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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve learning. The School Development Plan (SDP) aligns individual schools with the identified goals in CBE Education Plan | 2024 - 2027. Each school captures evidence of continuous improvement towards the goals in accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to the community by communicating student growth and achievement in their annual results report. This report demonstrates improvement results, 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 p. 213).

The School Development Plan is based on results data relative to the outcomes set in the 2024-25 School Development Plan for Year One. 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 School Improvement Results Report on our school website.

[Nellie_McClung_SIRR 2024 - 2025](#)

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

Outcome:

Through the intentional design of effective formative assessment practices, and targeted small group intervention, students will improve in reading fluency and comprehension

Outcome (Optional)

Outcome Measures

Report Card Indicators

- Reads to explore and understand

Provincial Achievement Tests

- ELAL Reading Part A

CBE Survey

- I understand what I read, I am a competent (good) writer, I have confidence in myself as a student

Alberta Assurance Survey

- Do you like language arts?

OurSCHOOL Survey

- Self-Regulation, Cultural Awareness, Sense of Belonging

Data for Monitoring Progress

Internal Tracking

- B-M-E Dibels ORF Assessment (Grades 4-6)

Formative Progress

- Progress monitoring of flexible groupings & intervention groups
- Professional Learning Communities and Look Fors
- Teacher use of pre and post Assessments
- Collaborative Team meeting (CTM) notes
- Literacy Tracking Spreadsheet

Perception Data

- Teacher perception data related to connecting learning intentions and success criteria to task design

Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage students:

Well-Being Actions

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

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through





- Use the Reading Assessment Decision Tree to guide next steps to support students
- Provide daily structured and explicit instruction connected to GPCs (*Grapheme-Phoneme Correspondences)- ie: UFLI
- Utilize high impact strategies to build reading comprehension:
- Daily 5 focus on literacy: read to self, read to others, be read aloud to, word work, writing.

- Use multi-modal texts to support multiple entry points
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge in class
- Provide text opportunities that provide students with “mirrors” and “windows” (SimsBishop) for seeing themselves and building empathy for others

responsive teaching and culturally diverse resources:

- Provide access to inclusive, linguistically diverse, and inviting texts
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind

Professional Learning

- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite |
- PL Topics: Reading science, utilizing University of Florida Literacy Intervention (UFLI), explore articulation of sounds, 44 English phonemes, decodable books,

Structures and Processes Classroom:

- Document and support instruction and learning in intentional ways (i.e., word/ sound walls, anchor charts, concept maps, sentence frames, graphic organizers, clear criteria)
- Clarify and unpack learning intentions and literacy expectations, instructions, and purposes for all

Resources

- ELAL K-3 Scope & Sequence
- ELAL 4-6 Scope & Sequence
- Understanding Reading Gr 4-12
- CBE Digital Decodable Library
- Reading Assessment Decision Tree (RAD)
- ELA/ELAL Insite | Interventions





RAD tree, Reading
Rope,

Daily 5 structured balanced
literacy

students: Daily 5
Balanced Literacy

- Create literature-rich learning environments
- Using manipulatives like whiteboards, letter tiles, magnets, sand, playdough
- Consolidate with literacy centers

School:

- PLCs, Collaborative Response, Grade team meetings

School Development Plan – Data Story

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

Outcome one: *Through the intentional design of the learning environment, student achievement in literacy and well-being will improve.*

Celebrations

- *Students' skills related to early literacy showed improvement across all provincial measures (Gr 1-3)*
- *Students who agree that their learning environments are welcoming, caring, respectful and safe (Alberta Education Assurance survey: 82%)*
- *My CBE Survey and OurSCHOOL Survey show strong results in School Connectedness and Belonging (85.87%) and in Resilience and Mental Health (84.91%), Both above CBE averages*
- *Teacher's competency with tracking and analysis of assessment data (Science of Reading: Reading Tree) Working from a common excel spreadsheet to track literacy data*
- *PAT Standard of Excellence is higher than CBE/Area 6 in all academic strands*
- *Report Card Data indicating significant growth in the 'Reads to Explore' proficiency level 4 in all grades compared to the previous year*





- *Building students' reading fluency, including reading rate, accuracy, and expressive intonation to support overall comprehension with text.*
- *According to the Calgary Board of Education survey, 16.25% of student disagree that their reading skills support their learning in all subjects*
- *EAL learners increased in numbers (requiring support in reading)*
- *Decrease the number of students requiring additional support in literacy by the end of the year. (K-3)*
- *Reflect and explore cultural identities of self and others*
- *Increase student engagement. The Alberta Education Assurance Measure Results Report indicates that student levels of engagement have decreased by 8.6%*
- *According to the CBE Student Survey data 44.19% of students indicate limited opportunity to engage with an indigenous elder and Knowledge Keeper*
- *Calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Implementation of more hands-on interactive learning practices to increase student learning engagement.*

Next Steps: Focus on Reading

We are planning 6-8 week, small group, reading instruction and assessment cycles for all students supported by selected assessments from the Reading Assessment Decision Tree including, Words their Way: Word Study and Dibels: Dynamic Indicators of Basic Early Literacy Skills This process will include exposure to various genres of text over time. Our staff will engage in professional learning, based on The Daily Five (Gail Boushey, Joan Moser 2006). Teachers will utilize formative feedback processes based on visible success criteria. This will be supported through, reading conferences; small group skills-based reading instruction; structured peer feedback; learning targets/success criteria; student self-reflection and goal setting; observations/anecdotal notes and word work feedback. We will also focus on:

- *Calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Implementation of more hands-on interactive learning practices to increase student learning engagement.*
- *Small group literacy intervention support for students requiring additional support*
- *Opportunity to engage with an Indigenous Elder and Knowledge Keeper (Shirley Hill).*



