



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

Fairview 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 Fairview's Humanities department, the 2023-24 school year proved to be a successful one. Our main literacy goal was for students to increase their use and understanding of disciplinary or academic vocabulary to enhance their ability to analyze content and express their knowledge appropriately across all curricular areas. We were most concerned with at-risk students, those scoring 1's and 2's.

To do this, benchmark testing was completed for both reading and writing. Reading was assessed using the Cars (Comprehensive Assessment of Reading Strategies) and Stars (Strategies to Achieve Reading Success) program. Students completed pretests 1,3, and 5. Teachers used class data to determine the Sprint goals.

Task design ensured that teachers were hitting their marks through intentional instruction, Start lessons, and constant formative assessments of student learning and growth. Halfway through the year another round of tests 1,3 and 5 data was collected. At this point teachers revisited data to realign targets for the next Spring. Year-end post-tests 1, 3 and 5 data was collected. Overall, our at-risk students strengthened their reading skills across the 12 strategies from Cars and Stars. Identifying the author's main purpose was our lowest scoring skill by year-end.



After a full year of using our commonly created rubrics for writing, each grade assessed benchmark samples of writing in September and again in May. Throughout the year, teachers use formative assessments with the rubric, and summative evaluations were posted in PowerSchool regularly. Again, our most at-risk students all showed improvement in content, organization, sentence structure, vocabulary, and conventions. Conventions being the lowest scoring skill at year-end.

DIVISION 2 DATA

Understanding Author's Purpose (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 42% of students scored a 1 or a 2
- May year-end data showed approximately 20% of students scored a 1 or a 2
- Improvement of 22% overall in understanding the author's purpose

DIVISION 3 DATA

Understanding Author's Purpose (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 29% of students scored a 1 or a 2
- May year-end data showed approximately 18% of students scored a 1 or a 2
- Improvement of 11% overall in understanding the author's purpose

Writing Conventions (Scoring 1s & 2s)

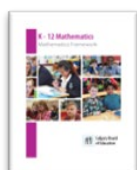
- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 47% of students scored a 1 or a 2
- May year-end data showed approximately 40% of students scored a 1 or a 2
- Improvement of 7% overall in writing conventions

DIVISION 3 DATA

Writing Conventions (Scoring 1s & 2s)

- Scored as one of the lowest scores for all 3 grades
- Dec/Jan data showed approximately 26% of students scored a 1 or a 2
- May year-end data showed approximately 34% of students scored a 1 or a 2
- Decrease of 8% overall in writing conventions

In 2023-24, Fairview's Math and Science department worked collaboratively to address our goal of designing quality tasks and intentionally providing tiered support to improve both student learning and teacher practice. This was accomplished through bi-weekly meetings where teachers worked collaboratively on task design, ensuring quality low floor/high ceiling tasks with multiple entry points, and reflected collaboratively on student engagement.





All teaching staff contributed evidence of student learning to a shared digital folder where colleagues reflected on teaching and learning strategies that were used to improve student learning, with a focus on at-risk students who struggle to meet basic outcomes. The evidence uploaded to the shared folder was in various forms but usually included photos that captured students' progress as they worked through rich tasks and was annotated to indicate how tiered supports were successful in supporting that student or group of students. Tools such as CBE Mathematics' Rich Tasks documents, the CBE's continuum of support, CBE Assessment Guides, and the Alberta Program of Studies/Curriculum were used extensively in this work.

Because of our approach, Science and Math teachers noted the following improvements: an overall increase in student confidence and perseverance while engaging with challenging tasks as well as an increase in teacher confidence in supporting students through productive struggle. Teachers indicated growth in teaching practice through sharing regularly about their challenges and successes in implementing selected tiered supports, which led to direct benefits for students. Teachers noted that learning for all students improved as universal and tier 2 supports were implemented benefited all learners, not only the at-risk learners (following the expression, "critical for some learners, but excellent for all"). To address major revisions in the math curriculum, Division 2 teachers worked collaboratively to design learning materials for all outcomes. A cohort of elementary students experiencing disproportional struggle with learning gaps that were enhanced by changes in the curriculum was identified and a lunch tutorial group was created for these students. All students who attended this group regularly indicated an improved confidence in learning and all were passing in all math learning outcomes by the end of the year.

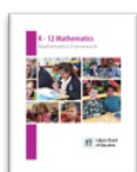
While some teachers cited small improvements to many students, others cited large improvements to only a few students. In the end, all teachers shared a varied perspective on how tiered supports and collaborative task design improved student learning.

Well-Being

On the Alberta Education Assurance Measures, parents and teachers still indicate that students are engaged in their learning at school. However, the student's voice indicates engagement is dropping. Parent and teacher voice has remained consistent, within 2 percentage points from 2023 to 2024. Student voice has dropped 4.1 percentage points. All 3 align with what is occurring in the CBE and the province.

In the CBE Student Survey (grade 5,6 ,8 & 9), 64.29% of students feel included at school. 66.32% of students feel welcome at school and 81.15 % feel their teachers care about them.

