

**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

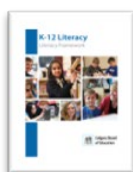
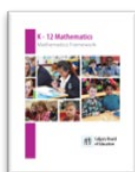
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

2024-25 School Improvement Results Report





School Development Plan – Year 2 of 3

School Goal

Students' achievement will improve in literacy across the disciplines.

Outcome:

Students' reading comprehension will improve through collaborative shared thinking and meaningful connections of the texts read in class.

Outcome (Optional)

Students will improve their Spanish oral communication skills across the disciplines.

Outcome Measures

- Report Card Data
- CC3, LeNS, AFRS, RAN and PAST
- CBE Student Survey
- OurSCHOOL Survey Results
- CBE Student Survey
- Common Assessment tools

Data for Monitoring Progress

- Formative assessment
- Professional Learning Community (PLC) feedback data and planning template
- Report card results
- Student at-risk tracking
- Neurolinguistics Approach School checklist
- Teacher perception data
- Continuous intervention data

Learning Excellence Actions

- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts and ideas before, during, and after reading
- Utilize high impact strategies to build reading comprehension
- Connect decodable text to Grapheme-phoneme Correspondence (GPC) concepts that are taught
- Neurolinguistics Approach

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within different disciplines
- Provide feedback that moves learners forward.

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize scaffolding strategies to support multilingual learners
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind

Professional Learning

- System Professional Learning
- Assessment & Reporting Insite Reconciliation, Diversity, and Inclusion
- Neurolinguistics Approach
- Professional Learning (PL) How to design and implement Quality Assessments
- Text Calibration Protocol, designing text sets, supporting striving readers

Structures and Processes

School:

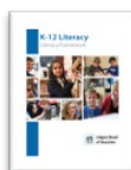
- PLCs
- Collaborative Response
- Grade team meetings

Classroom:

Protocols: teacher modelling, repeated reading, readers theatre, phrased reading, paired reading, recorded reading, audio-assisted reading

Resources

- K-12 Literacy Framework
- Text Calibration Protocol
- UFLI Resources
- Assessment and Reporting in the CBE: Practices and Procedures
- RAD Grade 4-12
- Understanding Reading (4-6)
- Literacy Interventions (4-9)
- Haggerty Program (K only)



School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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Well-Being

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2024-25 SDP GOAL:

Students' reading comprehension will improve through collaborative shared thinking and meaningful connections of the texts read in class.

Outcome one:

Students' reading comprehension will improve through collaborative shared thinking and meaningful connections of the texts read in class.

Outcome two:

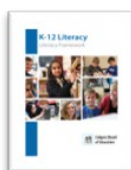
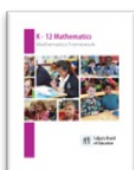
Students will improve their Spanish oral communication skills across the disciplines.

Celebrations

- In the CBE Student Survey, 98% of our students agreed that they learn about Indigenous ways of being, belonging, doing & knowing.
- When questioned about resilience and mental health at school in the CBE Survey, 96% of our students responded that they try hard at school even when they find it challenging to succeed in their learning.
- 92% of our students understand what they read at school.
- In Spanish Language Arts across all grades, an average of 90% of students achieved proficiency (Level 3 or 4) in oral communication, effectively communicating information and ideas.
- In English Language Arts across all grades, an average of 81% of students achieved proficiency (Level 3 or 4) in reading, demonstrating the ability to read to explore and understand.

Areas for Growth

- According to the CBE Student Survey, 64% of students reported having confidence in themselves as learners which is 6% below last year's results indicating an area for continued growth in building student confidence and self-efficacy.
- On the Assurance Education Survey Results for the Welcoming, Caring, Respectful and Safe Learning Environments measure there is a decline from 88.7% to 86.3% indicating a need to identify factors may have contributed to the decline, and to monitor and support well-being initiatives for our school community.
- The perception data literacy indicates that the percentage of students who reported feeling a connection to the texts and materials used in class decreased from 83.78% to 76.92%.





Next Steps

- Provide more targeted learning opportunities for students to reflect on their learning progress and implement celebration and recognition of their learning successes in class.
- Integrate social-emotional learning into daily classroom practices to strengthen empathy, self-regulation, and relationship skills to further support well-being in our school community.
- Give students the opportunity to select texts or topics that interest them to make learning more meaningful.

