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Calgary Board of Education

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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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website: https://sibyllakiddle.cbe.ab.ca/school

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal
Student achievement in reading literacy will improve.

Outcome:
Students' reading fluency will improve.

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

Data for Monitoring Progress
- *PLC data*
- *Formative assessment, including anecdotal notes and observations*
- *Ongoing student evidence*

Learning Excellence Actions
- *Create grade team PLC groups focused on fluency*
- *School-wide use of system rubrics*
- *Teams implement common high-impact intervention strategies*

Well-Being Actions
- *Provide students multiple opportunities to practice and demonstrate skills*
- *Use flexible regroupings for specific learning needs*
- *Incorporate student voice when selecting texts*

Truth & Reconciliation Actions
- *SKS TRC Commitment for 2026-2027*
- *Provide opportunities for reading on the land*
- *Celebrate and communicate students' reading successes*
- *Foster relationships through buddy reading*

Professional Learning
- *Jennifer Serravallo's Reading Strategies 2.0*
- *Acadience PL and resources*
- *ELAL Insite and PL resources*

Structures and Processes
Classroom:
- *Establish opportunities for student voice and feedback with text selection*
- *Incorporate fluency language (self-monitoring, expression, pacing, emphasis) in lessons*
- *Regroup students for targeted, levelled support*

School:
- *PLCs follow defined cycle of plan/do/study/act (PDSA)*
- *Scheduling collaborative team time*
- *Team calibration time, including vertical calibration*

Resources
- *ELAL Scope and Sequence, K-3 and 4-6 (draft)*
- *System rubrics - Fluency*
- *Acadience resources*
- *UFLI, Heggerty, Words their Way*
- *CBE Literacy Framework*
- *Reading Strategies 2.0 by Jennier Serravallo*
- *Indigenous Lifelong Learning Framework*
- *Student Well-Being Framework*






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement in reading literacy will improve.

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

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CBE 2024-27 Education Plan



Celebrations

- Our literacy data indicates continuous growth in reading achievement: students achieving indicators 3 and 4 increased from 70.16% to 71.97%, while the percentage of students receiving Indicators 1 and 2 decreased from 24.90% to 24.06%.
- Our English as an Additional Language (EAL) learners saw an increase in their language proficiency levels related to reading. Students at Language Proficiency Level 1 (LP1) decreased significantly from 15.0% to 4.2%, and students achieving Language Proficiency Level 4 (LP4) increased from 33.0% to 41.8%.
- There was a significant improvement in students identified on Alberta Education and Childcare literacy screeners as requiring additional support (13.9% to 6.1%), including our students with SPED codes, as well as our EAL and Indigenous cohorts; this shows that our universal literacy instruction and targeted interventions are positively impacting those students who were identified as needing extra support.
- Students are feeling more confident in their reading ability, understanding, and connection of text (90.11% to 91.23%) and (81.82% to 82.95%).

Areas for Growth

- Continuing to improve students' reading fluency to support greater gains in reading through school report card data.
- There appears to be a discrepancy between report card reading data and the provincial literacy screeners, which indicates that as a school we may need to incorporate other tools for measuring student growth in reading.
- Perception data indicates a drop in students feeling that






the language arts they are learn at school is interesting to them, decreasing from 69.07% to 43.62%.

- Although not related to our SDP goal of literacy, our Assurance Survey (see chart last page) and other perception data showed a significant decrease in engagement and belonging at our school. Only 41% of parents (down from 70%) felt that “students at the school respect each other”, and only 44% of students felt the same. Only 37% of students felt that “students follow the rules” and 49% felt that “students help each other”. Only 62% of students (down from 96%) felt that teachers care about them.

Next Steps

- Implementing Acadience Reading Assessment in Kindergarten to Grade 3 to measure incremental gains in reading and using this data to guide instruction and target reading interventions for students.
- Creating and establishing structures and processes for Professional Learning Communities (PLCs) that more accurately capture student progress in reading, identify a problem of practice, and guide changes to literacy instruction.
- Intentionally designing learning tasks that will be interesting and engaging for students.
- Although not an explicit SDP goal, a focus for this school year is to foster a sense of belonging and connection throughout the school. Intentional planning of whole-school events, regular cross-graded regroupings, increased student voice in decision- making and purposeful relationship building across classrooms will be prioritized.




