

**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://belvedereparkway.cbe.ab.ca/school>



**School Goal**

Student foundational skills in literacy will improve.

Outcome:

Student decoding skills will improve.

Outcome Measures

- English Language Arts Part A (Reading) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Reading Stem)
- Gr 5 and 6 CBE Student Survey – Literacy
- LeNs and CC3 data
- Our School Survey, Gr. 4, 5 and 6, Nov, May

Data for Monitoring Progress

- Professional learning data regarding impact on professional growth
- Reflection of intentional small flexible targeted reading groups in grade level Team Planning meetings
- PLC feedback from Professional Learning Communities (PLC) reading task design and assessments
- Data tracking sheets

Learning Excellence Actions

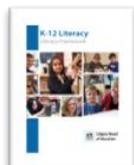
- Explicit use of student data to inform small student groupings
- Direct small group instruction focusing on phonological awareness, decoding skills, comprehension and fluency
- Explicit use of decodable texts in small group teaching
- Students will receive explicit formative feedback and success criteria aligned with next steps for improvement
- Using the Reading Assessment Decision Tree to guide small group configuration in Grade 4-6.

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students understand and articulate strategies in addressing the next steps for growth
- Teachers will explicitly teach social Emotional Learning to increase student strategies to reduce and cope with anxiety
- Use goal setting and self-assessment
- Book study -The Anxious Generation by Jonathon Haidt

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will build and incorporate knowledge of how to value and balance Indigenous and Western perspectives to create 'ethical space' in the learning environment
- Teachers will demonstrate adjustments to their teaching to reflect accommodations and strategies identified as part of the Collaborative Team Meetings (CTM) in support of complex learner profiles
- Teachers will incorporate recognized effective English as an Additional Language (EAL) strategies in their teaching of decoding skills





Professional Learning

- Clarifying the role of anxiety in learning for students.
- BelPark Learning Leaders: Engaging students in formative feedback around their next steps to improve reading achievement
- CBE Inclusive Learning Strategists: Interoception and self-awareness
- Developing student self-awareness in responding to internal body signals.

Structures and Processes

- PLC Cycle with focus on formative feedback in reading instruction
- Use of assessment data in Grade Team Planning meetings to configure flexible, targeted small reading groups
- Collaborative response focused through the lens of the literacy needs of complex and diverse learners
- Sensory room, Soft regulation room, Discovery room

Resources

- CASEL resources in BrightSpace D2L shell
- Assessment and Reporting in CBE:Practices and Procedures
- UFLI Foundations Manual and related resources, sound walls, decodable texts
- Scarborough Reading Rope
- Reading assessments Decision Tree Gr 4 - 6
- 'The Anxious Generation-Jonathon Haidt' - text for teacher book study.
- Specialist support for self-awareness Professional Learning (PL)





School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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

Outcome one: Student decoding skills will improve

Celebrations

- English Language Arts PAT June 2025: Grade 6 students surpassed the Provincial average acceptable standard by 5.3 percentage points and the Provincial average standard of excellence by 9.3 percentage points.
- Report card reading data for June 2025, students' show an overall increase in excellence of 6.1 percentage points.
- Students' decoding skills have improved by 9.8 percentage points according to Early Years Assessment results.
- Overall self-reported levels of students' mental health and resilience have improved by 1.61 percentage points based on the CBE Survey and positive relationships improved by 5 percentage points according to the Our SCHOOL Survey.

Areas for Growth

- Building students' awareness and understanding of their next steps to improve their reading.
- Decreasing student anxiety in school and in relation to reading.
- Continue improving Early Years Literacy Assessment results.

Next Steps

- Collaborative Team Meetings focused on students with anxiety.
- Professional Learning Community cycles focused on Feedback and student self-advocacy.
- Using the Reading Decision Tree and early learning assessment data to configure effective small groups for explicit reading instruction.





- Intentional use of formative feedback in supporting student self-advocacy and understanding of next steps in their reading improvement.

