

## 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.

Link: [SIRR 2024-25 CBe-learn Elementary.asd.docx](#)

#### 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 Plan – Year 2 of 3

**School Goal:** Student achievement in literacy and mathematics will improve.

**Outcome:** Teachers, Students and Learning Coaches will actively engage in feedback loops to propel academic progress.

**Outcome:** Student well-being and sense of belonging in online and in-person learning communities will be strengthened.

**Outcome Measures**

Provincial Achievement Measures

- Numeracy Assessment
- CC3
- LeNS
- Grade 6 Provincial Achievement Tests

Grades 1-6 Report Card Data

- ELA Stem | Writes to express information and ideas
- Mathematics Stem | Understands and applies concepts related to number and patterns
- EAL Benchmarks – Writing Proficiency Level

**Data for Monitoring Progress**

- Student, Parent & Teacher perception data collected through survey results
- Analysis of teacher-student interactions in online learning feedback loops.

**Learning Excellence Actions**

- Continued focus on providing quality feedback while leveraging online strategies to advance learning
- Explicit teaching of how students and learning coaches can use teacher and peer provided feedback to propel learning.
- Grades 1-3: Development of resources and support processes to guide an asynchronous at-home Daily Literacy Routine

**Well-Being Actions**

- Explicit teaching of Social Emotional Learning skills during online and in-person learning.
- Strengthening learning communities and student sense of belonging through Warm Welcome sessions, school-wide events, cross-grade collaboration and subject-area learning discussions
- Offering families the choice of in-person or asynchronous Physical Education programming aligned with program-wide emphasis on learning that occurs away from the computer.

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Design learning tasks that position teachers and peers to learn more about and from the lived experiences of students by intentionally activating the spirit, heart, body and mind.
- Grades 4-6: Piloting of team teaching to see how such configurations can strengthen relationships, community and learning in the online setting

**Professional Learning**

- Continued exploration of evolving technology tools and online feedback strategies
- Collaborative analysis of teacher implemented feedback strategies and student engagement within feedback loops.
- Regular sharing and eliciting of feedback as program alternatives are built: Daily Literacy Routine (Grades 1-3) & Physical Education (Grades 1-6).
- Ongoing engagement with listed 'Structures & Processes' and 'Resources'

**Structures and Processes**

- Asynchronous tasks to explicitly teach and practice online learning processes and skills
- Parent-as-learning coach synchronous support sessions.
- Supplemental online sessions to support task completion and review of feedback
- Pilot of team-teaching in target areas
- Professional Learning Communities
- Collaborative Team Meetings

**Resources**

- Staff allocation to support development of new PE, Literacy and Social Emotional Learning programming.
- The Assessment Playbook for Distance and Blended Learning – Measuring Student Learning in Any Setting (Fisher, Frey, Bustamante, Hattie)
- Scarborough's Reading Rope
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resources
- CBE Framework documents



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**CBE Results Policies**

- *Results 1: Mission*
- *Results 2: Academic Success*
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**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*

**2024-25 SDP GOAL:** Student achievement in literacy and mathematics will improve.

**Outcome 1:** Students will use academic language and discourse in discussions to build curricular knowledge and skills while connecting with each other and their teachers.

**Outcome 2:** Teachers will explore feedback strategies and encourage student use of such feedback to promote learning.

**Celebrations**

- The number of students in Grades 1-3 requiring additional supports, as determined through provincial achievement measures, decreased over the 2024-25 school year.
- Students indicate feeling a high sense of belonging at school. Students experience positive relationships at school and show an understanding of other cultures.
- Students self-report a significant increase in their own participation in conversations with classmates.
- Students self-report a significant increase in the effectiveness of conversations in supporting curricular achievements.

**Areas for Growth**

- Sense of belonging, reporting of positive relationships and awareness of other cultures trend lower as students progress through grades 4, 5 & 6.
- A low response rate to the parent survey aimed at showing parent and student perception of feedback as an integral component of learning suggests that either further probing to better understand growth in this area is needed or growth itself is still needed.
- Parents and teachers share a common desire to have students also engage in learning away from computers.
- Some parents shared a sense of overwhelm as they attempted to support young learners in the asynchronous components of instruction.

**Next Steps**

- To support online learner well-being, attention to the design of learning which occurs away from the computer will continue. One significant area is the development and implementation of a predominantly asynchronous Physical Education alternative available as a family choice.
- Leveraging the asynchronous and synchronous components of online programming and the partnership between teachers and parents, resources to support a daily literacy routine and parent-as-learning-coach support sessions will be developed and implemented in grades 1-3.
- In addition to continued emphasis throughout online programming, social emotional learning skills will be explicitly taught and reinforced during all in-person learning days.
- Team-teaching will be piloted in a few areas to explore how such configurations can enhance learning and community building online.





- While discussions will continue to be a strategy for supporting learning across subject areas, a laser focus will be re-directed at the writing strand of student communication.
- A stronger focus will be placed on the collaboration between teachers and parents/guardians to help young online learners develop appropriate routines for checking and responding to learning feedback.

