

**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:

<https://andrewsibbald.cbe.ab.ca/documents/b334b6c5-7653-447e-8ca6-3d64824cabd1/School-Improvement-Result-Report.pdf>





School Development Plan – Year 2 of 3

School Goal

Students' foundational skills in literacy and mathematics will improve.

Outcome:

Students will improve their writing skills, processes, and enjoyment across a range of disciplines.

Outcome (Optional)

Students' procedural fluency will improve through a focus on number sense and fact fluency.

Outcome Measures

Report Card Stems:

- Writes to express information and ideas
- Understands and applies concepts related to number, patterns and algebra

Grade 5 CBE Student Survey

- My writing skills help me when I need to communicate my thoughts.
- I have strategies to help myself that I use if I feel stressed about school

K-3 CBE Wellbeing Survey

- I know what to do if I feel sad or worried at school

Alberta Education Assurance Survey

- I like learning Language Arts
- I like learning Math

Early Years Assessments

- Grades 1-3 Numeracy

Data for Monitoring Progress

- School-wide tracking of local K-5 assessments (writing diagnostics, EYAs, Gr. 4-5 Reading Tree assessments, math diagnostic)
- Grade Team student fluency folders designed to track individual student progress in fact fluency
- Teacher running records for procedural fluency
- PLC/Collaborative Team Meeting data (writing outcomes)
- Pre-Post Teacher Efficacy Survey designed for professional learning around, *The Writing Revolution 2.0* by Judith C Hocman and Natalie Wexler to guide writing instruction & opportunity for student voice and ownership

Learning Excellence Actions

- Offer meaningful writing opportunities that support student agency (interest, voice and choice).
- Engage students in short, interactive and purposeful activities that improve foundational writing skills.

Well-Being Actions

- Increase student agency within the writing process (offer voice & choice).
- Continue to scaffold student's thinking & reduce stress within the writing process by providing access to loose parts.
- Activate students as owners of their own

Truth & Reconciliation, Diversity and Inclusion Actions

- Opportunities for land-based learning during bi-weekly, Maker-Space time.
- Grade Team initiated projects that create opportunities for student agency in caring for our learning grounds.





- Continue to make individual writing goals & teacher feedback visible (students see evidence of their growth).
- Offer ongoing structure for fact fluency development and automaticity.
- Continue daily routines focused on building efficiency, flexibility, and accuracy within mathematics.

- learning through goal-setting and self-assessment with fluency folders.
- Provide repeated opportunities to practice and build automaticity with fact fluency in the classroom and with games at home.
- Increase teacher and student understanding of CBE's CASEL Wheel (Collaborative for Academic Socio-Emotional Learning) that outlines resources for Socio-Emotional Learning.
- Direct teaching of strategies to support stress management and direct teaching of compassion vs. empathy & the 3 types of compassion.

- Continued focus on making culture visible within the classrooms and learning commons (culturally diverse & inviting texts).
- Continued use of assistive technology, sensory tools, and other resources to remove barriers in learning.
- Continued teaching around equity and what this means within learner diversity and community.

Professional Learning

- CBE System Professional Learning.
- Book Study: *The Writing Revolution 2.0* (Hochman & Wexler).
- Professional Learning around 'fluency folder' system and its role in supporting procedural fluency.
- Professional Learning around math running records.
- Professional Learning around CASEL Wheel – SEL Resource to support student identification and use of self-management strategies.

Structures and Processes School-Wide:

- Friday Professional Learning structure/schedule.
- LL classroom support (grade team schedule).
- Collaborative Planning Meetings/PLCs around writing outcomes & *The Writing Revolution 2.0* book study.
- Professional Learning Day allocation for CASEL SEL learning and continued learning around running records & fact fluency.

Classroom:

- Daily structured literacy block (90 min).
- Daily structured math block (60 min).
- Norms and expectations for teacher formative feedback.
- Norms & expectations for student voice/agency.

Resources

- *The Writing Revolution 2.0* (Hochman & Wexler).
- Loose Parts Lab in learning commons.
- 'Fluency Folders' and related student materials.
- Procedural Fluency board games within learning commons.
- *Math Running Records in Action* (Dr. Nicki Newton).
- MathUP – Online resource for Number fluency routines and progress monitoring.
- *I Am We: A Book of Community* (Susan Verde).
- CASEL Wheel SEL online resources (e.g. SEL 101 with CASEL).
- CBE PLN Series resources.
- Compassion vs. Empathy resources.



School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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2024-25 SDP GOAL: Students' foundational skills in literacy and mathematics will improve.

Outcome one: Students will improve their writing skills, processes, and enjoyment across a range of disciplines.

Outcome two: Students' procedural fluency will improve through a focus on number sense and fact fluency.

Celebrations

- Early Years Assessments (K-3 Provincial Assessments) reveal *fewer students requiring support* in both literacy and numeracy.
- June 2025 Report Card data reveals that the number of students achieving 'very good' and 'excellent' achievement of *writing outcomes* increased by 16.4% and by 11.4% on the mathematics stem *understands and applies concepts related to number, patterns and algebra*.
- Students are reporting higher levels of self-confidence in themselves and an increase in perceived strategies to support stress or feelings of worry (CBE Student Survey; K-3 Wellbeing Survey).
- Students continue to report strong perceptions around teachers who both care and demonstrate high expectations for their learning (Alberta Education Assurance Survey).

Areas for Growth

- Building students' procedural fluency in mathematics to support efficiency and reduce cognitive load in problem solving.
- Improving student's perceived feelings of enjoyment while learning literacy and mathematics: Assurance Survey shows a decline of 10% in students liking literacy and 6% in math.
- Strengthen student's self-management strategies: Assurance Survey reveals 64.8% of students agreed they possess strategies to support their feelings of stress. Although this is an improvement from 2023-24, it remains an area for growth.

Next Steps

- Using grade-specific student data tracking in procedural fluency (fluency folders) to increase ownership in learning, goal setting, and feelings of success.





- Using teacher math running records to assess students' fact fluency.
- Increase opportunities for student voice and choice within writing topics and contexts.
- Utilize engaging and joyful short writing lessons and activities from *The Writing Revolution 2.0*.
- Provide explicit instruction around SEL (Socio-Emotional Learning) Competencies (CASEL Wheel) that develop students' understanding and application of stress management strategies.

