



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

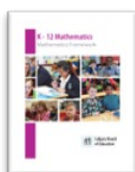
Introduction

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.





School Development Plan – Year 2 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Students' reading will improve through targeted, direct instruction from teachers.

Outcome Measures

- Report Card Data – ELAL (Reading Stem)
- AB Ed Literacy Assessments – LeNS, CC3, PAST
- Professional Learning Communities (PLC) - Baseline teacher data collected through self-reflection surveys before, during, and after learning sessions
- Common fluency assessments (DIBELS, UFLI)
- Spelling Pattern assessments (WTW)

Data for Monitoring Progress

- Teacher survey data regarding impact on professional growth, and classroom direct literacy instruction
- Spelling Pattern assessments (WTW)
- UFLI progress monitoring assessment and fluency checks, exit slips
- Reading Assessment Decision Tree

Learning Excellence Actions

- Comprehension protocols and routines (comprehension questions, ORF reading passages, success criteria across Grade levels)
- Clear grade-level expectations of comprehension and connections to learning outcomes
- Using the Assessment Decision Tree to guide next steps to support students

Well-Being Actions

- Repeated opportunities for learners to engage in whole-group and small-group comprehension responses throughout the week
- Engage learners in success criteria for grade-level comprehension responses to texts
- Clear and consistent comprehension routines to follow up a text read independently or as a whole group
- Purposeful access to digital literacy programs
- Empower students to have a voice in learning and assessment

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider relevancy when asking students comprehension questions with texts that are inclusive, inviting, and linguistically inclusive
- Strength-based assessment approaches that celebrate comprehension growth
- Multiple entry points for providing answers to comprehension questions and making personal and world connections to a text

Professional Learning

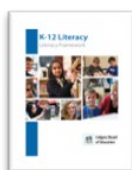
- CBE K-6 Professional Learning Series
- Professional Learning focused on comprehension

Structures and Processes

- Classroom Protocols: teacher modelling, repeated reading, reader's theatre, paired reading, reader responses

Resources

- (English Language Arts and Literature) ELAL and EAL (English as an Additional Language) Insite and D2L pages



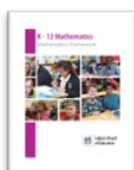


development as well as introducing comprehension routines and protocols

- Increased understanding of supporting EAL learners in the context of reading to understand instead of understanding to read
- Scarborough's Reading Rope
- Staff calibration protocols for learning
- Shelley Moore "One Without the Other: Stories of Unity Through Diversity and Inclusion" staff book study
- The Reading Strategies Book 2.0 by Jennifer Serravallo

- Using a variety of texts to practice providing comprehension responses for, (songs, poetry, read-alouds, diverse texts)
- Collaborative Response
- Professional Learning Community (PLC)
- Intervention for students at-risk

- Reading Assessment Decision Tree (RAD) Gr 4-12
- ELAL K-3 Scope and Sequence
- CBE Digital Decodable Library Reading and Interventions
- Student Well-Being Framework & Companion Guide
- Holistic Lifelong Learning Framework
- ORF Reading Passages (UFLI and DIBELS)



School Development Plan – Data Story

2024-25 SDP GOAL ONE:

Students' achievement in Literacy will improve.

Outcome one: Students' reading will improve through targeted, direct instruction from teachers.

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Celebrations

Based on our Words their Way Assessment Data,

- Kindergarten: students demonstrated foundational growth in phonemic awareness, achieving an average of 20% growth.
- Grade 1: students showed steady progress in spelling development, gaining an average of 22% growth.
- Grade 2: students exhibited significant growth, with an average gain of 19%.
- Grade 3: students demonstrated consistent advancement in spelling proficiency including a 20% growth in their spelling pattern recognition and a 10% growth in their total correct spelling.
- Grade 4: students continued to build on their spelling knowledge, showing an average growth of 7% in spelling patterns and 10% in overall spelling.

Areas for Growth

- Across grades, continued focus on applying phonetic and spelling knowledge consistently in both structured and independent writing will strengthen overall literacy accuracy and fluency.
- Further development of morphological awareness, multisyllabic word patterns, and strategic spelling strategies will support students' progression toward advanced spelling and vocabulary mastery.

Next Steps

- Building skills and assessment protocols to measure outcomes like fluency and comprehension in relation to reading success.
- Continuing to work in small-group instruction to ensure explicit teaching of reading fluency and decoding skills
- Continue to build student capacity for self-assessment and goal-setting in the context of reading and writing

