



Olympic Heights 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

Learning Excellence

We have used report card stem data related to reading, writing, and numeracy to guide our planning for the upcoming academic year.

2023-2024 Report Card Data

Stem:	Semester 2 - Jun . 2024			
	Indicators (Whole School 1-6)			
	1	2	3	4
Reads to explore, construct and extend understanding:	2%	20%	44%	33%
Writes to Express Information and Ideas:	3%	30%	47%	20%
Understands and applies concepts related to number, patterns (and algebra):	3%	21%	40%	35%

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



Our “writing” report card indicator data does show a lower percentage of students achieving 3s and 4s in writing, compared to reading and numeracy. 33% of our students scored at or below grade level in the “writing” stem. Writing will be a specific focus for learning intention and success criteria work.

We attribute our work last year with classroom learning intentions and success criteria as a key reason why there was a reduction in our at-risk population. We will continue our work on learning intentions and success criteria for this year.

Well-Being

Student perception data is collected through various surveys throughout the school year. These surveys capture student voice, offering deeper insights into their experiences within the learning environment. The summary of well-being data that directly impacts student success suggests that areas such as school connectedness and belonging, and resilience require ongoing focus:

Connectedness:

Assurance Survey (gr. 4) N78	Jun-24
I can get non-school work help	68.00%
I feel welcome	90.00%

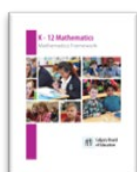
CBE Student Survey	Jun-24
I feel included	81.58%
I can talk about how I feel	71.58%
I have 1 adult who I connect with	81.37%

In addition, our “relationship mapping” data for this year identified students for staff to actively seek out and engage. We will be building on the work of our Student Wellness Action Team and Student Voice meetings to engage students, while professional development in social emotional learning (Zones of Regulation, Seven Sacred Teachings, and learning intentions) as well as direct instruction using clear learning intentions and success criteria will deepen our work in addressing these areas. To support a student's sense of belonging, we will use data from our “relationship mapping” to identify students that are disconnected that could be connected to an adult through a teacher sponsored club.

Resilience and Mental Health:

Our School Survey	Jun-24
I can create a plan	77.41%
I can set goals	78.44%
I can track my progress	81.16%

This year, staff will be continuing to work with learning intentions and success criteria. By continuing this focus, staff will be better able to model, plan development, goal setting, and self-evaluation/progress analysis with students.





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

Common language throughout the school such as “We are learning to (WALT)” and analyzing rubrics to determine success criteria and learning progress markers will be further employed and explored.

Truth & Reconciliation, Diversity, and Inclusion

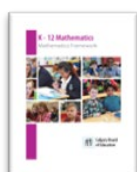
The diverse demographics of our school provide a unique opportunity to celebrate inclusion in all its forms. Our school population is comprised of 25.9% English as Additional Language (EAL) students, 6.6% students who self-identify as Indigenous, and 11.6% of the student population identifies with special education codes and varies in their needs. For this school year, staff will continue to incorporate the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) throughout the year in a variety of ways, most notably through the introduction and teaching of “The Seven Sacred Teachings” to support diversity and inclusion.

Sense of Belonging

CBE Student Survey	Jun-24
I can see my culture reflected in my school (Spirit – “To Be”)	71.97%

By emphasizing holistic well-being across spirit, heart, body, and mind, teachers will have valuable opportunities to connect with each student individually. Teachers will capitalize on opportunities to practice writing that supports a student's culture, such as writing prompts about a significant cultural tradition, or celebration in their community or family.

Using a school-wide approach of Seven Sacred Teachings, along with our work with Elder Hal Eagletail, staff will deepen teacher-student relationships, fostering a supportive learning environment and enabling meaningful discussions about how emotions and belonging influence students' ability to learn and interact positively. In addition, classroom teachers and office staff are also using “Restorative Justice” graphic organizer/reflection tool that embed the “Seven Sacred Teachings”, to help learners problem solve, support a sense of belonging, understand emotions, and help conflict resolution skills.





School Development Plan – Year 1 of 3

School Goal

Student achievement in written communication will increase

Outcome:

Students' written communication will improve through teachers' use of learning intentions and success criteria

Outcome (Optional)

Outcome Measures

- English Language Arts Part A (writing) – Grade 6 Provincial Achievement Test results
- Report card data – ELAL (writing stem)
- CBE Student Survey – Literacy

Data for Monitoring Progress

- Formative assessment – calibrated writing benchmarks
- Professional learning data regarding impact on professional growth.
- Teacher reflection surveys
- Professional Learning Communities (PLC) common writing assessments

Learning Excellence Actions

- Teachers will use visible and explicit learning intentions within each class
- Explicit use of mentor texts, graphic organizers, and genre structures
- Students will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement

Well-Being Actions

- Teachers (and students) will co-create success criteria and leverage feedback loops to plan, set goals, and monitor progress to increase student confidence in writing
- Teachers will explicitly teach Social Emotional Learning (SEL) to model and increase growth-mindsets in relation to writing

Truth & Reconciliation, Diversity and Inclusion Actions

- Walking Together: Teachers will utilize learning intentions and success criteria focused on strengths, celebrating and supporting students' incremental growth and progress
- School leadership will review Leading Truth & Reconciliation, Diversity and Inclusion to examine strategies for promoting self-confidence in writing

Professional Learning

- System professional learning series: "How does the assessment process build hope, efficacy and achievement for all learners?"
- PL - building teacher and student capacity to engage with learning goals, specifically focused on learning intentions and success criteria

Structures and Processes

- Monthly PLCs with focus on writing instruction and examining evidence of student learning for the purpose of determining impact and next steps
- Collaborative Response use of OHS universal screener for engaged, confident learners

Resources

- CBE K-9 Universal Calibration Protocol
- Embedded Formative Assessment (William, 2017)
- Writing Power (Gear, 2019)
- The Writing Revolution (Hochman & Wexler, 2017)

