

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 will use success criteria in literacy and math to determine personal growth, achievement, and next steps in learning.

Literacy Outcome:

Success criteria for the strands of the Writing and Reading Ropes will be calibrated and implemented.

Outcome Measures

- Report Card Writing
- Report Card Reading
- CC3
- CBE Student Survey – Literacy measures
- Learning Competency Screener

Data for Monitoring Progress

- PLC Literacy Data
- Summative Assessment Cycles
- Collaborative Team Meeting Key Issue Tracking
- Report Cards; Student Surveys

Learning Excellence Actions

- Implementing Writing Workshops
- Implementing Reading Workshops
- Develop co-created success criteria and use these tools for reading and writing across the curriculum.
- Use co-created success criteria to establish learning goals and identify next steps for reading and writing.
- Developing assessments for various strands of the Reading and Writing Rope.

Well-Being Actions

- Use student assessment results to design tasks that engage students in goal setting that will address the needs of students at risk in reading and writing.
- Implementation of direct instruction for Alberta Education's Learning Competencies to build learning identify and engagement.

Truth & Reconciliation, Diversity & Inclusion Actions

- Intentional use of culturally responsive and equitable assessment strategies that promote the flexible ability to demonstrate achievement against successes criteria.
- Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding.
- Utilize CBE Decolonizing Assessment resources
- Diversity and Inclusion Professional Learning Series Modules (D2L)

Professional Learning

- Implementing the Reading and Writing Rope and developing success criteria for the strands of each rope in PLC
- Calibrate in PLC for reading and writing success criteria
- System Professional Learning Sessions focused on New Curriculum K – 6 system wide PL to support literacy assessment

Structures and Processes

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum – participating in CBE K – 6 system wide PL to support literacy and mathematics assessment
- Collaborative Team Meetings focused on Key outcomes.

Resources

- [Literacy Framework](#)
- [Writing Rope](#)
- [Reading Rope](#)
- [Videos – The Writing Rope with Joan Sedita](#)
- [Writing Scope and Sequence](#)
- [Competency Progressions](#)





School Development Plan – Year 2 of 3

School Goal: Students will use success criteria in literacy and math to determine personal growth, achievement, and next steps in learning.

Mathematics Outcome:

Success Criteria for conceptual understanding to procedural fluency will be calibrated and implemented.

Outcome Measures

- Report Card Number
- K – 3 Numeracy Survey – Math Measures
- Learning Competency Screener

Data for Monitoring Progress

- PLC Numeracy data
- Summative Assessment Cycles
- Collaborative Team Meeting Key Issue Tracking
- Report Cards; Student Surveys

Learning Excellence Actions

- *Implementing Number Talks*
- *Implement Minds On Activities and Performance Tasks from MathUp program to enhance students' procedural fluency*
- *Use visual models like number lines and base-ten blocks to support students' understanding of general methods and scaffolding steps to using these tools for novel problems.*

Well-Being Actions

- *Use student assessment results to design tasks that engage students in goal setting that will address the needs of students at risk in conceptual understanding of number as prerequisite to procedural fluency*
- *Implementation of direct instruction for Alberta Education's Learning Competencies to build learning identity and engagement.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Intentional use of culturally responsive and equitable assessment strategies that promote the flexible ability to demonstrate achievement against successes criteria.*
- *Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding*
- *Utilize CBE Decolonizing Assessment resources*
- *Diversity & Inclusion Professional Learning Series Modules (D2L)*

Professional Learning

- *MathUp PL by Marian Small focus on Number sense performance tasks*
- *Calibrate in PLC for numeracy success criteria*
- *System Professional Learning Sessions focused on New Curriculum K – 6 system wide PL to support mathematics assessment*

Structures and Processes

- *Collaborative grade team planning time for flexible groupings*
- *PLCs to calibrate assessments and analyze student learning evidence*
- *Implementation of New Curriculum – participating in CBE K – 6 system wide PL to support literacy and mathematics assessment*
- *Collaborative Team Meetings focused on Key outcomes.*

