



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

Evergreen 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

Evergreen School

Following our analysis of the June 2024 achievement and perception data, we have crafted a strategic roadmap aimed at enhancing student wellbeing and enriching the overall learning experience for all our students. This plan underscores our commitment to cultivating a caring and inclusive learning environment where every student feels known, can progress and achieve. The School Development Plan below shares and focuses on areas of relative weakness.

Learning Excellence

Report Card Data: According to the June 2024 report card data for English Language Arts and Literacy:

- 27.35% of students are achieving a level 1 or 2 proficiency on the *"Reads to explore and understand"* stem, while 29.22% are at the same proficiency levels on the *"Writes to express information and ideas"* stem.
- In Mathematics, 22.24% of students are achieving a level 1 or 2 proficiency on the *"Understands and applies concepts related to number and patterns"* (grades 1 and 2) and *"Understands and applies concepts related to number, patterns and algebra"* (grade 4-5) stem, and 23.6% are achieving similar levels on the *"Understands and applies concepts related to measurement, geometry and statistics"*



(grade 1 and 2) and “*Understands and applies concepts related to measurement, geometry and statistics*” (grade 4 and 5) stem.

Alberta Education Assessment Data: In September 2023, students identified as “at risk” on the Alberta Education Assessments were reassessed in June 2024. Among those flagged “at risk” on the Letter Name Sound (LeNs) assessment;

- 43.64% or 24/55 of students in grades 1 and 2 continued to be “at risk” in June 2024.
- Similarly, 43.24% of students identified as “at risk” on the Castles and Coltheart 3 (CC3) assessment remained “at risk” in June 2024.
- 69.44% or 25/36 of students in grades 1-3 who were flagged at risk on the Numeracy Screening assessment continued to be “at-risk” status in June.

A detailed student-by-student analysis identified that approximately 50% of those who remained at risk are English as an Additional Language (EAL) learners, while the other 50% were students with formal diagnoses and Alberta Education Special Education coding.

CBE Student Survey Data: An analysis of CBE Student Survey perception data revealed that:

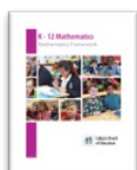
- 25% of students “*are never or only sometimes interested in the learning that is happening at school.*”
- 12.28% of students disagree or strongly disagree with the statement “*My writing skills help me when I need to communicate my thoughts.*”
- 21.82% of students disagree or strongly disagree with the statement “*I have a deep understanding of the mathematics that I learn about.*”

Alberta Education Assurance Survey Data: An analysis of Alberta Education Assurance Survey data indicates that:

- the percentage of students who agree “*they are engaged in their learning at school*” declined from 83.6% in 2023 to 73.3% in 2024.

These data highlight a number of things:

- An increase in our student population who are English as an Additional Language learners (33.25% are Language Proficiency Level 1 (LP1) and LP2) with limited English language requires us to engage in ongoing professional learning in how to meet the language and learning needs of this cohort in and through our literacy and mathematics instruction.
- The need for targeted interventions and support systems to better serve our students with formal diagnoses and Alberta Education Special Education codes to improve their academic outcomes.
- A need to review and adapt approaches to instruction and task design to make learning more relevant and engaging for students. Shifting



towards more interactive and hands-on learning experiences and encouraging collaborative projects, discussions, and problem-solving activities that stimulate student interest will foster a deeper connection between the student and curriculum.

Well-Being

Alberta Education Assurance Survey Data: While the perception of parents and teachers remained relatively stable from 2023 to 2024, a decline in student perception was noted on several measures:

- The percentage of students who agree that *“their learning environments are welcoming, caring, respectful and safe”* declined from 93.3% in 2023 to 78.9% in 2024.
- The percentage of students who agree *“that students model the characteristics of active citizenship”* declined from 91.9% to 71.7%.
- The percentage of students who agree that students **“are engaged in their learning at school”** declined from 83.6% in 2023 to 73.3% in 2024.

