

## Hawkwood 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

Grade	Initial Assessment	Reassessment
Gr. 1	LeNS	20% @ risk
Gr. 2	LeNS	15% @ risk
Gr. 1	CC3	19% @ risk
Gr. 2	CC3	19% @ risk
Gr. 1	Numeracy	13% @ risk
Gr. 2	Numeracy	27% at risk

A big part of our data story comes from the provincial screeners and assessments. These data points provide starting points for our instructional design as well as our intervention strategies.

What we noticed is that many students who present as "at-risk" in the initial assessments, are able to make improvements to the point where they are no longer at risk in the re-assessment.

### 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

In the upcoming years, we will continue to focus our attention on enhancing phonological awareness and math fluency to support student learning in these areas.

**Well-Being**

Resilience & Mental Health – CBE Student Survey	Results
I have confidence in myself as a student	65.93%
Resilience & Mental Health – OurSchool Survey	
Sets learning goals	64.75%
Creates plans to reach goals	64.06%

Our main sources of student voice are the CBE Student Survey, as well as the OurSchool Survey. These two sources of data indicate that over one third of our students do not have confidence in their learning. Throughout the year we will be implementing Social-Emotional Learning (SEL), focusing in the areas of resilience and learning confidence.

**Truth & Reconciliation, Diversity, and Inclusion**

Truth & Reconciliation, Diversity & Inclusion	CBE Student Survey
At my school I get to learn from Indigenous Elders, Knowledge keepers	62.76%
I can see my culture reflected in my school	63.93%
Truth & Reconciliation, Diversity & Inclusion	OurSchool Survey
Values cultural learning through friends from different cultures	68.43%

Our TRC Commitment for the 2024-2025 school year indicated that we would be working with Indigenous Elders to integrate indigenous ways of knowing into curriculum and support the creation of indigenous learning spaces. Over one third of students indicated that they did not get to learn from Indigenous Elders.

For a school with students from 42 different birth countries, our data shows that over one third of our students do not see their culture reflected at our school. Looking for ways of integrating cultural diversity into our curricular and non-curricular planning will be a focus for us moving forward.





# 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

## Outcome 2

Student's fluency in mathematics will improve through a focus on conceptual understanding

## Outcome Measures

- Provincial Numeracy Assessment: Gr. 1-4
- CC3, LeNS
- PAST, RAN 1-2
- Div. II, Spelling Inventory
- Report Card Data – Number & Patterns

## Data for Monitoring Progress

- Monthly University of Florida Literacy Institute (UFLI) student check-ins
- EAL Benchmarks Analytics
- MathUp Running Records

## Learning Excellence Actions

Explicit instruction using UFLI program to improve phonological awareness and decoding text.

Integrating Morpheme Magic and Heggerty resources into Div. II literacy blocks

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

Explicit instruction build on Math Fluency kits to improve all components of math fluency outlined in Math Framework

## Well-Being Actions

Provide professional learning utilizing our Wellness Champion

Use CBE resources, including Social Emotional Learning course, to create a program to assist students to get into the “just right” regulated state.

Grandfather Teachings videos and reflections

## Truth & Reconciliation, Diversity and Inclusion Actions

Grandfather Teachings videos and reflections

Re-establish Indigenous Learning Gathering Space in the Learning Commons

Engage Indigenous Learning Team and elder to support all of this work.

Host school-wide Cultural Night.

Use strategies from the Mind Domain



### Professional Learning

Math Fluency kits

System Professional Learning sessions

IELL and strategist presentations

Alternative assessment strategies

Sessions designed for Div. II teachers designed around Morpheme Magic and Heggerty

### Structures and Processes

Integrate aspects of System SEL into school professional learning plan

Grandfather Teachings delivered through Peek @ the Week structure and data collected through Teams Site Wellness folders

Working with system OT & PT and strategist to develop a targeted program.

Develop continuums through CRM structure

### Resources

Literacy Framework

Math Framework

Well-Being Champions Series

Student Well Being Framework & Companion Guide

Dual-language texts

SEL Course and other resources included in the system D2L Shell

