



Twelve Mile Coulee School

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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

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

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 a school annual results report. This report demonstrates improvement results and next steps and 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 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

<https://twelvemilecoulee.cbe.ab.ca/school>





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy and numeracy will improve.

Outcome:

Through the intentional design of the tasks and activities with a focus on student engagement, students will improve in literacy, numeracy and well-being.

Outcome Measures

Report Card indicators

- ELA: Manages and Evaluates information and ideas
- ELA: Reads to explore, construct and extend understanding
- ELA: Writes to develop, organize and express information and ideas
- Math: Patterns and Relationships

Provincial Achievement Tests

- Grade 6 and 9 Overall PAT Results in Math, ELA, Social Studies and Science

CBE Surveys Questions

- CBE Student Survey questions that address a student's sense of belonging and engagement in school activities, specifically: "I like going to school", "I am proud to be part of my school" and "The things I am learning at school are meaningful to me".

Data for Monitoring Progress

Internal tracking

- Collaborative Response- Tracking individual student literacy, numeracy and engagement (well-being)
- Internal common tasks and assessments
- SaskMath Screeners

Formative progress

- Professional Learning Communities
- Literacy/Numeracy Tracking Spreadsheet

Perception data

- Teacher tracking of student engagement in clubs and activities

Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage students, teachers will:

- Focus during professional learning communities on the theme: Thinking Critically – Task Design and Assessment Focused on Critical Thinking to Improve Writing, Reading, and Problem Solving.
- Collaboratively design and assess tasks that address the student's literacy and numeracy

Well-Being Actions

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

- Teachers will create and engage students in authentic learning experiences with multiple access points that focus on students' sense of belonging to the school community.
- Fostering a nurturing environment that prioritizes student well-being by building strong connections within our school community through

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Teachers will create and engage students in authentic land-based learning experiences that are intentional in incorporating Indigenous ways of knowing, being, and belonging in the curriculum.
- Foster a school culture that values and





skills through the lens of tasks that require critical thinking and managing information.

- Intentionally working with students to improve metacognitive skills when experiencing challenges and when solving complex problems.

intentional circle conversations during Titan Time.

- Ensure that extracurricular activities and clubs are welcoming and inclusive of students from diverse backgrounds, interests, experiences, and identities.

promotes diversity, equity, anti-racism, and inclusion and allows students to see themselves in the learning.

Professional Learning

CBE Professional Learning Series

- Middle School Professional Learning
- School based professional learning communities
- Assessment and Reporting
- Indigenous Professional Learning Day

Structures and Processes

School-Based

- Weekly Staff Meetings
- Bi-weekly Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Grade Team Meeting
- Bi-weekly Well-Being Professional Learning Community

Resources

- *Math-Up*
- *Reading Assessment Decision Tree*
- *SaskMath Assessment Tool*
- *Mathology*



School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in Literacy and Mathematics will improve.

Outcome one: Student fluency with number sense will improve.

Outcome two: Student reading comprehension will improve through the explicit teaching of inferencing strategies.

Celebrations

- SaskMath Numeracy Screeners showed a significant increase in the percentage of students at/or above grade level throughout the year for grade 6,7 & 8 while grade 9 was maintained.
- PAT scores for Math 6 & 9, Part A and B were maintained and continue to be significantly higher than the province
- PAT scores for English Language Arts grades 6 & 9 were maintained and continue to be higher than the province
- Students at or above grade level in the DIBELS ORF Fluency screener for all grades was maintained or increased

Areas for Growth

- Improving conceptual understanding of number including value, application of patterns and algebra, especially at grade 6 with the new curriculum
- While great increases were seen in percentage of students achieving at or above grade level on our Math Screener, there is still a significant percentage of students achieving below grade level
- Improving inferencing skills as they pertain to comprehension of text and better reading skills
- Student engagement as shown in the Alberta Education Measures is 2% lower than the provincial 3 Year average

Next Steps

- Continue to develop procedural fluency in Numeracy and making thinking visible
- Continue to develop a positive mathematical mindset through integration of numeracy language and through intentional task design
- Continue application of Literacy Decision Tree to track incremental student progress
- Continue to build student's reading fluency including reading rate, accuracy, and expressive intonation to support overall comprehension with text
- Continue to work on inferencing skills through thoughtful interdisciplinary task design to improve reading comprehension





2024-25 SDP GOAL TWO: Students' experience of feeling safe and welcome at school will improve.

Outcome one: Students will experience and develop an understanding of respect.

Celebrations

- Increase in student perception data regarding connection to the school for grades 6 & 8
- Increase in student perception data regarding feeling included
- Increase in the percentage of students reporting at least one adult at the school they really connect with

Areas for Growth

- Work on students' understanding of what respect looks, feels, and sounds like in relation to their peers and spaces within the school to improve students' feeling welcome and safe at school
- Continue to work on citizenship through focused work on how respect enhances relationships and improves wellbeing

Next Steps

- Continue regular Circle meetings with homerooms during Titan Time to support connection and wellbeing
- Increase opportunities for student voice, student participation and leadership throughout the school with a multi-grade student leadership club

