporating Indigenous ways of knowing, being and belonging in the curriculum.
- Decolonize curriculum resources by including resources and stories inclusive of Indigenous and





- Intentionally working with students to improve metacognitive skills when experiencing challenges and when solving complex problems.

- confident problem solvers who can make valuable mathematical contributions and see that mistakes and incorrect answers are sources of learning.
- Ensure that extracurricular activities and clubs are welcoming and inclusive of students from diverse backgrounds, interests, experiences, identities.

other cultures, while examining resources that tend to favour Western worldviews.

- Foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion.

Professional Learning

CBE Professional Learning Series

- Middle School Professional Learning Series
- Assessment and Reporting
- EAL Insite Professional Learning Page
- Indigenous Professional Learning Day
- Health & Wellbeing/ Socio-Emotional Learning Series

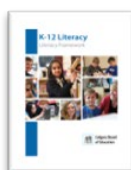
Structures and Processes

School-Based

- Professional Learning Communities
- Team Planning Meetings
- Collaborative Response (Collaborative Team Meetings)
- Student Learning Team
- Response to Intervention Cycles

Resources

- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- Assessment and Reporting in the CBE Guide
- Assessment and Reporting in the CBE Practice and Procedures
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework.
- *CBE Student Well-Being Framework*
- The Writing Revolution by Judith Hochman
- Reading Assessment Decision Tree



School Development Plan – Data Story

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2024-25 SDP GOAL: Student achievement in literacy and numeracy will improve.

Outcome one: Through the intentional design of the learning environment, students will improve in literacy, numeracy and well-being

Celebrations

- 93% of students agreed that they could apply strategies they have learned and used before when they are solving a math problem as reported in the CBE Student Survey.
- 85% of students agreed the feedback they receive from teachers is helpful in improving their understanding and working, as reported in the CBE Student Survey.
- Students who see their culture reflected in the school increased by 12% as reported in the CBE Student Survey
- 71% of students reported a high sense of belonging, in the MySCHOOL Survey, where students feel accepted and valued by their peers and by others at their school is above the Canadian norm for these grades (65%)

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Areas for Growth

- Strengthen instructional practices and refine teacher pedagogy to support all learners, including multilingual and diverse profiles.
- Provide more targeted support for students who are at the beginning stages of English language acquisition.
- Enhance integration of Indigenous ways of knowing and being into learning experiences.

Next Steps

- Engage all teachers in planning learning tasks and assessments to align with best practices for diversity in classroom.
- Provide additional resources and professional learning for staff specifically supporting EAL students.
- Engage all teachers in benchmarking procedures, planning and best practices for EAL students.
- Student reported sense of belonging data requires ongoing tracking to monitor trends.
- Continue learning cycles and data tracking of literacy and numeracy assessments using a locally developed tool to track incremental student progress and a standard set of reading engagement questions.

