



Tuscany 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

In our analysis of Learning Excellence data, we looked at results from Provincial Literacy and Numeracy Assessments, CBE Report Cards, Alberta Education Assurance Survey, CBE Student Survey, OurSchool Survey as well as shared teacher perception data of observations from classroom work. Last year's Professional Learning Community data also provided foundational information on how our students have improved over the year after the implementation of specific classroom strategies.

Literacy

September 2024 Provincial **Literacy** assessments showed that our grade one English students demonstrate a high level of competency in Literacy. The overall literacy scores reported 0% of students in grade one English were identified as at-risk. Upon closer analysis of individual students in English grade one, we know that:

- 0 students were identified as at-risk on the LeNS,
- 4 students were identified as at-risk on the PAST, and,
- 4 students were identified as at-risk on the RAN.

In the French Immersion program, results showed more students identified as requiring support in grade one in Literacy. We attribute part of this to the fact that the assessments were administered in English, even though nearly all grade one French Immersion students participated in French Immersion kindergarten last year which provides instruction 100% in French.

From close analysis of individual students, we know that in French Immersion grade one:

- 11 students were identified as at-risk on the LeNS,
- 11 students were identified as at-risk on the PAST, and,
- 12 students were identified as at risk on the RAN.

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



As we further analyze the data from the information above, we noticed that:

- 1% of English & 6% of French grade one students are identified as requiring support in Literacy,
- 28% of grade two English students and 15% of grade 2 French students are identified as requiring support in Literacy, and,
- 20% of grade three English and 12% of grade 3 French students are identified as requiring support in Literacy.

Report Card data for students in the English program shows that 85% of our students are earning indicators 3 and 4 on the **reading** stem.

Results from assessments of our EAL student population in the English program show a decline in the number of students earning indicators of 3 or 4 on the report card, and this decline is more prevalent as the grade level increases.

On the writing stem, a higher number of students earned an indicator of 2 compared with the reading stem, 24.7% vs 12.3% respectively. Lower numbers of students earned a 4 on the writing stem. Comparable results were evident when we looked at our EAL, Indigenous and Special Education student populations.

Mathematics Provincial Assessment Data - September 2024

Grade/Program/Percentage requiring support	Grade/Program/Percentage requiring support
Grade 1 English 3%	Grade 1 French 12.3%
Grade 2 English 10.5%	Grade 2 French 8.5%
Grade 3 English 19%	Grade 3 French 2%

Report Card data from June 2024 showed that 11.4% of students received an indicator of 1 or 2 on the outcome of 'understands and applies concepts related to number, patterns and algebra'.

October 2024 OurSchool Survey results, student perception data in Mathematics showed 73% of our students believe they are good at math.

In the upcoming years, our Learning Excellence focus will primarily be to:

- improve phonological awareness and decoding through structured literacy approaches, and,
- improve mental mathematics strategies through Number Talks and other daily mental mathematics activities,

to support student learning and success in Literacy and Mathematics.

Well-Being

Student voice through the OurSchool Well-Being survey has indicated that 85% of students in our school feel a high sense of belonging and 90% of students indicated they had positive relationships. However, only 83% of students indicate they can consciously control their emotions and behaviors and maintain focus on a task. This aligns with the data from our last CBE Student Survey where data indicated only 73% of students reported that they have strategies to help themselves that they use if they feel stressed. Our focus in the 2023-24 School Development Plan was on student self-regulation and based on the data we have collected this year; self-regulation continues to be an area for growth.





When we analyzed the data from the student surveys in the 2023-24 school year, we also noticed that students did not see their culture represented in the school; on the CBE Survey only 83% of students indicated that they could see their culture in the school.

On the OurSchool survey at the beginning of the 2023-24 school year only 72% of students indicated they enjoy connecting with people from other cultures and only 74% said they value cultural learning through friends from other cultures.

A related piece of data from the Alberta Assurance Survey showed that 85% of students at our school respect each other. As a result, our focus this year will be on helping students to see their culture in the building and develop an appreciation for understanding the cultures of others, and approaches targeting increasing student respect for one another.

CBE Student Survey

Literacy

I understand what I read.	100%
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Mathematics

I enjoy working on challenging problems in Mathematics.	75%
I think deeply and slowly when solving mathematics problems	80%

Here we note that for Literacy, students are identifying that 100% of them understand what they read even though our Provincial assessment data and our Report Card data show that this is not the case.

In Mathematics, while students are indicating on the OurSchool survey that they feel confident in Mathematics and think deeply and slowly when working on problems, they do not enjoy working on problems that are too challenging. Our focus for this year is on implementing a school-wide approach of teaching through a social-emotional lens where self-awareness and self-management are explicitly taught and implemented as well as building identity through cultural understanding. Focussing on self-awareness will include helping students understand their own emotional states, working on building a growth mindset and learning about the mind-body connection. Explicitly teaching self-management strategies “provides students with the ability to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.” (CASEL.org)

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data shows a student population with 14% of students identified as English as an Additional Language learners, 2% of our students self-identifying as Indigenous and 15% of our students as having identified Special Education requirements.

