



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

We used the provincial standardized assessments and report card data to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

LeNS

Changes in *not at-risk* population between September 2023 and June 2024 assessments

Grade 1	+10.0%
Grade 2	+14.9%

The data indicates growth in the percentage of grade one and grade two students who can sound out single letters and letter combinations. Compared to September 2023, an additional 10% of grade one students and 14.9% of grade two students were no longer at risk or in need of extra support by June 2024.

CC3

Changes in *not at-risk* population between September 2023 and June 2024 assessments

	Regular Words	Irregular Words	Non-Words
Grade 1	+10.0%	No Change	+7.5%
Grade 2	+6.4%	+10.0%	+12.8%

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



The data reveals an improvement in grade one and grade two students' ability to read single words, including sounding out and identifying regular, irregular, and non-words by sight.

- Regular Words: By June 2024, 10% of grade one students and 6.4% of grade two students were no longer at risk or needed additional support compared to September 2023.
- Irregular Words: There was no change for grade one students, but 10% of grade two students showed improvement, becoming able to sound out and identify irregular words independently.
- Non-Words: By June 2024, 7.5% of grade one students no longer required extra help in reading and identifying non-words. For grade two, this increase was 12.8%.

These results demonstrate meaningful gains in reading skills across grades over the academic year.

The growing number of students no longer at risk and not requiring additional support across grades reflects significant progress in phonological skills (recognizing, understanding, and manipulating language sounds) and decoding abilities, both critical for early reading and writing development. These improvements underscore the value of maintaining structured reading interventions to enhance literacy skills further.

Report Card Data for June 2023

Stem: Reads to explore and understand	Indicator 1 (Beginning)	Indicator 2 (Basic)	Indicator 3 (Good)	Indicator 4 (Excellent)
Grade 1	60.0%	20.0%	7.5%	12.5%
Grade 2	42.6%	27.7%	17.0%	8.5%

Stem: Writes to express ideas	Indicator 1 (Beginning)	Indicator 2 (Basic)	Indicator 3 (Good)	Indicator 4 (Excellent)
Grade 1	67.5%	20.0%	10.0%	2.5%
Grade 2	51.1%	29.8%	12.8%	0.0%

The report card data emphasizes prioritizing writing in our school development plan. While reading remains an area for growth, a notable percentage of students across grades demonstrate stronger proficiency in reading than writing, particularly in indicators 3 and 4. Writing results reveal that most Grades 1 and 2 students perform at beginning or basic levels (indicators 1 and 2), with very few achieving good or excellent levels (indicators 3 and 4). This gap is particularly evident in Grade 2, where no students attained the level of excellence in writing.

Teacher perception data gathered through professional learning communities and collaborative response meetings show that students' reading and decoding skills are improving; reading and writing must remain a priority.





The data shows that our school development efforts must prioritize enhancing students' reading and writing skills. After a deeper analysis of the provincial assessment, report card and classroom assessment data, we found that students struggle with spelling. Although they are improving with reading words, spelling or writing words through dictation has shown to be challenging.

Encoding (writing words) and decoding (reading words) are interconnected. To excel at one part, you need the other. Reading requires decoding—sounding out words. Spelling, however, requires encoding—breaking words into sounds and matching them to the correct letters. By addressing both decoding (reading) and encoding (writing) with a focus on spelling, we aim to support students' overall literacy success and ensure our teaching practices meet their needs.

Well-Being

We used the 2023-24 CBE Well-Being Survey to assess students' resilience and regulation skills and their impact on literacy development, particularly in reading and writing.

Survey questions on **perseverance and resilience** measured students' perception of their ability to "bounce back" or persevere after setbacks. The following changes were noted in the percentage of students answering *Absolutely/Yes*:

Survey Questions	<i>I try my best at school even when I find it hard.</i>	<i>I can do well at school.</i>	<i>I finish what I start at school.</i>	<i>I ask questions in class when I have them.</i>
Overall	-2.3%	-9.2%	+33.8%	+39.1%

Survey questions on **regulation** assessed students' ability to self-regulate and re-engage when emotions affected learning. The following changes were noted in the percentage of students answering *Not Really/No*:

Survey Questions	<i>I get angry or mad easily at school.</i>	<i>I know what to do if I feel sad or worried at school.</i>
Overall	-11.4%	-16.5%

The results showed positive growth: students increasingly see themselves as capable learners, feel comfortable asking questions, and show progress in completing tasks, reflecting gains in resilience and engagement. However, challenges remain in areas like perseverance, confidence in school success, and self-regulation, with some students struggling to manage emotions like anger, sadness or worry.