Resources

- [Math Up \(and related Marian Small supports](#)
- [Competency Progressions](#)
- [Figuring Out Fluency in Mathematics](#)
- [Figuring Out Fluency - Ten Foundations](#)



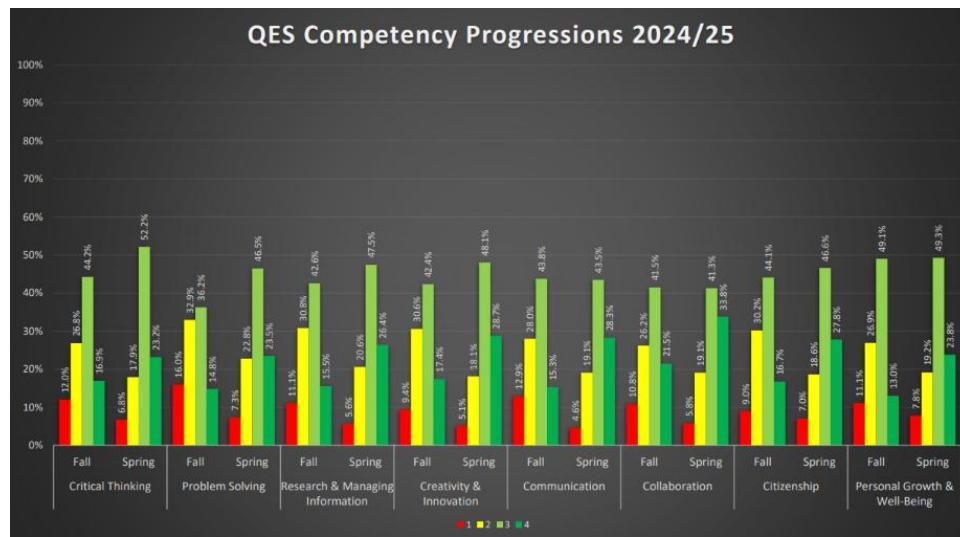


School Development Plan – Data Story

Goal: Students will use success criteria in literacy and math to determine personal growth, achievement, and next steps in learning.

Literacy Outcome: Success criteria for the strands of the Writing Rope will be calibrated and implemented.

Mathematics Outcome Two: Success criteria for conceptual understanding to procedural fluency will be calibrated and implemented.



Celebrations:

- Students continue to demonstrate transdisciplinary competency progression understandings within each subject discipline including English Language Arts and Literature (ELAL) and Mathematics. Students show an increase in competency screener performance from fall to spring.
- In literacy,
 - an increase (6%) was seen in students receiving a 3-Good with a drop (4%) in writing indicators
 - an increase (13%) was seen in early learning understandings of irregular words
 - an increase (7%) in perception data was seen for students to know what to do to improve writing and (~2%) to receive feedback for writing (compared to prior year).
- In mathematics,
 - An increase in accurate demonstrations of conceptual understandings through use of number lines was seen in Professional Learning Community (PLC) observations
 - An increase (~4%) was seen in students receiving a 3-Good with a drop (~1%) in 2-Basic for number, pattern (and algebra) report card indicators





Areas for Growth:

- In literacy,
 - More/improved opportunities for enrichment: student understandings of success criteria for 4-excellent (mastery) will be shared with students for writing/reading activities, allowing for a potential increase in 4-excellent indicators on spring 2026 report cards.
- In mathematics,
 - More/improved opportunities for enrichment: student understandings of success criteria for 4-excellent (mastery) will be shared with students for number/pattern/algebra activities, allowing for a potential increase in 4-excellent indicators on spring 2026 report card.

Next Steps:

- Overall, continued work with success criteria instruction and competency progression development.
- In literacy, continued direct instruction on success criteria for the strands of the Writing Rope will be calibrated and implemented. Reading Rope will also be incorporated as we look to extend possibilities further into our 3-year plan.
- In mathematics, continued direct instruction on success criteria for conceptual understanding to procedural fluency will be calibrated and implemented. Teams are continuing to consider strategies and routines as we look to further extend possibilities within our 3-year plan.

