



Bishop Pinkham School

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School Development Planning

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

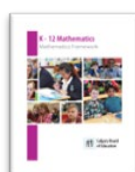
Introduction

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](#).





School Development Plan – Year 2 of 3

School Goal

Student achievement in learning will improve through an increased sense of belonging and student's knowing themselves better as learners.

Outcome:

Student well-being will improve across French Immersion and English programs through direct instruction of social emotional learning, task design and the development and implementation of Tier 2 supports.

Outcome Measures

- CBE Student Survey perception data questions about School Connectedness and Belonging
- Tracking of development and implementation of Tier 2 strategies through Collaborative Team Meetings and Professional Learning Communities
- Attendance Improvement Data
- EAL Language Proficiency Data and Achievement Data for our EAL learners
- ELA and FLA report card indicator: Writes to develop, organize and express information and ideas
- Provincial Achievement Tests Grade 9, ELA and FLA Part A

Data for Monitoring Progress

- CBE Student Survey, AEA Survey and Assurance Survey data on Connectedness and Belonging
- Teacher Perception Data of confidence integrating SEL and Tier 2 supports in task design.
- Attendance Improvement Data
- Professional Learning Communities tracking of Student Perception Data (exit slips specific to well-being, students knowing themselves as learners)
- EAL Language Proficiencies
- Exit slips of students engaged in intervention work
- Report Card indicators, ELA and FLA for writing
- PAT writing results for ELA and FLA Part A

Learning Excellence Actions

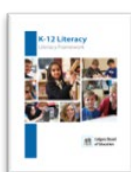
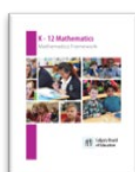
- Utilize high-impact strategies to enhance student writing tasks such as breaking down complex sentence structures to deepen understanding of syntax.
- Utilize high impact English language learning strategies such as pre-teaching vocabulary and use of visuals.
- Engage in new formative assessment practices to understand students better as learners.
- Integration of Tier 2 strategies to strengthen task design.

Well-Being Actions

- Integration of Self-Management SEL strategies such as self-regulation and executive functioning techniques.
- Development of Tier 2 strategies to support student well-being.
- Activate students as owners of their own learning by engaging in SEL learning tasks.
- Create and refresh learning spaces that provide learners with a safe and respectful environment.

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse and culturally diverse learning resources.
- Consider and implement authentic opportunities to learn on the land.
- Using scaffolded learning intentions and Tier 2 supports to reflect different learning goals for students.



**Professional Learning**

- Middle Years System Professional Learning
- System and local sessions of Social Emotional Learning
- System training on implementing IROS at the middle school level
- System EAL trainings

Structures and Processes

- PLC structure of choice: teachers working on integrating their learnings into their classrooms.
- Collaborative Response: Tier 2 strategy development and implementation
- Friday meeting structure
- Student Well-Being Symposium – student voice
- Student Leadership activities

Resources

- Indigenous Education Lifelong Learning Framework and Companion Guide
- Student Well-Being Framework and Companion Guide
- Literacy Framework
- Mathematics Framework
- PLC Book studies: Coaching Better Every Season; Kids Come in All Languages; Learning to Love Math; Rebooting Assessment; Relationships, Responsibility and Regulation; The Writing Revolution

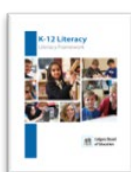
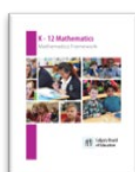
School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student Achievement in learning will improve through an increased sense of belonging and student's knowing themselves better as learners.

Outcome: Student well-being will improve across French Immersion and English programs through direct instruction of social emotional learning, task design and the Neurolinguistic Approach to language learning.

Celebrations

- Students reported an increase in School Connectedness and Belonging across six indicators on the CBE Student Survey from 2024 to 2025, increasing 2-11% across 6 markers. For example, on the indicator "My teacher(s) care about me," the affirmative increased from 61.07% to 72.32%.
- Student Report Card data on reading shows that our students are continuing to achieve highly in reading assessments and preliminary Provincial Achievement Tests. We saw an increase of students achieving the acceptable standard on the French Language Arts Reading PAT Part B from 64.9% to 76.0%.





- Through school-wide implementation of Social Emotional Learning, we have seen an increase in students understanding themselves better as learners as indicated through local data measures.

Areas for Growth

- Students reported a decrease in teachers checking in with them often about their well-being and teachers showing an interest in things students are passionate about according to the CBE Student Survey.
- 60.7% report that there is at least one adult at school who they really connect with according to the CBE Student Survey. While this is still an improvement over last year, this indicator is still lower than acceptable at our school.
- The development and integration of Tier 2 supports into task design and daily teacher practice to reach all learners.

Next Steps

- Focus on the development and integration Tier 2 strategies to support well-being and achievement across classes through professional learning communities and collaborative response to further differentiate instruction.
- Continued integration of Social Emotional Learning into Task Design across all courses.
- Explore teacher voice and areas of passion to support professional learning.