The Our School Survey indicated the following results for students feeling safe attending Fairview school. This included going to and from school.





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

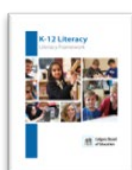
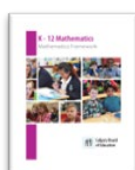
Students and employees experience a sense of belonging and connection

- 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

GRADE	Percentage	Canadian Norm
4	62	64
5	58	64
6	50	65
7	49	59
8	44	58
9	57	57

Truth & Reconciliation, Diversity, and Inclusion

Fairview school provided all grade 5 and 7 students with the opportunity to learn about Indigenous ways of knowing as guided by the Brown Bear Woman Lodge. Teachers engaged in professional learning from the Brown Bear Woman Lodge and created a Truth and Reconciliation discussion group focused on ways for them to include Indigenous ways of knowing into the classroom. The need for improved diversity in available student literature was addressed by school funds and student fundraising for the library.





School Development Plan – Year 1 of 3

School Goal

Formative and targeted feedback will improve student academic achievement and student well-being.

Outcome# 1;

Improved feedback will increase student literacy.

Outcome Measures

- Alberta Education Assurance Measures – 75% of students will positively indicate agreement with student learning engagement, education quality and access to supports and services
- Pre and Post diagnostic testing through the Core Vocabulary and Core Maze
-

Data for Monitoring Progress

- Staff survey on Williams & Leahy 5 guiding principles for embedding formative assessment in November 2024 and May 2025
- Student survey to identify their understanding of feedback and the types they receive from their teachers Nov & May
- Anecdotal department data on the use of the 5 guiding principles of feedback.

Learning Excellence Actions

- Clearly articulate learning intentions
- Share & use exemplars with students to enrich student understanding of criteria
- Use of the 5 guiding principles for embedding formative assessment

Well-Being Actions

- Through our “Eagle Time”, activate students as owners of their own learning by engaging learners in goal setting, self-assessment and/or reflection
- Provide feedback that moves learners forward

Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions
- Consider student identity in text selection
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts.

Professional Learning

- System Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Professional Learning addressing formative feedback

Structures and Processes

Classroom:

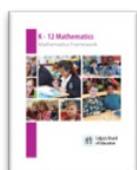
- Evidence of the 5 guiding principles
- Post learning intentions and clearly display expectations, instructions and purposes for work for all learner
- Make exemplars and success criteria visible.

School:

- Department & Planning Meetings
- Collaborative Response

Resources

- Reading Assessment Decision Tree (RAD) Gr 4-12.
- CARS & STARS
- Embedding Formative Assessment (Williams & Leahy)
- Assessment and Reporting in the CBE; Practices & Procedures
- Assessment and Reporting in CBE
- Assessment & Reporting Insite





School Development Plan – Year 1 of 3

School Goal

Formative and targeted feedback will improve student academic achievement and well being.

Outcome # 2

Students' sense of belonging in a welcoming, caring, respectful and safe learning environment will increase.

Outcome Measures

- *Alberta Education Assurance Measures - Student Learning Engagement & Welcoming, Caring, respectful & safe learning environments – “I feel like I belong., and I feel welcome at my school.”*
 - *Our School Survey – Who do you connect with?; How could the school better meet your learning needs?; Community is an important part of every school. What are things we could do to continue to improve community at Fairview?; Who is your go-to or trusted adult in the school who you can talk to if you are having difficulties in school, with friends, or at home? If you have more than one person, please choose the teacher you go to the most.; My learning needs are met in my classes*
 - *CBE Student Survey – in the areas of Heart and to Belong, 70% of students will report that they feel included at the school and that they feel welcome at school*

Data for Monitoring Progress

- *School based survey - Character Ed Time and the intended activities to improve student sense of belonging (student voice)*
- *CBE Student Survey – fall and spring writings*

Learning Excellence Actions

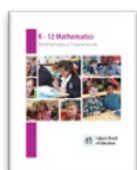
- *Through our Character Education committee and school wide “Eagle Time”, work with students to develop structures to support connectedness between classes, grades and school community.*
- *Utilize texts that highlight the concept of “belonging” such as participating in storytelling to engage*

Well-Being Actions

- *Collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces (Eagle Time, Student Council, Social Awareness Society)*
- *Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces throughout the school year.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Display homeroom flags and mascots*
- *Students can visibly see their culture reflected within the school on the walls, through artwork, days of significance, and posters.*





*students in building
relationships with others*

Professional Learning

- *System Middles Years PL – Know your Learners*
- *System Elementary/Middles Social Emotional Learning*

Structures and Processes

- *Planning meetings – inclusion of tiered support, learning intentions and additional strategies to address student learning needs.*
- *Collaborative Response*
- *Character Education Committee and Eagle Time.*

Resources

- *CBE Student Well-Being Framework and Companion Guide*
- *System Social Emotional Learning information*

