

**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

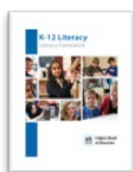
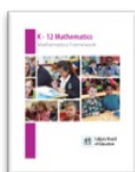
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[LINK TO SDR 2024-25](#)





## School Development Plan – Year 2 of 3

### School Goal

Students will develop proficiency in academic language necessary to effectively communicate.

### Outcome

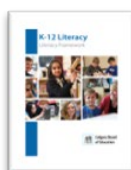
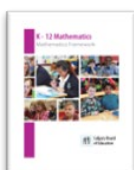
Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as **explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting**

### Outcome Measures

- **ELA Report Card Indicator:** Reads to explore, construct and extend understanding
- **ELA Report Card Indicator:** Writes to develop, organize and express information and ideas
- **Science Report Card Indicator:** Demonstrates skills for inquiry and communication
- **Math Report Card Indicator:** Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships
- **CTF Report Card Indicator:** Communicates knowledge and skills in response to challenges
- **Social Studies Indicator:** Communicates understanding of events and/or issues from different points of view
- **Written Assignments Rubric:** Evaluate students' ability to communicate ideas using academic vocabulary. Track baseline vs. end-of-year performance.
- **Provincial Achievement Test:** Grade 9
- **Professional Learning Survey/Reflection:** Track participation and impact of professional development through surveys and self-assessments on strategies implemented throughout the year.

### Data for Monitoring Progress

- Report Card Data
- Baseline and Ongoing Rubric Assessments
- Formative Assessments (exit slips, quizzes, check-ins)
- Participation, Engagement and Attendance Data
- Student Surveys/Reflections
- PAT results in all subject areas





### Learning Excellence Actions

- *Apply high-impact instructional and assessment strategies that build students' academic vocabulary and word-learning skills across all disciplines.*
- *Incorporate multimodal text sets and structured writing lessons that align with authentic tasks within each subject area.*
- *Design intentional opportunities for students to practice, demonstrate fluency, and apply discipline-specific vocabulary in meaningful contexts.*

### Well-Being Actions

- *Support students in taking ownership of their learning through goal setting, self-assessment, and regular reflection using academic language.*
- *Foster safe, respectful learning environments that provide repeated opportunities for students to practice and consolidate academic language skills across disciplines.*

### Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide access to inclusive, linguistically diverse, and culturally relevant texts that support the development of academic language.*
- *Ensure text selection reflects diverse perspectives, lived experiences, and relevant themes across subject areas.*
- *Design learning tasks for students and staff that intentionally engage the spirit, heart, body, and mind, aligning with holistic approaches to language and understanding.*

### Professional Learning

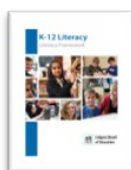
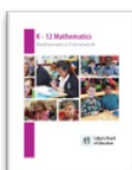
- *Engage in Middle Years System Professional Learning focused on literacy and academic language development.*
- *Participate in Improving Reading for Older Students (IROS) learning series, including:*
  - *Laying the Foundation*
  - *Word Recognition*
  - *Growing Vocabulary*
  - *Reading Comprehension*
- *Utilize ELA Insite resources and collaborate with System ELA Specialists to support the implementation of academic-language strategies.*

### Structures and Processes

- *Use the SLT structure to monitor and respond to schoolwide progress on academic-language outcomes.*
- *Maintain consistent documentation of strategies, student evidence, and instructional adjustments.*
- *Engage in grade team meetings and subject-area meetings to calibrate expectations and align approaches to academic-language instruction.*

### Resources

- *ELA Insite*
- *Read Theory*
- *IXL*
- *Text Calibration Protocol*
- *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing*  
- ReLeah Cossett Lent



## School Development Plan – Data Story

### 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

### 2024-25 SDP GOAL ONE:

*Students will develop proficiency in academic language necessary to effectively communicate for a variety of language functions found in classroom discourse, tests, and assessments.*

#### Outcome one:

*Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting*

#### Celebrations

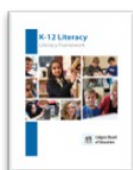
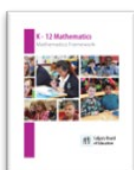
- 47.3% of students achieve an indicator of 3 or 4 on writing stems in ELA
  - This increases to 57.2% when extrapolating just grade 9 student data.
- 50.2% of students achieve an indicator of 3 or 4 on reading stems in ELA
  - This increases to 59.9% when extrapolating just grade 9 student data.

#### Areas for Growth

- Students are still developing confidence and consistency in using academic language across subjects and learning tasks.
- Learners benefit from additional support in expressing clear reasoning when engaging with complex ideas or assessment prompts.
- Many students are continuing to build their skills in organizing and communicating their thinking in both written and verbal formats

#### Next Steps

- Strengthen students' confidence and consistency in using academic vocabulary across subjects and learning tasks.
- Increase opportunities for students to practice expressing complex ideas through clear explanations, justifications, and analyses.
- Enhance students' ability to interpret and respond to different types of assessment prompts using precise, discipline-specific language.





- Support students in developing stronger communication skills when evaluating information, making predictions, or explaining reasoning.
- Expand students' capacity to convey understanding in written and verbal forms, especially when engaging with multiple points of view or synthesizing information.