The insights gained from the CBE Well-Being Survey inform our understanding of how resilience and self-regulation affect literacy development. The findings guide us to prioritize literacy skills as a means to boost both academic achievement and resilience. Mastering spelling strengthens writing and boosts students' reading skills, and ability to communicate ideas. We aim to build students' confidence and perseverance in reading and writing by focusing on spelling. Additionally, developing literacy





skills offers students tools to express and manage their emotions, fostering self-regulation and engagement essential for their overall development.

Alberta Education Assurance Measures Results (AEAM) Spring 2024: The percentage of teachers who agree that students are engaged in their learning at school was 100%. The percentage of teachers who were satisfied that students model the characteristics of active citizenship was 87.3%.

Teacher feedback gathered through professional learning communities, and collaborative response meetings also indicates that while student engagement in learning is improving, there is room to strengthen work completion. Teachers observed that students began to use positive language when approaching challenging tasks, supporting a growth mindset and resilience.

Attendance Data

Overall Student Absence Rate 2023-24

	Above 10% Absence Rate (absent for more than 18 days)	Above 20% Absence Rate (absent for more than 36 days)
August 2023 to January 2024	76.1%	56.9%
August 2023 to June 2024	74.0%	60.4%

Percentage of at-risk students needing additional support with attendance rates exceeding 20% (over 36 days missed).

	CC3			LeNS	Numeracy
	Regular Words	Irregular Words	Non-Words		
Grade 1	47.5%	55%	47.5%	35.0%	45%
Grade 2	27.7%	34.0%	25.5%	26.1%	15.2%

Chronic absenteeism remains a challenge, with many students missing more than 10% (18 days) of the school year. This issue heightens for those with over 20% (36 days) absenteeism, highlighting the need for targeted interventions to improve attendance. Grade 1 students in the at-risk population requiring additional support face notable struggles in literacy, particularly with decoding skills such as regular and irregular word recognition and non-word decoding. However, some progress in these skills is evident as students advance to Grade 2. Numeracy skills consistently improve, with fewer students needing support in later grades.

These findings underscore absenteeism as a major barrier to student success, highlighting the need to address attendance issues while maintaining targeted literacy interventions to close learning gaps. Our school is dedicated to improving attendance, promoting well-being, and fostering inclusive practices to enhance literacy outcomes.

By closely monitoring attendance, we aim to identify students with frequent absences and provide individualized support, emphasizing the critical role of regular attendance in academic success. We will strengthen school-family





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

relationships through holistic practices that nurture the spirit, heart, body, and mind.

Access to additional CBE and community resources, including the Wellness Clinic, School Family Liaison and Diversity and Learning Support Advisor, will continue to be offered to help families overcome barriers. Targeted literacy support will also be provided through small-group instruction led by our CBE Indigenous Education Student Success Learning Leader, assisting students with chronic absenteeism to make academic progress and feel a greater sense of belonging through success in learning.

Through these efforts, we aim to remove obstacles to success, foster equity and inclusion, and provide every student with the support needed to reach their full potential.

Truth & Reconciliation, Diversity, and Inclusion

Our school serves 188 self-identified First Nations, Métis, and Inuit students from preschool to grade 2. We offer holistic, culturally responsive education that fosters a strong Indigenous identity while promoting academic readiness. Many students have special education codes related to communication, medical/physical needs, or emotional/behavioural challenges, emphasizing the need for individualized and specialized support.

