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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.

<https://hughabennett.cbe.ab.ca/documents/b2acf5ec-ec23-45bd-b5dd-c7e2c0897aac/School-Improvement-Results-Report.pdf>





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Students' language comprehension will improve (listening and reading comprehension)

Outcome Measures

- *ELAL Reading Report Card Indicator*
- *LENS/CC3 Data*
- *Alberta Education Assurance Survey*
- *EAL Benchmarks (Reading)*
- *EAL Benchmarks (Listening)*

Data for Monitoring Progress

- *Student survey*
- *Teacher Survey*
- *Target time pre and post assessments*
- *Task design templates*

Learning Excellence Actions

- *Daily read aloud and think aloud*
- *Build background knowledge and vocabulary prior to engaging with text*
- *Purposeful teaching of Tier 2 vocabulary*
- *Working alongside EAL strategist to design tasks and assessments*
- *Working alongside SILL strategist to design literacy tasks*

Well-Being Actions

- *Provide repeated opportunities for students to apply Tier 2 vocabulary across curricular areas to consolidate knowledge and build confidence*
- *Develop a deeper understanding of language associated with positive social interactions*
- *Provide access to a variety of just right learning materials*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Use EAL benchmarks to inform task design*
- *Text selection to include a variety of diverse and culturally representative literacy resources*
- *“Target Time” literacy intervention groups*
- *Use of visuals and sentence starters to create opportunities for communication and language development*

Professional Learning

- *Professional learning on high impact strategies for reading comprehension*
- *EAL Team and EAL strategist to support with the integration of purposeful vocabulary instruction into task design*
- *School based PL lead by Holistic Education Team, EAL Team and Wellness Team*
- *ELA/ELAL Insite Professional Learning*

Structures and Processes

- *Grade Team Collaborative Response meetings focused on interventions for students requiring additional support in literacy*
- *PLC's focused on literacy rich task design and assessment calibration*
- *Ongoing, structured follow-up with families regarding attendance (whole school and individual messaging)*

Resources

- *EAL strategist: Learning Cycles*
- *SILL strategist*
- *Intervention Lead Teacher for literacy support*
- *School developed Task Design Template*



School Development Plan – Data Story

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

Outcome one: Students' language comprehension will improve (reading and listening)

Celebrations:

- The number of students achieving grade level expectations (2, 3, or 4 indicators on the report card has increased by 5 percentage points (January- June), or by 4 percentage points (June to June)
- Based on the Alberta Education Assurance Survey, the number of students who agreed with the statement “Students respect each other” increased by 19 percentage points.
- From January 2025 to June 2025 there was a decrease of 15 percentage points for students achieving LP1 in Reading on the EAL Benchmarks.
- Students demonstrated increased literacy skills based on the Early Years Assessments, as evidenced by
 - 71% of students who required additional support on the LeNS on the pre-assessments no longer required additional support on the post-assessment.
 - 75% of students who required additional support on the CC3 pre-assessment no longer required support on the post-assessment

Areas for Growth

- Improving students understanding of Tier 2 and Tier 3 vocabulary when reading and listening
- Improving students' ability to decode words and recognize sights words to support overall reading comprehension
- Improve student attendance to increase opportunities to engage in whole group and targeted literacy times.

Next Steps

- Targeted literacy intervention cycles, with the support of the Intervention Lead Teacher
- Purposeful, targeted instruction of Tier 2 and Tier 3 vocabulary
- Increase stakeholder awareness regarding consistent attendance and the impact of student success

