



NICKLE SCHOOL

2500 Lake Bonavista Drive, SE, Calgary, AB, T2J 2Y6 t | 403-777-77720 f | 403-777-7727 | nickle@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

Learning Excellence

We are primarily using the report card indicators to track the improvements in Literacy and Numeracy throughout the year, particularly focusing on critical thinking skills. Below is the data from June 2024 for the relevant report card indicators. We plan to collect the data again in January 2025 and compare it with the June 2025 results. Additionally, teachers will monitor specific assessments throughout the year that directly relate to these indicators, as well as literacy and numeracy development.

Stem	Outcome	Report Card Indicator	% of Students
Mathematics	Patterns and Relations-Using Algebraic Reasoning	Achieved 3 or 4	78 %
English Language Arts	Manages and evaluates Information	Achieved 3 or 4	55 %
	Writes to Develop, Organize and Express Information	Achieved 3 or 4	55 %

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

- 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

	Reads to Explore, Construct and Extend Understanding	Achieved 3 or 4	61 %
Well-Being We will be gathering our students' perception from the fall Our School Student Survey and the spring CBE Student Survey to assess their Sense of Belonging at the start of the year and how it evolves throughout the year. BY understanding these changes, we can better support our students in fostering a strong sense of community.			
Fall 2023 Our School Student Survey 64 % has a strong sense of belonging.		Spring 2024 CBE Student Survey 81 % has a strong sense of belonging.	
		Spring 2024 Assurance Student Survey 77 % have a strong sense of belonging.	
Additionally, there has also been notable progress throughout the last two years in student well-being data when comparing the results from the Our School Survey administered in the fall and the CBE Student Survey administered in the spring.			
Truth & Reconciliation, Diversity, and Inclusion We will be gathering student perception data to determine if students have had the opportunities to engage in land-based learning. In addition, gathering student perception to determine if students feel that Indigenous ways of knowing, being and doing have been incorporate into their educational experience.			
Fall 2023 Our School Student Survey 58 % had a positive agreement in the Diversity and Inclusion category		Spring 2024 CBE Student Survey 80 % had a positive agreement in the Diversity and Inclusion Category	





School Development Plan – Year 1 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

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.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Teachers will create and engage students in authentic land-based learning experiences that are intentional in incorporating Indigenous ways of knowing, being,





thinking and managing information.

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

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

and belonging in the curriculum.

- Decolonize curriculum resources by replacing stories that favor Western worldviews with Indigenous worldviews.
- Foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion.

Professional Learning

CBE Professional Learning Series

- Middle School
- Assessment and Reporting
- CBE Friday Professional Learning sessions
- Indigenous Professional Learning Day

Structures and Processes

School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings

Resources

- *List of The Writing Revolution by Judith Hochman*
- *Project Zero Thinking Routines – Harvard Graduate School of Education*
- *CBE K-12 Mathematics Framework*
- *CBE K-12 Literacy Framework*
- *CBE Student Well-Being Framework*
- *Reading Assessment Decision Tree*

