



Sibylla Kiddle School

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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 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

To inform our next steps as a learning community we have used English Language Arts and Literature report card data from June 2024. This data allows us to identify areas for continued growth.

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	EAL	IPP
Grade 1	8.8%	9.7%	28.1%	43.9%	8.72%	0.9%
Grade 2	6.4%	10%	39.1%	35.5%	8.2%	0.9%
Grade 3	4.6%	11.9%	34.8%	43.1%	2.8%	1.8%
Grade 4	2.3%	19.5%	39.1%	32.2%	5.7%	1.2%
Grade 5	1.2%	8.4%	51.8%	28.2%	3.5%	5.9%
Overall	5.00%	11.5%	37.8%	37.2%	5.9%	2.0%

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4	EAL	IPP
Grade 1	8.8%	12.3%	34.2%	34.2%	9.7%	0.9%
Grade 2	5.5%	26.4%	37.3%	22.7%	6.4%	0.0%
Grade 3	3.7%	20.2%	45.0%	19.3%	4.6%	6.4%
Grade 4	1.2%	19.5%	42.5%	25.3%	4.6%	6.9%
Grade 5	1.2%	24.7%	43.5%	17.7%	3.5%	7.1%
Overall	4.4%	20.4%	40.2%	24.2%	5.9%	4.0%

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



Of note, our English Language Arts data demonstrate that more students are achieving below grade levels in reading. When considering this alongside teacher perception data, we have discovered that students would benefit from support to improve academic achievement in reading. To help guide our focus and planning for the upcoming academic year, we have also used data from Provincial screeners and assessments. This data helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial Universal Screener Results	Percentage of Students at Risk September 2023	Percentage of Students at Risk September 2024
Castle and Coltheart 3 (CC3) – Reading Regular Words (Grade 2-3)	21.2%	17.2%
Letter Name – Sound Test (LeNS) (Grade 1-2)	16.3%	21.0%
Phonological Awareness Screening Test (PAST) – (Grade 1)	N/A	18.4%
Numeracy Assessments (Grade 1-3)	18.7%	19.9%

Additionally, through analyzing the CBE Student Survey, we discovered that students would benefit from engaging with text at their just right level as only 48% of students feel that they have opportunities to read interesting text.

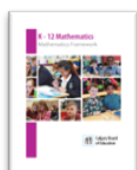
After analyzing our ELAL report card data and Provincial Screener data alongside perception data, we recognize that a focus on improving student achievement in reading is our next step for supporting students' academic growth.

Well-Being

Student voice shared through the OurSchool Well-Being survey has indicated that 68% of students feel accepted by their peers, 69% of students feel welcome and 75% of students feel that they belong. This aligns with the data from the Spring 2024 Alberta Education Assurance survey that only 64% of students report that students care about each other, 66% of students feel that students respect each other and 60% of students feel that other students follow the rules. These results are further supported by perception data from the CBE Student Survey where 69% of students felt welcome in the school and 74% of students feel included.

In addition, we have used our Physical Education and Wellness report Card data to build our well-being data story.

Stem: Demonstrates skills to support the well-being of self and others	Indicator 1	Indicator 2	Indicator 3	Indicator 4	IPP
Grade 1	0.0%	15.3%	45.9%	37.8%	0.9%
Grade 2	0.9%	11.8%	51.8%	33.6%	1.8%





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

Grade 3	0.0%	2.7%	42.7%	48.2%	6.4%
Grade 4	0.0%	21.6%	45.5%	33.0%	0.0%
Grade 5	0.0%	3.6%	60.2%	36.1%	0.0%
Overall	0.2%	11.0%	48.8%	38.0%	2.0%

This summary of Well-Being data suggests that areas such as belonging, positive relationships, conflict resolution and social awareness would benefit from a greater focus this school year. We will deepen this work by introducing and implementing a school-wide approach to social-emotional learning, deepening students' sense of identify and sense of belonging.

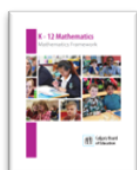
Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represent a diverse student population with 20% of our students identified as English as an Additional Language learners, 3% of our students self-identifying as Indigenous and 13% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

The cohort data from the report card stem: Reads to explore and understand, demonstrates an opportunity to continue to support our diverse population in both their academic achievement and well-being.

Cohort	Indicator 1	Indicator 2	Indicator 3	Indicator 4	IPP	EAL
EAL	0.8%	13.1%	41.5%	20%	0.0%	23.1%
Indigenous	20.0%	20.0%	10.0%	50.0%	0.0%	0.0%

Throughout the year, the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) will continue to be incorporated into our daily work to support our students. In the past, a focus on the domains of heart and body has had a positive impact on students' emotional well-being and sense of community. Engaging in land-based learning has provided teachers with a valuable opportunity to build belonging as a class community. This will continue to be an integral part of our work.





School Development Plan – Year 1 of 3

School Goal

Through clear assessment practices and task design to personalize learning, student achievement in literacy and well-being will improve.

Outcome:

Students' phonological awareness and decoding skills will improve through building teacher capacity to utilize diagnostic assessments to target instruction.

Outcome:

Students' sense of belonging will increase as teachers apply strategies from the Well-being and Holistic Lifelong Learning Frameworks.

Outcome Measures

- Report Card Data – ELAL (Reading Stem) and PEW Stem
- EAL Benchmarks in Reading Strand
- Alberta Education Literacy Assessments (CC3, LeNS)
- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report
- Teacher perception data

Data for Monitoring Progress

- Formative assessment – anecdotal notes and observations
- Professional learning feedback regarding impact on professional growth in literacy
- Log Entries Data
- Grade 4 and 5 Reading Decision Tree Assessments
- PLC and CRM Data

Learning Excellence Actions

- Use the Reading Assessment Decision Tree and Literacy Screeners to guide next steps
- Explicit instruction using the UFLI program, Word Connections lessons and decodable texts to improve phonological awareness and decoding text
- Developing tasks and utilizing texts that highlight the concept of 'belonging'

Well-Being Actions

- Provide multiple opportunities to practice and consolidate skills
- Utilize flexible groupings for specific learning needs
- Offer choice-based reading activities with multileveled texts to improve connection to texts
- Work with staff and students to develop structures to support belonging between classes and grades including consistent language and visuals

Truth & Reconciliation, Diversity and Inclusion Actions

- Know learners cultural background, life experiences, and learning needs
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points for tasks to personalize learning
- Utilize land-based learning, sharing circles and Elders to build belonging

Professional Learning

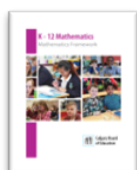
- CBE K-6 Professional Learning Series

Structures and Processes

- Classroom:
- Use manipulatives such as whiteboards, Elkonin

Resources

- ELAL K-3 Scope & Sequence





- *ELA/ELAL Insite | Professional Learning*
- *Improving Reading for Older Students Modules and Kindergarten community of practice*
- *Implementation of UFLI and Word Connections*
- *Professional Learning in the Heart and Body Domains and Social-Emotional Learning*

- *boxes, letter tiles and magnets*
- *Utilize predictable weekly routines and games: word ladders, puzzles, word sorts*
- *Small group reading/literacy groups consolidated with literacy centers*

School:

- *Collaborative Response, PLC, Targeted Intervention, Flexible Groupings, Collaborative grade team planning and calibration, Common school-wide Social-Emotional approaches*

- *Understanding Grade Level Reading Resource*
- *CBE Digital Decodable Library/Decodable books*
- *Reading Assessment Decision Tree (RAD) Gr 4-12*
- *UFLI Foundations, Word Connections, Heggerty and Words Their Way*

