



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

Student achievement in literacy will improve.

Outcome:

Student oral reading fluency will improve.

Outcome Measures

Grade 4-6 All Students

- Words Their Way
- CORE Vocabulary Screener
- DIBELS Maze

Grade 4-6 Students RAS

- CBE Comprehensive Decoding Assessment

Grade K – 3 All Students

- Provincial Data – LeNS and CC3

All Grades All Students

- Report Card marks – Reads to explore and understand
- Acadience Oral Reading Fluency Benchmark

Data for Monitoring Progress

- Acadience Oral Reading Fluency
- UFLI Fluency Checks
- Monthly Bridges attendance tracking and SEL data capture

Learning Excellence Actions

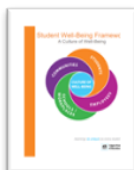
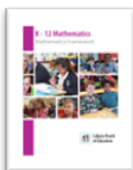
- Literacy intervention groups
- Targeted literacy instruction based on screeners and K-3 Scope and Sequence
- Instruction practice to

Well-Being Actions

- Evidence of learning displayed throughout the school
- Yellow Steps Learning fall residency to build knowledge, vocabulary and language rich experiences

Truth & Reconciliation, Diversity and Inclusion Actions

- “Mother Earth: My Favorite Artist” picture book for each classroom
- Weekly assemblies including some Indigenous content





develop oral
reading
fluency

- Yellow-Steps fall residency to build knowledge and vocabulary through language rich experiences
- Read and reread complex text together to ensure equitable access to content
- Provide ongoing and actionable feedback

- Interactive read-alouds
- Repeated opportunities for learnings to practice and consolidate literacy skills and knowledge
- Clearly display fluency expectations for all learners
- Clear and consistent routines

- Weekly opportunities for student leadership with classroom and cultural teachings
- Student MI Survey | Ensouling our Schools
- Strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points for tasks to encourage risk taking
- Consider relevancy and representation when selecting texts

Professional Learning

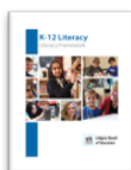
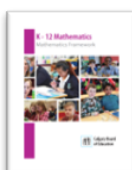
- [Reading Rockets PD videos](#)
- [CBE Literacy Framework](#)
- Acadience Reading Assessment Videos | [Introduction & Oral Reading Fluency](#)

Structures and Processes

- Professional Learning Communities, Collaborative Response and grade team meetings to examine assessments and respond to identified need
- Reference to Deer Run School

Resources

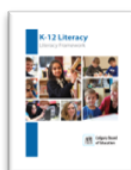
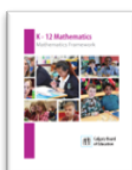
- CBE Reading Decision Tree
- University of Florida Literacy Institute (UFLI) manual and Fluency Reference
- CBE's Kindergarten to Grade 12 Literacy Framework
- K-3 ELAL Scope and Sequence
- SEL D2L shell





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| | <p>Continuum of Supports</p> <ul style="list-style-type: none"> Classroom: Protocols: teacher modelling, repeated reading, readers theatre, phrased reading, paired reading, recorded reading, audio-assisted reading Use a variety of texts: songs, poetry, read-alouds, diverse text Flexible groupings | <ul style="list-style-type: none"> Intervention Lead Teacher shared resources Ensoulng our Schools Why Fluency is a Foundational Skill with Dr. Jan Hasbrouck Professional Learning Video Fluency Podcast: Nathaniel Swain Fluency Instructional Routines (14:33 - 28:32) Timothy Risinski Fluency Research, Articles, Materials Joan Sedita The Importance of Teaching Prosody - A Component of Fluency UFLI: Fluency What is it? 5 Day Instructional Routine for Fluency K-12 Student Achievement Partners UFLI Fluency Checks |
|--|--|--|

School Development Plan – Data Story





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2024-25 SDP GOAL ONE:

Student achievement in literacy will improve.

Outcome one: Students' automatic word recognition will improve.

Outcome two: Student well-being will improve.

Celebrations

- Assessment practices within each division became more intentional and directly informed teaching and learning
- Development of Division II targeted literacy instruction for students requiring additional support
- Significant reduction in students requiring additional support in grades 1-3

Areas for Growth

- Building students' reading fluency including reading rate and accuracy.
- Empower students to see themselves as confident learners
- Helping students to better understand themselves as learners and where their strengths lie

Next Steps

- Utilization of decodable text materials at all grade levels
- More opportunities for staff to examine and analyze data (progress monitoring data) and develop a plan with what to do with the data
- Greater teacher collaboration to address diverse learning needs