CBE Student Survey Data: While the trends on the Alberta Education Assurance Survey are concerning, the same decline was not observed in data on the CBE Student Survey. CBE Student Survey perception data indicates that:

- 100% of students agree *“that my school is a place where learning and extra-curricular activities are safe and accessible.”*

One area of concern on the CBE Student survey was that only:

- 56% of students agree that *“students follow the rules at school.”*

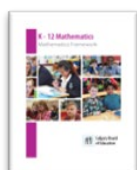
These results are interpreted cautiously given that student perception data relies on how well students understand the survey questions, factors related to survey administration, as well as students’ emotional state at a specific moment when doing the survey. Survey fatigue should also be taken into account when evaluating the validity of this data.

A consistent theme in student perception data highlights the need for a whole-school approach to intentional regulation strategies and progressive student discipline philosophy that will contribute to positive social interactions and help establish constructive patterns of behaviour.

Truth & Reconciliation, Diversity, and Inclusion

CBE Student Survey Data: Student perception on the CBE Student Survey Holistic Lifelong Learning Framework measures indicate that:

- 100% of students at Evergreen agree that *“they learn about Indigenous ways of being, belonging, doing and knowing.”* - Mind Domain.





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

- 94% of students at Evergreen agree *"they have opportunities to learn from the land,"* highlighting our commitment to experiential, land-based education in the Body Domain.
- 98% of students at Evergreen agree *"their teacher wants them to be successful,"* reflecting our strong focus on fostering caring and supportive relationships in the Heart Domain.
- 94% of students at Evergreen agree *"they are proud to be part of Evergreen School,"* underscoring the vibrant spirit that defines the Spirit Domain. Of concern, however, only 43.14% of students agree *"they have opportunities to learn from Indigenous Elders, Knowledge Keepers."*

Student perception on the CBE Student Survey inclusion and diversity measures indicate that:

- 70.21% of students agree, *"I see my culture reflected in my school."*

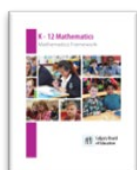
OurSchool Survey Data: Student perception on the OurSchool survey measures indicate that:

- 70.22% of students *"enjoy connecting with those who belong to different cultures"* and 75.19% *"value cultural learning through friends from different cultures."*

These data highlight the following areas for growth:

- A need to create meaningful opportunities for students and staff to cultivate a spirit of reciprocity with Indigenous Elders and Knowledge Keepers where we give as much as we take.
- The need to design ongoing opportunities throughout the year for students to learn about and engage in discussions about active citizenship, diversity, and inclusion within both the school environment and the broader community.

Careful consideration was given to the data and teacher feedback was gathered in relation to the identified areas of growth in Learning Excellence, Well-being and Truth and Reconciliation, Diversity and Inclusion. The following School Development Plan for the 2024-2025 school year prioritizes a focus on the language learning needs of all learners, particularly English as an Additional Language (EAL) learners and students' with Alberta Education Special Education coding. Educational research shows that there is a strong correlation between vocabulary knowledge and academic performance. "Direct vocabulary instruction has an impressive track record of improving students' background knowledge and the comprehension of academic content." (Marzano, 2004, p. 69)





School Development Plan – Year 1 of 3

School Goal: Student achievement in literacy will improve.

Outcome: Through the intentional design of the learning environment and explicit instruction in linguistic vocabulary, all students will improve in literacy and well-being.

Outcome: Through targeted professional learning, teacher capacity to address the language learning needs of all learners, particularly English as an Additional Language (EAL) learners will improve.

