



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.

[SIRF 2024-25 Template](#)

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

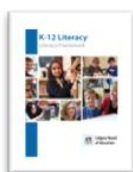
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Student achievement in Literacy will improve through strengthened disciplinary literacy strategies, common assessment practices and targeted interventions

Outcome:

Students will be able to read, comprehend, and apply discipline- specific vocabulary and concepts (science, math, humanities, CTF, Fine Arts, PE)

Outcome

Students' overall sense of belonging continues to increase through confidence in their learning and representation of diverse cultures.

Outcome Measures

- ELA(L) report card stem for reading gr 6-9
- Grade 6 & 9 PATs ELA Reading Part B
- Our School Survey – Sense of belonging/welcome at school
- CBE Student Survey confidence in learning – reading

Data for Monitoring Progress

- Common Reading and Math assessments
- DIBELS, CORE, spelling – done 3x a year
- Math assessment gr 6 – 9 done 3x a year
- School generated surveys – on culture, belonging and confidence

Learning Excellence Actions

- Embed academic vocabulary strategies
- Use the Reading Assessment Decision Tree to guide next steps to support students
- Build and utilize text sets
- Provide a variety of tools to support the mutual relationship between reading and writing
- Use Read Alouds and Think Alouds with different text genres
- Utilize high impact strategies to build reading comprehension
- Number talks

Well-Being Actions

- Use multi-modal texts to support multiple entry points
- Create learning spaces that provide learners with a safe and respectful environment
- Honour student voice and choice
- Utilize students' reading interest surveys
- Provide repeated opportunities for learners to practice and consolidate literacy skills and

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to inclusive, linguistically diverse, and inviting texts
- Enable students to have voice in learning, assessment, and decisions.
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Decolonize curriculum resources by replacing





- Basic fact games/strategies to build fluency

knowledge during class time

stories that favour Western worldviews with Indigenous worldviews

Professional Learning

- Middle Years Professional Learning sessions.
- Improving Reading for Older Readers (IROS) modules
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Moo'kaaksin
- SEL session

Structures and Processes

- RTI model used across all grades for Literacy and Numeracy
- PLC linked to RTI
- RTI Model for all grades
- Collaborative Response Model
- SLT
- Professional Learning Days
- Student Advisory
- Clubs
- Intramurals

Resources

- Reading Assessment Decision Tree (RAD) Gr 4-12
- Understanding Reading Grades 4-9
- ELA/ELAL CBE Insite on Teaching Practices (Reading Comprehension)
- "Reading Power" Adrienne Gear (2016)
- Assessment and Reporting in CBE
- Literacy Framework
- Indigenous Education Holistic Lifelong Learning Framework



School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Student achievement in Literacy will improve*

Outcome one: Students are able to read and understand text specific to the discipline. (science, math, ELA, Social Studies, CTF, PE and Fine Arts)

Outcome two: Students overall sense of belonging will increase through confidence in learning by creating an inclusive environment

Celebrations

- Increase in percentage of students achieving an Indicator of 4 on Report Card Stem Reads to explore, construct and extend understanding 14.5% average in 2023-2024 to 17.3% average in 2024-2025
- Dibels Maze – Overall, 67% of students improved their score from the beginning of the year to the end of the year.
- Dibels Maze – 60% of grade 6 students scored in the red range at the beginning of the year and decreased to 27% by the end of the year.
- Core Vocabulary Assessment – Overall, 61% of students improved their score from the beginning of the year to the end of the year.
- Core Vocabulary Assessment – 7% of students scored in the red range at the beginning of the year and decreased to 5% of students by the end of the year.
- Increase in the percentage of students who felt welcomed at school based on the CBE Student Survey
- Increase in the percentage of students who saw their culture in the school based on the CBE Student Survey – Spirit to be
- Slight increase in the percentage of students who achieved an Indicator of EX on Report Card Stem R4- Engages in learning with confidence and persistence

Areas for Growth

- Deepen disciplinary literacy through explicit teaching of academic vocabulary and comprehension strategies (Frayer model, sentence frames, graphic organizers)
- Strengthen numeracy instruction with explicit modeling of multi-step problem solving, and opportunities for students to explain their reasoning
- Use cross-curricular performance tasks to integrate literacy and numeracy
- Embed Social Emotional Learning (SEL) practices into daily instruction to foster confidence, perseverance and self-advocacy\
- Increase in parent engagement





Next Steps

- Reading assessment cycles for all students based on the Reading Decision Tree to track incremental student progress
- Use visual models, open-ended tasks and annotation to build conceptual understanding in all subjects
- Connect Complimentary subjects to core to design integrated tasks.
Increase purposeful staff–student connections to ensure every student has a meaningful relationship with at least one adult in the school.

