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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

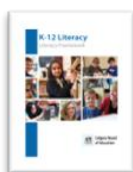
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[LDS SIRR 2024-2025](#)





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Students will improve literacy skills across disciplines, while integrating direct teaching on emotional regulation.

Outcome Measures

- (Cohort) Outcome Analytics: ELA comprehension Outcome (responding personally, critically, or analytically to literature or media)
- (Cohort) Outcome Analytics: SS S8-9 Outcome ability to communicate ideas and information in an organized and effective manner
- Student Perception data: CBE Student Survey results
- Our School Survey

Data for Monitoring Progress

- Diploma results
- Core MAZE
- Assurance survey
- Attendance Rates
- Street Data (Impact Plans)

Learning Excellence Actions

- Use literacy assessments to guide next steps with students.
- Utilize high impact strategies for reading comprehension across the disciplines.
- Teachers meet students at their proximal zone of development, allowing for observations, conversations and artifacts of learning to contribute to the body of assessment.
- Embed self-regulation teaching within the learning tasks.

Well-Being Actions

- Brain based education and explicit teaching of self-regulation strategies.
- Prior to learning, students are engaged daily in brain breaks to promote readiness and self-regulation for learning.
- Activate students as owners of their own learning in goal setting, self-assessment, and reflection.
- Embed self-regulation teaching within the learning tasks.

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are culturally responsive and accessible to all learners.
- Student voice and choice will be included.
- Utilize and continue to develop LDS Baby Tales (multidisciplinary learning time with students and their children) agency partners and community members.



**Professional Learning**

- Activating reading strategies: High Impact Annotation for Comprehension (In-school PL).
- In-school professional learning on emotional regulation.
- Staff text study: "Street Data" Dugan and Safir (2021).
- System HS outcome-based assessment learning.

Structures and Processes

- Professional Learning Communities (PLCs).
- Collaborative planning time devoted to personalizing learning tasks that include high-impact annotation strategies.
- Weekly Case Conferences/SLT meetings.
- Multi-agency Collaborative Response meetings every 6 weeks.

Resources

- Reading Decision Tree Gr 4-12
- Indigenous Education Team
- "Culturally Responsive Teaching & the Brain," Zaretta Hammond (2014)
- "Street Data," Dugan and Safir (2021)
- School psychologist

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School Development Plan – Data Story

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2024-25 SDP GOAL ONE:

Student achievement in literacy will improve.

Outcome one:

Improved reading comprehension across the disciplines.

Celebrations

- Students showed improvement in the English Language Arts 30-1 and 30-2 Diploma Part B exam (Acceptable Standard +15%, Standard of Excellence +11.6%).
- Students showed improvement in the English Language Arts Diploma 30-2 Part B Comprehension exam (+8.35%).
- Students showed improvement in the Social Studies Diploma 30-2 Part B exam (Acceptable Standard +20%).
- Students showed significant improvement with English Language Arts outcome 2a in 10-2 (+43%).
- Students showed significant improvement in Social Studies outcome S8-9 in 10-2 (+37.6%).
- Students showed improvement when reporting "they understand what they read" (+4%) in the CBE Student Survey.

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Areas for Growth

- Improving student's autonomy for selecting and using personalized learning strategies to support reading comprehension.
- Improving student's autonomy for selecting and using self-regulation strategies.
- Improved attendance.

Next Steps

- Improving teacher capacity for administering and interpreting literacy assessments to improve personalized programing.
- Use student self-assessments to build autonomy in choosing and using learning strategies.
- Identify and action plan to remove barriers for improvements in attendance.

