



Dr. E.W. Coffin 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 the 2023 and 2024 Assurance Survey for both Mathematics and Language Arts.

Survey Statement	2023 Agreement	2024 Agreement
The math I am learning at school is interesting to me	68%	68%
The language arts I am learning at school is interesting to me	66%	60%

Overall, our students reported a lower-than-expected interest in their learning. Furthermore, the percentage of students who agreed with the statements remained the same or decreased between 2023 and 2024.

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

We expect that with increased student voice and cultural representation in the learning process, students will report that the content they are learning will be more interesting to them.

We have also compared report card data from June 2023 and June 2024 for literacy and mathematics to inform our next steps in the upcoming year.

English Language Arts and Mathematics Report Card Stems – Achievement Comparison by Indicator

Stem	June 2023		June 2024	
	Indicator	% of students	Indicator	% of students
Reads to explore and understand	3	30%	3	35%
	4	44%	4	35%
Writes to express information and ideas	3	41%	3	44%
	4	25%	4	17%
Understands numbers, patterns, (and algebra)	3	32%	3	31%
	4	51%	4	43%
Understands measurement, geometry, (and statistics)	3	41%	3	44%
	4	45%	4	39%

We observed that the percentage of students receiving a “3” has remained relatively consistent while the percentage of students receiving a “4” has decreased significantly. This suggests a lack of progress in our students achieving at grade level.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that we as a school need to focus on understanding and appreciating different cultures to promote an increased sense of belonging.

Related Perception Data Collected During the 2023-2024 School Year

Survey	Statement	Agreement Percentage
CBE Student	I can see my culture reflected in my school	75%
	I feel included at school	72%
OurSCHOOL	Enjoys connecting with those who belong to different cultures	74%
	Values cultural learning through friends from different cultures	73%
Assurance	Students care about each other	69%
	At school, most students follow the rules	55%





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

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population with 33% of our learners identified as English as an Additional Language learners, 3% of our students self-identifying as Indigenous, and 13% of our students as having identified Special Education requirements. We are proud of our diversity, and we continue to work together as a school community to educate and build appreciation of other cultures. On the 2023-24 CBE Student Survey, 98% of students reported that they are an ally to those who are different to them.

We are also proud of our collective commitment to promoting Truth and Reconciliation. Our staff and students engage in rich and meaningful learning that promotes increased understanding of Indigenous ways of being, belonging, doing, and knowing. We are all fortunate to learn from Indigenous Elders and Knowledge Keepers on an ongoing basis. Elder Saa'kokoto has worked with our school community for 5 years. He works with staff and students telling stories, imparting knowledge, and inspiring learning from the land and Indigenous ways of knowing. These experiences are tremendously enriching and meaningful for staff and students. On the CBE Student Survey, 92% agreed with the statement: "At my school, I get to learn from Indigenous Elders and knowledge keepers." Also, 95% of students agreed with the statement: "At my school, I learn about Indigenous ways of being, belonging, doing, and knowing."





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome

Teachers and students will actively engage in the assessment best practices through the utilization of a variety of diagnostic, formative, and summative strategies as well as the gathering of a balanced body of evidence

Outcome Measures

- Provincial Numeracy Assessment: Gr. 1-4
- CC3, LeNS, AFRS and CORE phonics
- Report Card Data – Reading, Writing, and Number
- Grade 6 – Provincial Achievement Test (PAT) – Math Part A, ELAL

Data for Monitoring Progress

- EAL Benchmarks Analytics
- Co-created common assessments
- Grade 4-6 Decision Tree
- UFLI assessments
- Kilpatrick Phonemic Awareness drills

Learning Excellence Actions

- Build, share, and use exemplars of products in learning tasks
- Utilize diagnostic and summative assessment prior to, and at the end of learning cycles to know where students are starting from in their learning and what progress they have made
- Use a variety of formative assessment strategies to monitor progress and inform next teaching steps
- Explicit instruction using UFLI program to improve phonological awareness and decoding text
- Extensively use the MathUP program to enhance students' ability to think critically to solve math problems and to improve mental math
- Students will be supported using, and having access to speech-to-text and text-to-speech technology