Last year, we focused on regulation and resiliency through the Niitsitapi Learning Centre's Connecting to Spirit Framework, designed as a means to understand our bodies, validate emotions and learn ways to help us regulate and connect to spirit. Guided by the Connecting to Spirit Framework and the Indigenous Education Holistic Lifelong Learning Framework—Spirit-To-Be, Heart-To-Belong, Body-To-Do, and Mind-To-Know—we focused on integrating trauma-informed practices and a growth mindset to create safe, regulated learning environments where students could fully engage and persevere through challenges. This work was supported by targeted professional learning, book studies, and meaningful collaboration with Elders and Knowledge Keepers.

Teacher perception data indicated that applying trauma-informed practices and strategies to foster resilient learners positively impacted students' academic engagement and well-being. When students feel capable, confident, and supported through trauma-informed approaches, coupled with a growth mindset, they are better equipped to engage in learning tasks, overcome challenges, and celebrate their progress.

This year, teachers will focus on trauma-informed care, student resiliency, and social-emotional learning, while collaborating with Indigenous Elders and Knowledge Keepers to further integrate Indigenous perspectives into the curriculum. Guided by the CBE Well-Being and Indigenous Education Holistic Lifelong Learning Frameworks, we aim to create a safe, respectful environment where students feel valued and supported, fostering regulation, deeper engagement, academic success, and the social-emotional resilience needed to thrive in and beyond the classroom.





School Development Plan – Year 1 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Students will enhance their encoding skills by actively applying their knowledge of decoding to spelling.

Outcome Measures

- CC3, LeNS
- Report Card Data—ELAL: Reading and Writing
- UFLI Progress Monitoring, Spelling Assessment (K-3)

Data for Monitoring Progress

- Seasonal University of Florida Literacy Institute (UFLI) Progress Monitoring (spelling/encoding skills)
- Local Intervention Flexible Group Tracking Sheet
- Professional Learning Communities (PLC)
- Teacher Perception Data- Teacher confidence in implementing UFLI
- We Walk Together Spreadsheet
- Attendance Data

Learning Excellence Actions

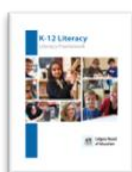
- Direct, explicit instruction using UFLI program in conjunction with CBE ELAL Scope and Sequence (K-3)
- Daily structured, explicit instruction connecting Grapheme-Phoneme-Correspondence to writing
- Provide learning opportunities to support the reciprocal relationship between reading and writing connections
- Build, model, and use sound walls
- Provide modeling and examples; working towards a gradual

Well-Being Actions

- Provide learning spaces that provide learners with a safe and respectful environment
- Provide repeated opportunities and entry points for learners to practice and consolidate literacy skills
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Design learning opportunities that honour student identity, voice, choice, and interests

Truth & Reconciliation, Diversity and Inclusion Actions

- Sustain collaboration with Indigenous Elders and Knowledge Keeper to advance actions in support of Indigenous student well-being and achievement. (Oral Language, Blackfoot Values, Traditional Teachings)
- Know learners' cultural background, life experiences, and learning needs
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Decolonize curriculum resources by replacing stories that favour





release of responsibility
model

Western worldviews
with Indigenous
worldviews (Ethical
Space)

Professional Learning

- CBE K-6 Professional Learning Series
- CBE ELA/ELAL Insite Page | Professional Learning (Phonological Awareness, Phonics, Writing)
- Literacy resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit
- Ongoing School-Based Literacy Professional Learning
- Book study - The Writing Rope

Structures and Processes

Classroom:

- Provide daily structured and supported literacy blocks
- Use thinking tools such as whiteboards, Elkonin boxes, letter tiles, etc.
- Utilize predictable routines and games: word ladders, matrices, puzzles, word sorts
- Repeated opportunity for students to practice and consolidate literacy skills

School:

- PLC using student writing samples to calibrate and develop plans for student progress and growth
- Collaborative Response
- Targeted Intervention

Resources

- UFLI Foundations Resource
- CBE ELAL K-3 Scope & Sequence
- CBE Frameworks (Literacy, Well-Being, Holistic Lifelong Learning Framework, Assessment and Reporting)
- Sedita, J. (2023). The writing rope: A framework for explicit writing instruction in all subjects. Paul H. Brookes Publishing Co.
- CBE ELA/ELAL Insite | Teaching Practices
- CBE Indigenous Education Team Indigenous Student Success Learning Leader
- Literacy Intervention Teacher

