



Eugene Coste 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 – Literacy

We have used data from standardized screeners as well as Report Card achievement to guide how we plan to support our learners each year. Teachers notice that students benefit from explicit instruction of bilingual literacy strategies as well as routines that are consistent across all grade levels. Additionally, students identified as being 'at risk', benefit from targeted intervention.

Provincial Universal Screeners Results	Percentage of students 'at risk' pre-test	Percentage of students 'at risk' post-test
Letter Name – Sounds Test (LeNS) Grades 1-2	(Dec 2023/Feb 2024) 14.4%	(June 2024) 5.5%
Castles and Coltheart (CC3) Word Reading – average across sub-tests Grades 1-3	(Dec 2023/Feb 2024) 19.03%	(June 2024) 13.6%

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



Assessment of Foundational Reading Skills (AFRS) Kindergarten	Percentage of students identified as 'Proficient' (January 2024)	Percentage of students identified as 'Proficient' (June 2024)
Subtest- write letters to represent sounds	34.62%	67.92%
Subtest- nonsense word decoding	9.62%	45.28%
Overall	26.56%	50.24%

CBE Report Card Stem Reads to Explore and Understand (English)	First Reporting Period (Jan 2024) Proficiency Levels 3-4	Second Reporting Period (June 2024) Proficiency Levels 3-4
Grade 1	32.6%	36.3%
Grade 2	31.3%	40.1%
Grade 3	35.2%	36.0%
Grade 4	27.3%	33.3%
Grade 5	32.1%	36.5%

CBE Report Card Stem Reads to Explore and Understand (Spanish)	First Reporting Period (Jan 2024) Proficiency Levels 3-4	Second Reporting Period (June 2024) Proficiency Levels 3-4
Grade 1	18.3%	28.1%
Grade 2	30.0%	35.0%
Grade 3	29.3%	28.5%
Grade 4	23.9%	27.2%
Grade 5	32.7%	33.7%

Literacy Framework (CBE Student Survey- grade 5)	Agreement Percentage
I understand what I read.	89.7%
I can contribute to conversations about books, poems, non-fiction or other texts.	88.2%
I am a good (competent) writer.	71.1%

An analysis of the data presented in the charts above demonstrate that students who are 'at risk' as English readers have responded positively to targeted reading intervention practices. Additionally, we noticed nonsense word decoding strength in both the AFRS and CC3, which signals students' growing skills when attempting to read unfamiliar words. Report Card data demonstrates stable achievement across all grades as learning demands increase over time. Teachers notice that reading strategies often transfer across both languages of instruction (Spanish and English). Students share feelings of confidence and ability as readers, however are signaling weaker perception of their writing ability. As we initiate year 1 of our 3 year School Development Plan, while we will continue to provide necessary reading interventions to our learners, our overall focus will shift to written production, which is impacted by student reading ability.

Learning Excellence – Mathematics

We have used data from Provincial screeners as well as Report Card achievement to guide how we plan to support our learners each year. We also take into consideration student perception data (how they feel) about learning mathematics. Additionally, Oral Spanish language production is measured through student participation in classroom-based Math Talks (Charlas Numéricas).





Provincial Universal Screeners Results Grades 1-3 (English)	Percentage of students 'at risk' pre-test (Dec 2023/Feb 2024)	Percentage of students 'at risk' post-test (June 2024)
Numeracy Assessment overall	16.3%	10.2%
sub-test- number line	17.7%	6.0%
Sub-test- writing numbers	19.5%	12.0%

CBE Report Card Stem Understands and applies concepts related to number and patterns (and algebra). (Bilingual)	First Reporting Period (Jan 2024) Proficiency Levels 3-4	Second Reporting Period (June 2024) Proficiency Levels 3-4
Kindergarten	29.6%	39.0%
Grade 1	32.9%	35.5%
Grade 2	37.4%	39.6%
Grade 3	28.5%	29.2%
Grade 4	25.3%	24.2%
Grade 5	34.0%	31.1%

Mathematics Framework (CBE Student Survey- grade 5)	Agreement Percentage
I am confident that I can learn mathematics.	76.3%
I know what I need to do next to improve in mathematics.	62.2%
I enjoy working on challenging mathematics problems.	46.0%
I think deeply and slowly when solving mathematics problems.	55.6%

An analysis of the data presented in the charts above demonstrate that students who are 'at risk' in mathematics responded positively to targeted intervention practices. Uneven improvement was noted in aspects of place value and recognizing numbers. Report Card achievement data generally shows stable achievement until grades 4 and 5 where slight decreases are identified. In upcoming years, we will continue to focus on number sense and procedural fluency to support student learning in these areas. Additionally, to improve student self-concept as learners of mathematics, we will continue to focus on creating problem-solving frameworks and prioritizing Math Talk (Charlas Numéricas) routines.

Well-Being

Student voice across grade 4 and 5 was captured through several surveys that took place in Fall 2023 and Spring 2024. We noticed that students generally report that they are self-aware about their own actions but feel that other students do not follow the rules. Respondents also signaled personal struggles with self-regulation and lower confidence as learners.

