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Alberta Education Outcomes

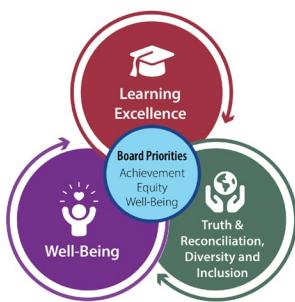
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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

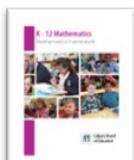
Introduction

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 Goal**

To improve students' achievement in Literacy

Outcome:

Students' reading will improve through responsive, actionable feedback from teachers

Outcome Measures

- SLA Government Data (LeNS, CC3, Acadience)
- Report Card data in ELA reading
- Grade 6 Provincial Achievement Test results in ELA reading
- CBE student survey questions within Literacy and Well-Being sections

Data for Monitoring Progress

- Professional Learning Communities around feedback that is actionable for students
- SLA Gov't data with a focus on LeNS, CC3, and Acadience as well as UFLI
- Teacher surveys regarding confidence using new tools such as Acadience and UFLI
- Exit slips for staff during assessment PD

Learning Excellence Actions

Teachers will:

- Use formative assessment with feedback that is actionable
- Provide feedback that aligns with learning intentions and success criteria in reading
- Utilize consistent and timely formative assessment practices to move student learning forward
- Use UFLI to complement other reading resources during small group instruction

Well-Being Actions

- Provide personalized, actionable feedback during small group instruction to inform students' next steps
- Include students within feedback loops
- Use student voice when creating success criteria

Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions, success criteria and actionable feedback
- Utilize and provide inclusive, linguistically and culturally diverse learning intentions, success criteria and actionable feedback
- Decolonize formative assessment

Professional Learning

- Professional learning to effectively use UFLI and Acadience
- Professional learning from CBE's Danielle Hildebrand regarding Acadience

Structures and Processes

Classroom:

- Post learning intentions and success criteria
- Use a variety of actionable feedback tools

School:

- PLCs

Resources

- Acadience and UFLI
- CBE's Teacher Self-Assessment Tool
- Scarborough's Reading Rope
- Danielle Hildebrand





- Collaborative Response
- Grade Team meetings

- Assessment and Reporting in the CBE: Practices and Procedures
- CBE 5 Guiding Principles for Assessment and Reporting

School Development Plan – Data Story

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2024-25 SDP GOAL ONE: To improve student's achievement in Literacy

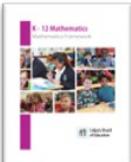
Outcome one: Students' reading and writing communication will improve through responsive feedback from teachers

Celebrations

- Kindergarten to Grade 3 students who scored at-risk in the government assessments decreased by 22 percentage points in the CC3 assessment and 21 percentage points in the LeNS assessment
- Grade 1 report cards had largest improvement in writing from beginning of the year compared to end of the year
- Acceptable standard in the grade 6 Provincial Achievement Test (PAT) for writing was 72%
- Grade 4, 5 & 6 students' confidence in their perceptions of being competent writers improved by 8 percentage points based on the CBE Survey results (compared to 2024 results)
- Grade 4, 5 & 6 students' confidence in their perceptions to contribute to conversations about books, poems and non-fiction texts improved by 14 percentage points (compared to 2024 results)
- Grade 5 & 6 students' perceptions in their opportunities to get feedback from teachers was 93%

Areas for Growth

- While writing had improvements, reading improvement was relatively flat in PATs and report cards
- CBE survey question "I understand what I read" declined from 89% to 86%. Also, "I know what to do next to improve my reading skills" was relatively flat.





Next Steps

- 8 week reading assessment cycles for all students using CBE's K-6 ELAL System Rubrics to measure incremental student progress
- Teachers focus on finding and utilizing personalized feedback where it is immediately actionable for students
- Use UFLI and Acadience to find baseline of students' reading ability, monitor progress and give feedback on this progress

