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Calgary Board of Education

Sibylla Kiddle School
126 Cranford Drive SE, Calgary, AB T3M 0W4 t | 403-817-3432 e | sibyllakiddle@cbe.ab.ca

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.

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 Plan – Year 2 of 3

School Goal
Student achievement in reading literacy will improve.

Outcome:
Students' reading fluency and vocabulary related skills will improve.

Outcome Measures
- *Report Card Indicators – ELAL Reading*
- *Alberta Education Literacy Assessments*
- *CBE Student Survey*
- *Alberta Education Assurance Measures*
- *EAL Benchmarks focused on reading*

Data for Monitoring Progress
- *PLC and CRM data*
- *Formative assessment – anecdotal notes and observations*
- *Professional learning feedback*

Learning Excellence Actions
- *Use of vocal reading, choral, echo, buddy reading, reader's theatre and drama*
- *Explicit instruction in UFLI, morphology and word connections*
- *Exploration of disciplinary text*
- *Development of grade-based success criteria for fluency*
- *Diagnostic reading assessments and screeners*

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*
- *Buddy classes with a focus on reading*
- *Use of student voice*

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*
- *Use land-based learning experiences*
- *Access to diverse literature*

Professional Learning
- *CBE Divisional Meetings for leaders*
- *ELA Insite & Professional Learning resources*
- *Explore Serravallo's book, Reading Strategies 2.0*
- *UFLI fluency triangles*
- *Explore Acadience strategies & resources*
- *Consider options for fluency assessment*

Structures and Processes
Classroom:
- *Use manipulatives such as whiteboards, Elkonin 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*

Resources
- *ELAL K-3 Scope & Sequence*
- *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*
- *Bug Club (Pearson) resources*
- *CBE Literacy Framework*
- *Reading Strategies 2.0 by Jennifer Serravallo*

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- *Groupings, Collaborative grade team planning and calibration, Common school-wide Social-Emotional approaches*
- *Dedicated time blocks for literacy across the entire school*

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Development Plan – Data Story

2024-25 SDP GOAL ONE: Through clear assessment practices and task design to personalize learning, student achievement in literacy and well-being will improve.

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

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

Celebrations

- Reading achievement for Indicator 1 improved, with scores dropping from 4.92% to 2.92%, and strong gains in Grades 1–3.
- RAS scores for all students, including EAL and IPP cohorts, showed significant improvement, indicating effective decoding instruction.
- Student confidence in reading strategies rose to 96.15%, reflecting successful instructional clarity.

Areas for Growth

- EAL students showed a rise in lower reading indicators (1 & 2), increasing from 13.85% to 25.92%, highlighting a widening achievement gap.
- Belonging and inclusion perception data declined across surveys, especially in peer relationships and feeling included.
- Misalignment between diagnostic tools and report card data (e.g., CC3 vs. reading stem) indicates a need to broaden assessment focus beyond phonemics.

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Next Steps

- Continue along the three year reading literacy goal by maintaining the momentum achieved in the areas of phonemic awareness and phonics while moving towards the next steps in the ‘5 Pillars of Literacy’ to teaching fluency and vocabulary.
- Concentrate on strategies for supporting complex learners, particularly students who are learning English as an additional language.
- Continue to be intentional with respect to developing a school culture which fosters a sense of belonging for all students.