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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 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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

School Improvement Results Report 2025 - 2026

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 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 comprehension

Outcome (Optional)
Optional second outcome if needed.

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?

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*
- *Student Survey Perception Data*
- *Teacher Survey 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:

- *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*

Well-Being Actions
Create learning spaces that provide learners with safe and respectful environments:

- *Use multi-modal texts to support multiple entry points*
- *Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge in class*

Truth & Reconciliation Actions

TRC Commitment to Action

Commitment to Truth and Reconcilliation 2026 - 2027

- *Build meaningful relationships with*






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- *Utilize high impact strategies to build reading comprehension: Reading Powers (Connect, Visualize, Question, Infer)*

- *Provide text opportunities that provide students with "mirrors" and "windows" (Sims Bishop) for seeing themselves and building empathy for others*

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Indigenous Elders and Knowledge Keepers to learn about Blackfoot traditions, teachings, language, and ways of knowing, being, and doing.

- *Engage students in land-based learning that deepens their understanding of Indigenous relationships with the land, fostering respect, reciprocity, and responsibility.*
- *Integrate Indigenous stories, oral traditions, and authentic cultural resources to deepen students' understanding of Indigenous histories, perspectives, and traditions in support of reconciliation.*

Professional Learning

- *ELA/ELAL Insite | Professional Learning*
- *Assessment & Reporting Insite |*
- *PL Topics: utilizing University of Florida Literacy Intervention (UFLI), decodable books, RAD tree,*
- *Daily 5 structured balanced literacy small group intervention*
- *Reading Power by Adrienne Gear (Connecting, Visualizing, Questioning, Inferring)*

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 students: Daily 5 Balanced Literacy*
- *Create literature-rich learning environments*

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*
- *Reading Power by Adrienne Gear*









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▪ *Literacy Intervention Sessions and CCT sessions*	*Using manipulatives like whiteboards, letter tiles, magnets, sand, playdough* ▪ *Consolidate with literacy centers* *School:* ▪ *PLCs, Collaborative Response, Grade team meetings*	






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School Development Plan – Data Story

2025-26 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.*

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CBE 2024-27 Education Plan



Celebrations

- *Students' skills related to early literacy (requiring additional support) showed improvement across all provincial measures (Gr K-3)*
- *Teacher's competency with tracking assessment data (Science of Reading: Reading Tree) working from a common excel spreadsheet has improved*
- *ELAL PAT Standard of Excellence (39.2) and Acceptable Standard (94.1) (higher than Alberta results)*
- *A 23.34 % increase in students indicated opportunity to engage with an Indigenous Elder and Knowledge Keeper (92.77%) according to the CBE Student Survey data*
- *84.71% of students feel confident in themselves as a reader according to the CBE Student Survey*
- *Increase in students that can see their own culture reflected in their school*

Areas for Growth

- *Support overall comprehension with text, decrease in proficiency level 4 on the Reads to Explore stem overall average grades 1 – 6*
- *Teacher's analysis of assessment data to support goal setting for all learners including calibration of reading assessment practices for increased alignment when triangulating academic achievement data*
- *Increase student learning engagement through increased voice and choice and more hands-on task design*
- *Only 67.82% of students indicate that they read interesting books according to the CBE Student Survey*
- *28.92% of students indicate that they require support with checking that the information they access online is reliable and 41.86% of students indicate that they are not taking care of themselves to ensure that they don't have too much screen time.*

Next Steps






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Teachers are engaging in 5 – 6 week, small group, reading instruction and comprehension assessment cycles for all students supported by Reading Power by Adrienne Gear. This process will include exposure to various genres of text over time. Our staff will engage in professional learning, based on Reading Power: Teaching Students to Think While They Read, by Addrienne Gear (2015) Teachers will support students to develop a common language around 'thinking as they read', and support them to develop the Reading Power comprehension strategies to connect, visualize, question, infer, and transform their thinking as readers. Teachers will norm student evidence based on the Language Arts Curriculum K – 9 proficiency scale to ensure that teachers have a collective baseline understanding of the reading rubrics. 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*
- *The Purchase interesting fiction and non-fiction decodables for all grade levels for at school and home reading*
- *Opportunity to engage with an Indigenous Elder and Knowledge Keeper (Shirley Hill).*
- *Opportunity to engage in a Calgary Police Services Digital Citizenship Presentation demonstrating the safe, responsible, critical and ethical use of technology*






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