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
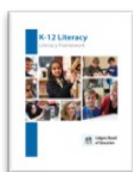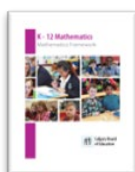
School Development Planning

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.

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Student achievement in Literacy will improve.

Outcome:
Students will improve in literacy by integrating explicit reading instruction with language comprehension and increased engagement and joy of literacy.

Outcome Measures

Report Card indicators
ELAL Reading: Reads to Explore
ELAL Writing: Writes to Express Ideas

CBE Survey
CBE Student Survey Questions
▪ I can understand or make sense of what I read.
▪ I like to read.

Provincial Assessments
CC3, LeNs, PAST, RAN

Data for Monitoring Progress

- Collaborative Response data
- Diagnostic reading assessments
- Writes to Express rubric data
- Teacher perception data on student engagement and appreciation of literacy

Learning Excellence Actions

- *Collaborative Response Meetings with a focus on Literacy outcomes*
- *Use the format of classroom Read-alouds to model language comprehension strategies*
- *Teachers observe one another and provide feedback on implementation of language comprehension strategies to build common language and identify impact*

Well-Being Actions

- *Provide opportunities for students to expand their engagement in literacy such as developing community 'Reading Buddies'*
- *Increase student voice and choice of literature selections*
- *Create leadership opportunities where students can showcase their literacy skills and emphasize a variety of purposes for literacy*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Embed Indigenous perspectives, ways of knowing, and voices in literacy instruction through authentic texts and stories*
- *Sharing circles to support text form and structure and increase detail and description*
- *Oral storytelling to provide connections to Indigenous learning and sharing of story with removing the barrier of transcribing story to paper*

Professional Learning

- *School based Professional Learning on Language Comprehension and Text Forms and Structures*
- *Professional reading excerpts of Comprehension: The Skill, Will and Thrill of Reading (Fisher, Frey & Law, 2020)*

Structures and Processes

- *Professional Learning Communities*
- *Collaborative Response*
- *Student Learning Team*
- *Grade team meetings*
- *Daily reading and writing intervention*
- *Use classroom routines to create a vocabulary rich learning environment*

Resources

- *CBE K-12 Literacy Framework*
- *Assessment and Reporting in CBE Guide*
- *CBE Student Well-being Framework*
- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *Comprehension: The Skill, Will and Thrill of Reading (Fisher, Frey & Law, 2020)*
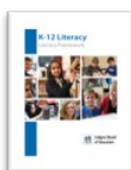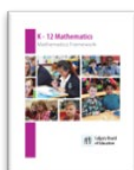
School Development Plan – Data Story

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

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

Celebrations

- Significant increase in reading progress across all grades: an overall decrease of 49% of students requiring additional supports as compared to the number of students at risk the previous year.
- Significant increase in reading progress particularly in the grade 3 cohort based on overall report card indicators where indicators of '1' (0.8%) and '2' decreased (9%) and indicator of '4' increased (21%).
- Increased student attendance: Reducing absenteeism over 20%, by 7% and reducing absenteeism over 10%, by 11% as compared to the previous year.
- Students feeling greater willingness to take positive risks based on the CBE Student Survey questions of "I ask questions when I have them," with a 10% increase.
- Significant writing progress across all grades: an overall increase in student achievement based on assessment of writing samples at key intervals throughout the year

Areas for Growth

- Building students' reading comprehension including increasing access to high-interest, relevant texts, vocabulary development and inferencing skill development.
- Focusing on Text Forms and Structures of written work including organization, increasing complexity through increasing relevant details and elaborating on main ideas, and increasing clarity of writing.
- Connecting with our parent/family community to support literacy practice through a 'Reading Buddy' volunteer program

Next Steps

- Using our established Collaborative Response Model to identify and solve key issues that relate specifically to literacy outcomes
- Identify and implement the use of Language Comprehension strategies during class read-alouds. Teachers will observe and provide feedback to their colleagues to build a common understanding of these strategies and identify impact.
- Increase engagement by modelling a wide range of literature from various genres and for various purposes.