Well-Being Actions

- Include students in formative assessment feedback loops
- Provide repeated opportunities for students to practice and consolidate literacy and numeracy skills and knowledge during class time
- Use the student assessment results to design tasks for microteaching and small group targeting instruction to address the needs of students at risk in reading and number sense
- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth
- Ensuring student voice is incorporated into assessment practices

Truth & Reconciliation, Diversity and Inclusion Actions

- Share scaffolded learning intentions using a variety of means
- Empower students to have a voice in learning and assessment
- Consider student identity in task design and assessment
- Promote culturally responsive literacy and math tasks that enable students to make learning visible in a variety of digital and non-digital ways
- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design

Professional Learning

- Targeted Professional Learning and Learning Sprints that incorporate assessment, feedback, high impact strategies, and learning intentions
- Decolonizing Assessment by Carolyn Roberts
- MathUP PL by Marian Small focus on Number sense performance tasks
- Modelled use of decodable texts at grade and age-appropriate levels
- Work as a staff with Area Strategist on literacy professional development

Structures and Processes

- Implementation of Learning Sprints in ELAL and Mathematics
- Collaborative grade team planning time for flexible groupings
- Implementation of New Curriculum – participating in CBE K -6 system wide PL to support literacy and mathematics instruction
- Look at staggering literacy and mathematics in teacher schedules to best utilize available supports

Resources

- CBE Frameworks: Mathematics, Literacy, Indigenous Holistic Lifelong Learning Framework
- CBE Assessment and Reporting Guide
- K-6 ELAL and Mathematics scope & sequence
- MathUP - Online Resource
- Google Read and Write Chrome Extension
- IXL
- UFLI
- Book: 50 Strategies for Teaching English Language Learners by Herrell and Jordan





School Development Plan – Year 1 of 3

School Goal

Students' experience of welcoming, safe, caring and inclusive learning community will improve

Outcome

Students will understand, recognize, and appreciate both their own culture, and the cultures of others

Outcome Measures

- Well-Being perception data gathered from CBE Student Survey, OurSCHOOL Survey, and the Alberta Education Assurance Survey

Data for Monitoring Progress

- OurSCHOOL Fall and Spring data
- PowerSchool - Incident Report and Log Entry Data
- Family group discussions, conversations and feedback

Learning Excellence Actions

- A variety of cultures will be represented in task design (stories, literature that represents/celebrates other cultures)
- Plan for explicit instruction of Social Emotional Competencies to support students individually and socially, allowing them to explore the CASEL competencies

Well-Being Actions

- Teachers will explicitly teach the five SEL competencies to increase understanding and personal awareness
- Intentionally use school bulletin boards to create a welcoming and caring environment
- Regular assemblies that promote belonging, inclusion, and community

Truth & Reconciliation, Diversity and Inclusion Actions

- Continue intentional work with Elder Saa'kokoto and Stephanie Bartlett on Indigenous ways of knowing
- We will recognize and celebrate a wide variety of cultures, educating our students about the diversity represented in our school
- Use of scaffolded learning intentions
- Use of Heart to Belong domain strategies in the Indigenous Education Holistic Lifelong Learning Framework

Professional Learning

- Staff will complete the online course: "SEL in 60 minutes" from casel.org
- PL sessions with Elder Saa'kokoto and Stephanie Bartlett
- Staff Book Study and Discussions: "Wayi Wah! Indigenous Pedagogies" by Jo Chrona

Structures and Processes

- Collaborative Response
- Regular and equitable access to technology for all classrooms and students
- Develop a strong school-wide Digital Citizenship Plan that is embedded through the SDP and school
- Implementation of schoolwide and cross-grade family groups to

Resources

- Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework
- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource
- CASEL Framework
- Ross Greene – Collaborative and Proactive Solutions
- Diversity and Inclusion D2L
- "Little Spot of Emotion" – Book





facilitate intentional social-
emotional learning

- Companion Guides that
accompany CBE Frameworks

