Calgary Board of Education

Annie Foote School

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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.

School Improvement Results Report

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Students' foundational skills in literacy will improve.

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

Outcome (Optional)
Students will engage in a comprehensive vocabulary program to build reading comprehension.

Outcome Measures
- *CC3, LeNS*
- *Report Card Data – Reading*
- *Grade 6 – Provincial Achievement Test (PAT) ELAL Part B*
- *DIBELS Core Maze and Core Vocabulary*
- OURSchool Survey - regulation - students' ability to control their emotions and remain focused on a task.

Data for Monitoring Progress
- *University of Florida Literacy Institute (UFLI) student check-ins*
- EAL Benchmarks Analytics
- Dibels Core Maze and Core Vocabulary Grades 4-6 (Fall, Winter, Spring data)
- Heggerty, Words Their Way and Lively Letters check-ins.
- Progress monitoring within literacy groups for skill development and focus on learning tasks.
- School generated teacher and student surveys to monitor mindfulness strategies and frequency

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Learning Excellence Actions

- *Explicit instruction using UFLI program to improve phonological awareness and decoding text.*
- *Build vocabulary through rich and varied language comprehension experiences, including intentional read-alouds.*
- *Utilize high impact strategies to support morphology and word learning.*

Well-Being Actions

- *Use student assessment results to design tasks for microteaching and small group targeted instruction to address the needs of students who are requiring additional support.*
- *Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge.*
- *Implementation of mindfulness strategies to build social-emotional skills, regulation skills and focus on learning.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Use of EAL Benchmarking and assessment for LP1 and LP2 to inform task design*
- *Ensure representation of diverse identities, cultures, and abilities in reading and learning materials.*
- *Further develop the use of circle to build community and initiate restorative practices*

- *Use of community and restorative circle to foster wellbeing*

Professional Learning
- *Use of calibration protocol and rubrics to accurately assess reading*
- *Implementation of UFLI and Heggerty*
- *Collaborate with SILL and NIL to advance teacher practice in developing students' phonological awareness.*
- *Utilize rich and varied language experiences along with word-learning strategies in Division 2*

Structures and Processes
- *Collaborative grade team planning time for flexible groupings.*
- *Grade Teams to calibrate assessments and analyze student learning evidence using rubrics.*
- *PLC to further examine and implement tasks from Phonics from A to Z – Blevins in Div. 1 and Morpheme Magic by Glaser in Div. 2.*
- *Use of classroom circle, mindfulness strategies, and Zones of Regulation*

Resources
- *Reading Assessment Decision Tree (RAD) Gr 4-12*
- *Calibration Process*
- *ELAL K-6 System Rubrics*
- *K-12 Literacy Framework - Key Components of a Comprehensive Vocabulary Program*
- *UFLI Foundations Resource*
- *Heggerty Phonological Awareness Resource*
- *Phonics from A to Z – Blevins*
- *Morpheme Magic by Glaser*
- *Bug Club Morphology by Filewych*
- *Decodable books*
- *Using Restorative Circles in Schools – Follestad and Wroldsen*
- *Teaching Restorative Practices with Classroom Circles – Center for Restorative Process*
- *Zones of Regulation*
- *Words Their Way*
- *Lively Letters*
- *Reading Decision Tree*

Goal One: Student foundational skills in literacy will improve.
Outcome One: *Students will improve in phonological awareness and decoding skills.*
Outcome Two: *Students will engage in a comprehensive vocabulary program to build reading comprehension.*

Celebrations

- Improvement in Grades 1-3 LeNS and CC3 data within the school year, September 2024 to June 2025
- English as Another Language and students who self-identify as Indigenous learners are achieving at the same level as the total school population in the report card stem "reads to explore and understand."
- OURSchool survey results show improvement from last year in students' ability to control their emotions and remain focused on a task. Results in Grades 4/5 increased 8% and Grade 6 students had a 6% increase.

Challenges

- Year-over-year September LeNS and CC3 results indicate a high percentage of students requiring additional support.
- Decline or no increase in achievement in the Dibels Core Maze assessment indicating a need for more meaningful and motivating tasks to develop vocabulary.
- OURSchool results for self-regulation are below Canadian norms.
- Report card and Early Years Assessment data is not aligned, signifying a need for calibration.

Next Steps

- Ensure students have a variety of ways to learn how to read and construct words to build vocabulary. Resources will include "Phonics A to Z" by Blevins, "Bug Club Morphology" by Filewych and "Morpheme Magic" by Glaser.
- Engage students in rich and varied language experiences.
- Increase focus and regulation using a variety of mindfulness strategies and circle protocol.
- Examine and refer to the Calibration Protocol and Reading Rubrics from Insite.