Outcome Measures

Report Card Indicators

- Reads to explore and understand.
- Writes to express information and ideas.
- Alberta K–12 English as an Additional Language Proficiency Benchmarks:
 - Listening** – Linguistic: Vocabulary (knowledge of words and their meaning)
 - Speaking** – Linguistic: Vocabulary (knowledge of words and their meaning)
 - Reading** – Linguistic: Vocabulary (knowledge of words and their meaning)
 - Writing** – Linguistic: Vocabulary (knowledge of words and their meaning)

Provincial Assessments

- Letter Name Sound (LeNs) assessment
- Castles and Coltheart 3 (CC3) assessment

CBE Reading Assessment Decision Tree

- Core Vocabulary Screening Test (gr. 4-5)

School-Based Survey

- Teacher Practice Continuum for Teaching Linguistic Vocabulary Pre and Post survey analysis

Data for Monitoring Progress

Internal Tracking

- Revised Alberta Education English as an Additional Language (EAL) Proficiency Benchmarks Tracking Sheets: Grades K, 1–3 and 4–6 (linguistic vocabulary sections)
- Common grade-team reading assessment rubric
- Common grade-team writing assessment rubric

Formative Progress

- [ELL I Can Statements Kindergarten, grade 1-3 and grade 4-6](#)

Perception Data

- Teaching and Learning Sprints
- Teacher Practice Continuum for Teaching Linguistic Vocabulary survey

Learning Excellence Actions

Utilize high impact strategies to engage students.

- Teach Academic Vocabulary:** Pre-teach vocabulary in all subjects, covering definitions, examples and contexts, including decoding and etymology.

Well-Being Actions

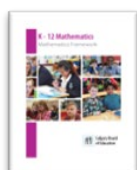
Create learning spaces that provide learners with safe and respectful environments.

- Support Functional and Social Language Development:** Help students learn how to connect with peers and manage conversations.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Use Diverse Texts:** Offer inclusive and culturally





- **Model and Scaffold Vocabulary:** Consistently use discipline-specific vocabulary and scaffolds like word walls, concept maps, and Frayer charts etc. to help students understand new words.
- **Reinforce Vocabulary:** Integrate and repeat key discipline-specific vocabulary to enhance retention.

- **Use Technology Purposefully:** Integrate technology that enhances literacy and English language development.
- **Formalize a Student Intake Process:** Develop a streamlined process for assessing and supporting new English as an Additional Language students.

- diverse texts that reflect student identities.
- **Consider Student Identity:** Incorporate student identity in task design and resource selection.
- **Use Bilingual Vocabulary Books:** Create/source vocabulary books with English words and translations in students' home languages.

Professional Learning

- *Layers of Literacy* professional learning partnership
- English as an Additional Language (EAL) Foundations Series (5 sessions)
- Calibrate understanding using the CBE K-12 English as a Second Language (ESL) Proficiency Benchmarks (with examples), focusing on the competency of Linguistic Vocabulary
- Use resources from the English as an Additional Language Toolkit (i.e. Watch the English as an Additional Language (EAL) Quick Byte Video "Pre-Teaching Vocabulary")

Structures and Processes

Classroom-Based:

- Use classroom routines to create a vocabulary-rich learning environment
- Explicit linguistic vocabulary instruction
- Flexible groupings for targeted microteaching

School-Based:

- English as an Additional Language (EAL) Designate and Learning Leader
- Professional learning Wednesdays
- Professional learning days
- Professional Learning Communities
- Collaborative Response Meetings
- Grade team meetings

Resources

- [ELA/ELAL Insite | Teaching Practices](#)
- [EAL Toolkit - Vocabulary](#)
- [Vocabulary in Context Capacity Building Series: A World of Words](#)
- [Chapter 6 - Vocabulary Instruction and ELs](#)
- [Learn Alberta Vocabulary Development: Academic Language](#)
- [Chapter 2 – Choosing Words to Teach](#)
- [Vocabulary Continuum](#)
- [Content Area Vocabulary Study Strategies](#)
- [Academic Language Toolkit: Functions and Sentence Frames](#)
- [EAL Toolkit – Welcoming EAL students and their families](#)
- [EAL Toolkit - Intake](#)

Quick Reference Guide

Glossary

