

Bishop Pinkham 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

Bishop Pinkham displayed the following results for reading in June 2024. Report card indicators for ELA and FLA stem, "reads to explore, construct and understand."

Course	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 – Excellent
ELA 7	-	23.2%	49.7%	27.1%
ELA 8	-	18.0%	59.0%	23.0%
ELA 9	2.5%	31.4%	50.5%	15.7%
FLA 7	0.8%	6.8%	59.8%	32.6%
FLA 8	4.8%	21.4%	60.7%	13.1%
FLA 9	4.0%	36.2%	43.6%	16.1%

Grade 9 PATs:

Provincial Achievement Test	Acceptable	Excellence
ELA Part B (reading)	92.9%	33.2%
FLA Part B (reading)	64.9%	8.2%

By analyzing the report card data, we notice that there has been a decrease in students achieving 3s and 4s in the stem "reads to explore, construct and

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



understand", across grades 7, 8 and 9. Additionally, our PAT results corroborate the findings in FLA reading, as our results in both the acceptable and excellence standards have decreased. Our ELA reading PAT reflects a slight growth in achievement in both the acceptable and excellence standards.

AEA survey questions aligned with students' perception of language arts and core courses. We saw a decline in the response to the question "The language arts I am learning at school is interesting to me" by 6% and the question "The core subjects (math, language arts, social studies and science) I am learning at school are useful to me" by 7%.

After looking closely at classroom assessment results through our PLC data, teachers noticed that students struggled in reading, as related to disciplinary literacy. Students did not have the self-awareness to see themselves as readers and to persevere when trying to understand more difficult concepts across curricula.

Well-Being

Bishop Pinkham students indicated the following perceptions about Well-Being and Belonging at school as per the AEA survey (grade 7), Student Survey (grade 8/9) and local data (all grades). These data have declined from last year to this year.

AEA Survey Data Grade 7

At school, I feel like I belong	2023- 73% Agreed, 2024- 71%
My teachers care about me	2023- 74% Agreed, 2024- 66%
I can get help at my school with problems that are not related to schoolwork	2023- 59% Agreed, 2024- 63%
I am treated fairly by adults at my school	2023-73%, 2024- 63%

CBE Student Survey Grade 8/9

There is at least one adult at school who I really connect with.	Grade 8- 54.11% Yes Grade 9- 55.94% Yes
My teacher(s) check in with me often about my well-being.	Grade 8- 49.33% Yes Grade 9- 35.95% Yes
I have at least one adult staff at school who I really connect with.	Grade 8-21.23% Strongly Agree, 26.71% Agree Grade 9- 20.98% Strongly Agree, 35.66% Agree
My school makes me feel like I belong	Grade 8- 7.75% Strongly Agree, 37.32% Agree Grade 9- 6.47% Strongly Agree, 46.04% Agree

With a significant decline in our AEA data from 2019 to 2023 our Well-being team created the BP Wellness and Belonging survey which addressed





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

questions from the survey. With this data, students engaged in guided discussions in their homerooms about fairness, safety and caring. These discussions brought about significant increase in student voice focusing on student well-being. Through this work, we have seen an anecdotal increase in student well-being when it comes to sharing student voice and student's seeing themselves as decisionmakers in their education.

Local Data – all grades

I feel like I have a voice (an opportunity to express your perspective without trying to deny or change what happened) when I am being spoken to regarding my behaviour?	66.8% say yes
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Truth & Reconciliation, Diversity, and Inclusion

Through the CBE Student Survey, Bishop Pinkham students have reported that diversity in school is important. However, only 40% of students believe the school takes steps to address racism. This data also shows that less than half of the students who took the survey have opportunities to learn from the land, even when more students agree that students learn Indigenous ways of being, belonging, doing and knowing.

CBE Student Survey grade 8/9

When racism and/or discrimination occur at my school, my school takes steps to address it.	Grade 8- 42.75% Yes Grade 9- 37.66% Yes
My school is a better place because it is made up of many different types of people	Grade 8- 8.96% Strongly Agree, 53.73% Agree Grade 9- 15.22% Strongly Agree, 56.52% Agree
Body – To Do: I have opportunities to learn from the land.	Grade 8- 42.11% yes Grade 9- 51.72% yes
Mind – To Know: At my school, I learn about Indigenous ways of being, belonging, doing and knowing.	Grade 8-61.74% Grade 9-71.72%





School Development Plan – Year 1 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 wellbeing will improve across French Immersion and English programs through direct instruction of social emotional learning, task design and the Neurolinguistic Approach to language learning.

Outcome Measures

- ELA and FLA report card indicator achievement: Reads to explore, construct and extend understanding
- Provincial Achievement Tests Grade 9, ELA and FLA Part B
- CBE Student Survey Perception Data questions – connection and belonging
- AEA Measure Results Report, Category – Student growth and achievement “The language arts I am learning at school is interesting to me” and “The core subjects (math, language arts, social studies and science) are useful to me.”

Data for Monitoring Progress

- Student Perception Data (from Homerooms) on belonging and seeing themselves as learners in a second language
- Teacher Perception Data (surveys from PLC) of their confidence in creating inclusive/representative tasks and NLA approach
- Teacher exit slip data on integration of SEL into task design

Learning Excellence Actions

- Utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all disciplines
- Utilize text sets that include a variety of multimodal primary and secondary source texts that align with the discipline
- Include structured reading lessons that offer authentic voice in texts.

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in social emotional learning tasks.
- Provide repeated opportunities for learners to practice and consolidate literacy and numeracy skills and knowledge within disciplines.
- Create learning spaces that provide learners with safe and respectful environment.

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts.
- Use scaffolded learning intentions to reflect that students may have different learning goals.
- Consider and implement authentic opportunities to learn on the land.

Professional Learning

- Middle Years System Professional Learning
- Improving Reading for Older Students (IROS) modules
- NLA Training

Structures and Processes

- Classroom:
- Include meaningful integration of social emotional learning into tasks

Resources

- Literacy Framework
- Mathematics Framework
- Student Wellbeing Framework and Companion Guide





- Indigenous Team Strategists to build staff capacity in pedagogy in Indigenous ways of knowing
- System and local Social Emotional Professional Learning

- Include meaningful reading tasks that span content areas.

School:

- PLCs
- Collaborative Response
- Wellbeing student voice data
- Student Leadership activities
- Friday meeting structure

- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- Reading Assessment Decision Tree (RAD) Gr 4-12
- Creating of text sets
- SEL D2L shell
- Collaborative Response protocols
- Results Statements and SEL
- Language Leader Group
- Language Strategists SEL presentations for staff
- French Immersion Communities of Practice (Late Immersion, FSL, Math/Science, Benchmarking)

