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Calgary Board of Education

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

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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.

Fish Creek School SIRR 2024-25

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School Development Plan – Year 2 of 3

School Goal
Student achievement in literacy will improve.

Outcome:
Student reading skills (word reading, phonological awareness and phonics) will improve through the implementation of data driven reading instruction and intervention

Outcome Measures
- *Report Card Data: "Reads to explore and understand*
- *Early Years Assessments: CC3*
- *PAT Data: Grade 6 ELA Writing*
- *CBE Student Survey and AEA Survey*

Data for Monitoring Progress
- *Monthly formative assessment data*
- *Qualitative data from PLCs*
- *Feedback from teachers on school professional learning*

Learning Excellence Actions
- *Use the Reading Assessment Decision Tree to guide next steps*
- *Connect decodable text to GPCs/concepts that are taught*
- *Strategically teach high-frequency words (heart words)*

Well-Being Actions
- *Use goal setting & self-assessment*
- *Use clear and consistent routines*
- *Utilize flexible groupings for specific learning needs*

Truth & Reconciliation, Diversity and Inclusion Actions
- *Provide access to inclusive, diverse, and inviting texts*
- *Use strength-based instructional and assessment approaches that examine and celebrate incremental growth*
- *Flexible groupings*

Professional Learning
- *Improving Reading for Older Students (IROS) modules*
- *University of Florida (UFLI) free resources*

Structures and Processes
- *PLCs, Collaborative Response, Grade team meetings*
- *Utilize routines and games: word ladders, matrices, puzzles, word sorts*

Resources
- *Reading Assessment Decision Tree*
- *Decodable readers*
- *Bug Club Morphology*

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School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Students' achievement in Literacy will improve*

Outcome one: students' *written communication will improve through responsive feedback from teachers*

Celebrations

- *19.1% (41.14% to 60.24%) more students report receiving feedback about their writing, clarifying next steps in writing and improving self-reported confidence in writing.*
- *2.46% (5.6% to 3.14%) reduction in number of students receiving Indicator 1 in writing.*
- *2.28% (22.67% to 24.95%) increase in number of students receiving Indicator 4 in writing.*

Areas for Growth

- *Student sense of connection to texts read in class*
- *Student use of textual references in written and oral expression*
- *Student use of phonemic and morphological awareness to read for understanding*

Next Steps

- *Broaden the implementation of the Reading Decision Tree to track incremental student progress and Grade-level literacy goals*
- *Professional learning in the science of reading as it applies to division 2 learners*
- *Use of data from provincial literacy assessments to guide Grade-level intervention*

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School Goal

- *Students well-being will improve*

***Outcome**:*

- *Student resilience will improve*

Outcome Measures

- *Student's experience and identify improved access to safe spaces in school (student center, guidance, teacher support)*
- *Students report improvement in awareness and ability to engage with resources (psychological, physical, social, emotional, cultural) in order to develop resilience skills*
- *Students report an increase in strong peer relationships within the school*

Data for Monitoring Progress

- *Student responses within the OurSchool Resiliency and Mental Health summary measure*
- *Student response to CBE Student Survey questions: "I want to keep learning even when I experience a setback", "I ask for help when I need it" (Gr. 5,6,8,9,11,12)*

Learning Excellence Actions

- *Encourage, scaffold, and praise appropriate risktaking in the classroom (e.g.: story-telling, math talks, peer feedback, etc.)*
- *Model acknowledgment of emotions as first step in problem solving and taking action as a second step (See Tanton blog)*
- *Direct instruction about (un)productive struggle and how to recognize it along with steps to take (see article)*

Well-Being Actions

- *Utilize regularly scheduled reflection time and tools to identify distractors and reflect on the implementation focus strategies (e.g., self-talk, timers, movement breaks) ▪ Teach about the brain and its development/ functions in response to stress and regulation techniques. (SelfAwareness) ▪ Implement an intentional focus on play for early learners. ▪ Coconstruct welcoming, caring, respectful and safe teaching and learning environments that encourage everyone to practice resiliency skills*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Focus on trauma sensitive language and recognition of a range of student experiences*
- *Foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion*
- *Ensure that student and staff names are pronounced correctly by all staff*

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Professional Learning

- *Engage in professional learning regarding the Student Well-Being Framework Companion Guide*
- *Ensure at least one staff member is trained as a Go To Educator Core Facilitator*
- *Engage in professional learning to understand topics of Mental Health Literacy, Trauma Informed Practice, Social & Emotional Learning, and brain development and resilience using Alberta Family Wellness Initiative.*
- *Comprehensive Crisis Intervention*

Structures and Processes

- *Monthly PLC meetings and/or Regular Grade Team meetings to focus on learning sprints regarding resilience and mental health*
- *• Collaborative Response and SLT meetings to identify and action tiers of supports to further develop resilience and mental health*

Resources

- *CBE Student Well-Being Framework*

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Goal Two: Student well-being will improve

Outcome One: Student resilience will improve

Celebrations

- *More students are tracking their progress towards their learning goals (55% to 73.5%)*
- *OurSchool Survey data shows growth in all key areas*
- *Students report increasing levels of support from peers (86% to 95%)*

Areas for Growth

- *Student perseverance when faced with challenging tasks*
- *Student confidence in ability to persist and succeed*
- *Student learning engagement*

Next Steps

- *Professional Learning Communities (PLCs) will use OurSchool wellbeing data and CBE student survey data to target student needs and align professional development priorities*
- *Broaden application of CBE Wellbeing Framework and Companion Guide in Grade-level PLCs*
- *Gather additional data about factors affecting student engagement*