



Buffalo Rubbing Stone 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

At Buffalo Rubbing Stone School, approximately 45% of our students are learning English as an Additional Language (EAL). Within that group, one-third are beginning learners (LP1&2) and two-thirds are expanding their English language proficiency (LP3-5). English language vocabulary is a focus for all learners. This focus has enhanced both reading comprehension and competent writing, resulting in 74% of our students earning report card indicators of 3 or 4 in reading and 72% of our students earning report card indicators of 3 or 4 in writing on the June 2024 report card. Both indicators demonstrated substantial increases from June 2023 at 69% and 66% respectively. Academic and subject specific vocabulary is foundational in all disciplines, supporting thinking and problem solving. Our focus on active task engagement has increased student persistence in mathematical problem solving, resulting in 77% of students earning report card indicators of 3 or 4 in mathematics on the June report card, an increase of 1-percentage point over June 2023. Grades one, two, and three year-end provincial assessments indicated approximately 10% of our learners are in the "at risk" category; they require further intervention learning English and learning academic content.

Well-Being

Student perception measures including the Alberta Education Assurance Measures, the CBE Student Surveys, and the Our School Survey indicated Buffalo Rubbing Stone students are proud of their school, they believe their teachers care about them, and they reported they are always encouraged to

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

- 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

try their best. Our focus on student identity has resulted in increased confidence (up 9.2-percentage points to 78.3%). Engaging students in active complex math tasks has resulted in 100% of students reporting mathematics as a creative and interesting subject. Students reported concerns about how students treat one another. Grades 2 and 3 students reported 94% of them believe they treat others with kindness and only 80% reported they are treated with kindness by others. Grade four students reported that only 47% of students follow the rules. These perceptions identify an important area for growth.

Truth & Reconciliation, Diversity, and Inclusion

Learning on the land is infused in Buffalo Rubbing Stone school culture as part of how we engage in Indigenous ways of being, knowing, and doing. Being outdoors throughout the year, connecting students with the land, water, and sky, is deeply valued by staff and students. In the Our School Survey this fall, one student reported, "I can see the world around me from a different perspective. Learning outside gives us fresh air and we can learn with as much space as needed." Many students commented positively on our opportunities to have whole school gatherings outdoors to welcome the sunrises of each season.

Students at Buffalo Rubbing Stone School speak 33 languages and were born in 35 countries. Learning about the cultures of our students and ensuring everyone feels a sense of belonging is very important to us. To connect students of the same culture and to learn from one another, we gathered in multi-aged groups every few months. Also reported in the Our School Survey when asked about culture, one student said, "I feel like my culture belongs at school as well as other cultures." In our diverse community, it is essential we learn about each other and respect everyone. Explicit teaching about anti-racism was a focus last year and will continue this year.





School Development Plan – Year 1 of 3

School Goal

To enhance learning excellence, we will improve assessment practices.

Outcome:

Improved summative assessment practices will build specific connections to the achievement of new curriculum outcomes in literacy and mathematics. This work will increase student learning excellence and teacher efficacy.

Outcome:

Inclusive teaching and learning assessment practices that reflect diverse cultures and identities will increase student sense of belonging and learning excellence.

Outcome Measures

- Provincial assessments
- Diagnostic assessments
- Report card stems (reading, writing, mathematics)
- EAL Benchmarks
- Student, parent, and teacher perception data

Data for Monitoring Progress

- SDP Tracking Sheets
- Class maps
- EAL Benchmark progress
- SLT/ALT
- Common assessments and calibration - Math/Nov, Reading/Feb, Writing/May
- Summative Assessments in PowerSchool
- Teacher surveys re: impact

Learning Excellence Actions

- Reading: Create summative assessments of deep reading comprehension
- Writing: Co-create student-friendly language for the writing rope and exemplars
- Mathematics: Create summative assessments using MathUP

Well-Being Actions

- Build on individual learner identity (reader, writer, mathematician, artist, ...) toward community identity (family culture, BRS, Canada)
- Build explicit kind and caring routines to increase student connections with one another

Truth & Reconciliation, Diversity and Inclusion Actions

- Develop relationships with Indigenous elders to gain a deeper and more personal understanding of the path forward
- Explicitly celebrate and learn about the many cultures in our school community
- Explicitly address anti-racism and develop upstanders who include everyone

Professional Learning

- Reading assessment and explicit teaching strategies
- Writing Rope
- MathUP and Mathletics
- EAL
- Art – pottery and kiln use moo'kaaksin
- Bias and Culturally Responsive Pedagogy

Structures and Processes

- Collaborative Response
- Professional Learning Communities
- Calibration and Standard Setting
- Multiple opportunities / modes to demonstrate proficiency

Resources

- System professional learning
- Ao'takii
- Diversity and Inclusion Learning Modules
- Assessment and Reporting Guidelines
- Mathematics Equity and Identity Guide