We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning.

On the most recent CBE survey, 100% of students indicated that they have opportunities to learn from the land and 100% of students said they have opportunities to learn about Indigenous Ways of Knowing, Being, Doing and Belonging. This supports our TRC commitment to learn cultural ways from Elders and Knowledge Keepers to build individual and collective identity through cultural understanding to create a sense of belonging for every student, staff and parent in our school community. It also highlights our commitment to continue to provide meaningful opportunities for students to experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities. We are all





committed to creating working and learning environments that promote equity, diversity and inclusion.

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





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy and mathematics will improve.

Outcome 1:

Students will improve in phonological awareness and decoding skills in English and French.

Outcome 2:

Student procedural fluency will improve through a focus on number sense.

Outcome Measures

- Provincial Numeracy Assessment: Gr. 1-3
- CC3, LeNS, PAST and RAN assessments
- CBE screeners including new decoding screener
- Report Card Data – Reading and Number
- Perception data from Our School survey, CBE Student survey and Alberta Assurance Survey, Parent engagement surveys
- Data Dashboard data including demographics, EAL, attendance

Data for Monitoring Progress

- Intervention Groups – tracking sheet
- EAL Benchmarks Analytics
- Teacher perception data: Teacher confidence in implementing University of Florida Literacy Institute and MathUP
- Admin check ins for Tier 1/Universal supports non-negotiables from Continuum of Supports
- PLC pre and post assessments as well as teacher individual and group reflection on strategy success

Learning Excellence Actions

- Early years (K-2) explicit instruction using UFLI
- Grade 3-5 explicit instruction using Words Their Way and leçons par phonème (French language scope and sequence)
- Small group reading instruction to support all readers with symbol-sound correspondence, phoneme-grapheme correspondence, comprehension, fluency and vocabulary development
- Building, modeling and using classroom sound walls
- Using visual models such as number lines, base-ten blocks and other mathematical tools and manipulatives to support students' conceptual understanding in mathematics
- Daily use of mental mathematics strategies to improve mathematics fluency: Power of Ten, Daily 30s, Problem of the week, Math Talks/Number Talks
- Implementing Minds on Math Activities and Performance Tasks from MathUP

Well-Being Actions

- Making intentional connections between the four Zones of Regulation, the Medicine Wheel concepts, and the 4-point scale of seed, sprout, sapling and tree, to help students identify when they are becoming dysregulated
- Continue to explicitly teach self-awareness and self-management strategies
- Provide students with opportunities to work through a school-wide problem solving model that support social emotional learning
- Continuing Roots of Empathy Programming
- Leadership students to design and help implement clubs and co-curricular activities
- Utilize MindUp Curriculum and concepts with targeted students

Truth & Reconciliation, Diversity and Inclusion Actions

- Using the Medicine Wheel concepts to help students understand the importance of having balance between the mind, spirit, body and heart.
- Intentionally choosing more diverse texts to support learning in the classroom so that students see their cultures and themselves, represented more frequently and more authentically
- Continue our work with Elder Shirley and begin school wide sharing circles
- Continue a strong focus on land-based teaching and learning and connecting curricular areas to learning on and from the land





to enhance students' mental
mathematics skills

Professional Learning

- System professional learning as it relates to excellence in Mathematics and Literacy, assessment and reporting and new curriculum
- Staff run PD on UFLI, strategies for decoding/building phonological awareness/using the Medicine Wheel concepts to support social emotional learning
- Well-being PLC – focusing on building cultural understanding and ensuring students see their themselves and their cultures represented in the school
- Revisit math PLC work from a few years ago around building flexibility and efficiency in procedural fluency Through intentionally-focused and Calibrated assessment practices, teachers work to ensure students have a repertoire of strategies, beyond memorization, to solve problems, assessing for efficiency and flexibility

Structures and Processes

- Clear PLC processes that allow for focused work utilizing pre-assessment, interventions, monitoring using tuning protocols, and post assessments
- Intentional time for Calibration amongst teachers who teach the same grade and language program
- Collaborative Response structures
- SLT process and following ALT process when needed
- Sharing circles
- Sound walls

Resources

- UFLI resources
- MathUp
- Daily 30
- Power of 10
- Words Their Way
- Word Connections – Multisyllabic Word Reading Program for grades 3-5
- Decodable books
- Medicine wheel workbook
- Tuscany School continuum of supports with non-negotiables Tier 1 universal strategies
- Reading assessment decision tree and accompanying assessments
- Leçons par phoneme
- Problème de la Semaine/Problem of the Week
- L'approche neurolinguistique
- SEL Brightspace d2l platform
- SEL school designate