CBE Student Survey , AEA, OurSCHOOL Regulation	% Agreement
I am responsible for myself and my actions.	94.6%
I have strategies to help myself that I use if I feel stressed about school.	62.2%
Students follow the rules.	44.0%
Students respect each other.	60.0%
I am able to remain calm, even when things don't go my way.	55.4%
I am able to control my temper.	54.4%
I have confidence in myself as a student.	55.3%



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

Our focus for this year is a continued school-wide emphasis on students recognizing their feelings and their impact on others, when working through peer conflict or situations that they find challenging. As a strategy to support student self-regulation, teachers are utilizing their time in Collaborative Response and Professional Learning Communities to identify and practice strategies for positive behavior support and task differentiation. When students feel calm and ready to learn, they are more likely to feel successful and contribute positively to their learning community.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a diverse student population with 12.5% of our students identified as English as an Additional Language learner, 3% of our students self-identifying as Indigenous and 12.0% of our students as having identified Special Education requirements. We respect and celebrate diversity, and pay particular attention to noticing and celebrating connections within our Spanish-speaking world. We prioritize the creation of safe, caring and welcoming environments where all students can thrive in their learning.

CBE Student Survey , AEA, OurSCHOOL Resilience, Diversity, Inclusion, Belonging	% Agreement
I ask for help when I need it.	84.2%
My teacher(s) want me to be successful.	100%
I feel accepted.	82.3
There is at least one adult at school who I really connect with.	88.9%
I am an ally to people who look, behave, speak and/or identify differently than me.	94.4%
When racism and/or discrimination occur at my school, my school takes steps to address it.	69.4%
At my school, I learn about Indigenous ways of being, belonging, doing and knowing.	86.1%

Upon review of the data above, we noticed that students generally report strong relationships with adults and are respectful of diversity among their peers. Even though our school community prioritizes the celebration and respect of differences, a concerning number of students reported that the school is not responsive when addressing discrimination. We are carefully considering this feedback and will be proactive. When students are reporting situations that make them feel uncomfortable or unsafe, we will ensure that all students feel heard and actively participate in restorative solutions.





School Development Plan – Year 1 of 3

School Goal:

Student achievement in bilingual literacy and mathematics will improve.

Outcome 1:

Through the intentional design of the learning environment, students will improve in their ability to engage in oral Spanish mathematical discourse, within a culture of well-being.

Outcome 2:

Through the intentional design of the learning environment, students will improve their clarity when expressing their ideas in writing in Spanish or English, within a culture of well-being.

Outcome Measures

Report Card Indicators

- Gr 1-5 ELAL/ SLA writing stems – Writes to express information and ideas (gr 1-5)
- Kindergarten ELAL/SLA stems: Uses early literacy strategies to explore, construct and express ideas
- K-2 math number stem – Understands and applies concepts related to number, patterns (...and algebra - gr 3-5)
- K-5 SLA speaking stem – Speaks to express information and ideas

CBE Surveys

- Do you like learning and practicing mathematics? Why/Why not?
- Do you like learning and practicing writing? Why/ Why not?

Provincial Assessments

- gr K-3 Numeracy

Data for Monitoring Progress

Internal Tracking

- Collaborative Response
 - differentiation in task design teacher perception data
 - school-wide heat maps
- English as an Additional Language Benchmarks

Formative Progress

- Professional Learning Communities task design and assessment review
 - writing routines – clarity and organization
 - Charlas Numéricas /Math Talks – oral Spanish

Perception Data

- CBE Student Survey
 - resilience, diversity, inclusion and belonging
- AEAS Teacher and Parent perception
 - overall quality of education

Learning Excellence Actions

Utilize high impact bilingual writing strategies to engage students':

- planning, idea development and organization
- participation in the Neurolinguistic Approach literacy loops to develop key ideas and vocabulary for Spanish writing

Utilize high impact mathematics strategies to engage students':

- Participation in 'Charlas Numéricas/Math Talks to

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- Design differentiated tasks that engage and motivate all students (multiple entry points, low floor-high ceiling)
- Create spaces that provide learners with a flexible and focused learning environment
- Small group targeted instruction to address

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Using translanguaging strategies across disciplines (dual language texts, personal dictionaries, co-created word walls, revoicing) to make complex topics comprehensible
- Engage all learners through the design of tasks





share mathematical
thinking with clarity

- Problem-solving skills,
through co-created
problem-solving
frameworks

needs of students 'at risk'
in literacy and numeracy

that provide multiple entry
points and reduce barriers
for sharing understanding

- Intentionally design tasks
that activate spirit, heart
body and mind

Professional Learning

CBE Professional Learning Series

- K-6 New Curriculum Series
focused on task design and
assessment

Area Support

- Inclusive Education
strategist (Area 6) session
on Differentiation (Oct 25)

School-Based Support

- Modelled use of impactful
and developmentally
appropriate writing &
mathematical discourse
strategies (example: 'brain
pockets' and 'Number
Talks')
- Teacher Mentorship
Program

Indigenous Education Team

- Piikani Knowledge Keeper-
Anita Crowshoe

Structures and Processes

School-Based

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

Resources

- Adrienne Gear Writing
Power
- Project Zero- online
resource for journaling
prompts
- MathUP! – online resource
- Grades K-3 and Grades 4-6
Vocabulary and Phrases in
Spanish for Mathematical
Discourse documents
(Insite)
- CBE K-12 Frameworks for
Literacy and Numeracy
- CBE Student Wellbeing
Framework
- CBE Indigenous Education
Holistic Lifelong Learning
Framework
- Assessment and Reporting
in CBE Guide

