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

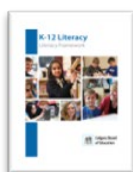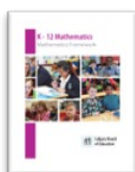# School Development Planning

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.

Saddle Ridge School Improvement Results Report | 2024-25

School Development Plan – Year 2 of 3

School Goal
Student foundational skills in literacy will improve.

Outcome:
Students will improve in phonological awareness and decoding skills.

Outcome Measures

- Early Year Assessment Gr 1-3 (LeNS, CC3)
- Report Card - Reading data stem, "Reads to explore and understand"
- CBE Gr1-3 Academic Survey
- CBE Gr 1-3 Well Being Survey
- OurSCHOOL Elementary Survey
- Alberta Education Assurance Survey Measures

Data for Monitoring Progress

- Collaborative Response data
- Phonemic Awareness check-ins
- EAL Benchmarks data
- Targeted Literacy Intervention data
- Teacher perception data – Teacher confidence in implementing UFLI, Heggerty and EAL

Learning Excellence Actions

Teachers will implement a structured approach to literacy which includes:
- Explicit instruction using UFLI and/or Heggerty program to improve phonological awareness and decoding text.

- Daily instruction in phonological awareness and decoding skills within a guided reading program.

- Work alongside the English as and Additional Language (EAL) strategist to design tasks and assessments to build intentional oral language practices to improve vocabulary competency.

Well-Being Actions

- Teachers will design tasks for one-to-one and small group instruction targeting the needs of students requiring additional supports.

- Teachers will develop strength based instructional and assessment approaches that examine and celebrate incremental growth and progress.

- Teachers will provide flexible groupings for instruction for students who need additional supports in literacy to meet student learning needs.

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will design equitable welcoming, caring, respectful and safe learning environments in classrooms to develop students' sense of belonging.

- Further develop the use of Sharing Circles/Talking Circles across the curriculum to celebrate student growth and success.

- Work alongside the EAL strategist using EAL benchmarking and assessment data for LP1 and LP2 students to inform task design.
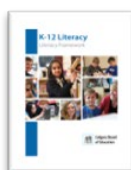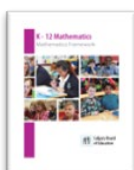
Professional Learning

- Modelled use of decodable texts
- EAL Professional learning with CBE EAL Strategist
- CBE Professional Learning focused on Assessment
- Professional learning on UFI and Heggerty
- Professional learning on task design and assessment

Structures and Processes

- Collaborative Response Grade Team Meetings to review literacy data and plan next steps.
- Professional Learning Community (PLC) Meetings to calibrate assessments and analyze student learning evidence
- EAL and Literacy Learning Sprints with Literacy teachers, EAL Strategist, System Intervention Learning Leader (SILL) teacher

Resources

- Okkakiosatoo – Look Carefully: from the Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- CBE D2L EAL shell - EAL Professional Learning
- CBE Well Being D2L shell - Professional Learning Framework - Well Being and Companion Guide
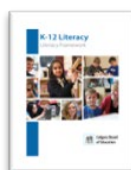
School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student foundational skills in literacy will improve.

Outcome one: Students will improve in phonological awareness and decoding skills.

Celebrations

- Students' decoding skills have improved at all grade levels.
- A significant decrease in the number of students who were identified as requiring additional supports within the Castle Coltheart 3 (CC3) and Letter Naming Sound (LeNS) assessment.
- Academic achievement was noted through report card indicators in all cohort grade groups. Students achieving a 3 or 4 report card indicator in "Reading" increased across the school.
- Students continued to report a high level of engagement when reading at school, according to The CBE Academic Survey and Alberta Education Assurance Measures.

Areas for Growth

- Continue to teach explicit oral language strategies to help English language learners at LP1 and LP2 level build academic language.
- Continue to deepen teacher professional learning on research-based decoding skills and literacy practices.
- Provide ongoing targeted support for students who require additional support in literacy within small groups.

Next Steps

- Implement a 6-week reading intervention cycle for students who were identified as requiring additional literacy support.
- Teachers will work alongside the English as an Additional Language (EAL) Strategist to design tasks and assessments for students at LP1 and LP2 levels to improve oral language practices.
- Strengthen the structured literacy program and continue using of decoding tools such as Hagerty and UFLI.
- Increase calibration of assessment instruments within our Professional Learning Communities.