



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence – Report Card Data – June, 2024

After analyzing our English Language Arts and Literature report card data at a deeper level along with classroom assessments we found that there are more students who are not meeting grade level reading as compared to writing.

Stem: Reads to explore and understand (%)	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	15.4	34.6	26.9	23.1
Grade 2	16.2	35.1	29.7	18.9
Grade 3		35	55	10
Grade 4	6.5	25.8	48.4	19.4
Grade 5	5.6	47.2	36.1	11.1
TOTAL	9.2	35.7	38.3	16.8

Well-Being

The summary of Well-Being data that directly impacts student success suggests that regulation and emotional health are areas that require greater focus. Despite over 90% of students feeling like they can ask for help when they need it, fewer students have strategies to use if they are feeling stressed about school.

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

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

CBE Student Survey: Emotional Health

I ask for help when I need it.

Annual Results	Overall percentage for Agreement
May 2022	90.48%
May 2023	90.91%

I have strategies to help myself that I use if I feel stressed about school.

Annual Results	Overall percentage for Agreement
May 2022	65.14%
May 2023	71.11%

OurSCHOOL Survey Results:

Category	Grades	Overall Agreement Percentage October 2023	Overall Agreement Percentage October 2024
Self- Regulation	4 & 5	64%	60%
	6	65%	52%

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 54% of our students identified as English as an Additional Language learners, 5% of our students self-identifying as Indigenous and 11% of our students as having identified Special Education requirements. Of interest is that our immigrant students in Grades 4, 5 and 6 have a higher sense of belonging than students who are non-immigrants. Indigenous students are invited to smudge each Monday to begin their week in a good way. Classes are engaged in circle on a weekly basis with the intention of creating community and positive relationships. We are working towards teaching, practices, attitudes and instructional materials that are culturally responsive.





School Development Plan – Year 1 of 3

School Goal

Student 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 Spelling Inventory

Data for Monitoring Progress

- BiWeekly University of Florida Literacy Institute (UFLI) student check-ins
- EAL Benchmarks Analytics
- Dibels Core Maze Gr. 4-6 (Fall, Winter and Spring data)
- Bi Weekly Heggerty, Words Their Way and Lively Letters check-ins.

Learning Excellence Actions

- Explicit instruction using UFLI program to improve phonological awareness and decoding text
- Explicit instruction using Heggerty Phonological Awareness Resource to improve phonological awareness
- Explicit instruction and task design to build vocabulary in Division 2 students

Well-Being Actions

- Use the student assessment results to design tasks for microteaching and small group targeting instruction to address the needs of students at risk in reading
- Choice based reading activities with multileveled texts to improve connection to texts
- Implementation of MindUp! core practice and Zones of Regulation to build social-emotional skills, regulation skills and confidence in learning
- Use of community and restorative circle to foster wellbeing.

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL Benchmarking and assessment for LP1 and LP2 to inform task design
- Intentional vocabulary building to support EAL learners.
- Further develop the use of circle to build community and initiate restorative practices.





Professional Learning

- *Modelled use of decodable texts at grade and age-appropriate levels*
- *Zones of Regulation*
- *Implementation of UFLI and Heggerty*
- *“Vocabulary Program” on page 13 from CBE Literacy Framework.*
- *Using Restorative Circles in Schools – Follestad and Wroldsen, Teaching Restorative Practices with Classroom Circles –Center for Restorative Process*
- *System Professional Learning – literacy*
- *Mind UP! Professional Learning*

Structures and Processes

- *Collaborative grade team planning time for flexible groupings*
- *PLC to calibrate assessments and analyze student learning evidence*
- *PLC to examine new resource, Phonics from A to Z – Blevins in Div. 1*
- *PLC to examine Vocabulary Program in Div. 1*
- *Use of classroom circle time to build safe and healthy learning spaces*
- *Use of common language and strategies from the MindUp! and Zones of Regulation programs*

Resources

- *UFLI Foundations Resource*
- *Heggerty Phonological Awareness Resource*
- *Phonics from A to Z – Blevins*
- *Literacy Framework*
- *Using Restorative Circles in Schools – Follestad and Wroldsen*
- *Teaching Restorative Practices with Classroom Circles – Center for Restorative Process*
- *Zones of Regulation*
- *MindUp!*
- *Words Their Way*
- *Lively Letters*
- *Reading Decision Tree*

