

Buffalo Rubbing Stone 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.

[Buffalo Rubbing Stone School Improvement Results Report 2024-25](#)





School Development Plan – Year 2 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 curriculum outcomes. 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 and staff sense of belonging and well-being.

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 & Writing: 3 x annually
- Summative Assessments in PowerSchool
- Teacher surveys re: impact

Learning Excellence Actions

- Fine-tune our use of CBE rubrics
- Extend summative assessments to include observation and conversation
- Develop parallel assessments

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
- Support staff wellness

Truth & Reconciliation, Diversity and Inclusion Actions

- Develop relationships with Indigenous elders to gain a deeper and more personal understanding of the path forward
- 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



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *To enhance learning excellence, we will improve assessment practices.*

Outcome one: *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 two: *Inclusive teaching and learning assessment practices that reflect diverse cultures and identities will increase student sense of belonging and learning excellence.*

Celebrations

- Provincial literacy and numeracy screening assessments pre- and post-test data indicate 27% of students identified as requiring additional support in the fall moved into the not requiring additional support in the spring
- The Alberta Education Assurance Measures survey indicated 87.5% of parents of grade four students are satisfied or very satisfied that their children are taught attitudes and behaviours that will make them successful at work (increased from 61.5%)
- On the CBE Student Survey, grade 5 students reported I see my culture reflected in my school increased from 62% to 79%

Areas for Growth

- Designing a variety of calibrated summative assessments (conversation, observation, product) and parallel assessments
- Building student engagement in good quality writing
- Improving sense of belonging for students of all cultures

Next Steps

- Clearly articulating outcomes and success criteria
- Curating a grade level assessment resource
- Using the writing rope alongside rich writing tasks to engage students in writing
- Conferencing with small groups of students to further writing competency
- Advancing anti-racism pedagogy

