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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

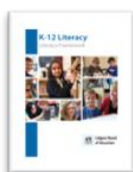
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[GW Skene School Results Report 2024-25](#)





School Development Plan – Year 2 of 3

School Goal

Students' foundational skills in literacy and mathematics will improve.

Outcome 1:

Students will improve in decoding and fluency skills through task design that is informed by formative assessment.

Outcome 2:

Students will improve procedural fluency in mathematics through task design that is informed by formative assessment.

Outcome Measures

- CBE Student Survey – Literacy and Math
- Grade 6 Provincial Achievement Test (PAT) English Language Arts and Literature: Reading
- Grade 6 Provincial Achievement Test (PAT) Math Part A
- School based measures – Report Cards

Data for Monitoring Progress

Fall, Winter, Spring Literacy Data Dips:

- DIBELS Maze – Comprehension
- DIBELS ORFF – Fluency
- WTW – Phonological Awareness/Encoding (Elementary)
- Vocabulary Screener
- Decodable Screener
- Look fors
- Teacher perception data – Teacher proficiency with formative assessment.
- Comprehensive decoding (CBE)
- PLC Learning Sprint Data
- CSSI IPP data (functional academics and communication)

Learning Excellence Actions

- Explicit instruction using UFLI program to improve – phonological awareness and decoding text
- Implement daily routines focused on building efficiency, flexibility and accuracy
- Implementing flexible groups in literacy, math and CSSI class
- Designing tasks that support students next steps in learning that are based on formative assessment

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 and number sense
- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students build their active self-regulation skills (Duke and Cartwright's Active View of Reading model)

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakisatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Nurture student identity by increasing confidence and competence in knowing and doing mathematics





- Access the Mathematics Equity and Identity Guide

Professional Learning

- Build capacity of teachers to use formative assessment to inform tasks students engage in during intervention
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy)
- How to use formative assessment to improve learning and inform instructional next steps

Structures and Processes

- Collaborative Response
- PLC
- Sprints
- Common tasks/assessments
- Embedded coaching model during Collaborative Team planning

Resources

- Literacy and Mathematics Frameworks
- CBE Assessment and Reporting Guide
- UFLI/Heggerty
- Teaching effectiveness framework
- Power of Feedback – Timperley
- Integrating Assessment with Learning – Williams
- Embedded Formative Assessment - Williams





School Development Plan – Year 2 of 3

School Goal

Students' experience of welcoming, safe, caring and inclusive learning community will improve

Outcome:

Students' sense of connection and belonging will increase through teacher application of the Social Awareness competency from the CASEL Social Emotional Learning (SEL) framework

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report
- School generated perception data – Well-Being

Data for Monitoring Progress

- OurSCHOOL Survey – Fall and Spring data
- School Survey (Fall, winter, spring)
- Targeted SEL lesson exit slips
- Spotlight exit slips

Learning Excellence Actions

- Plan for explicit instruction of Social Emotional Competencies from the CASEL Framework and teaching activities in the SEL D2L shell
- Students will explore the CASEL competencies to identify areas of strength, and areas of growth
- Utilize texts that highlight the concept of 'perceptive'

Well-Being Actions

- Teachers will explicitly teach SEL to model and enhance belonging and connection
- Referencing the Student Well-Being Framework
- Building a sense of belonging by integrating students in CSSI into the school community

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize the Indigenous Holistic Lifelong Learning Framework to support SEL
- Access the Anti-Racist Teacher Network resources
- Implement lessons from Start Here, Start Now: A Guide to Anti-bias and Anti-racist Work in Your School Community
- Treaty relationship commitment

Professional Learning

- Building capacity of teachers to utilized both Embedded and explicit SEL instruction
- Restorative circles

Structures and Processes

- SEL Elementary Designate will access and communicate tools/resources from the SEL for Well-Being Brightspace by D2L
- Monthly School-wide unified SEL activity (Spotlight)
- LL embedded coaching monthly SEL lessons with all homeroom classes

Resources

- SEL for Well-Being Brightspace by D2L Resource
- Journey Towards the Caring Classroom (Frank)
- Well-Being and IEHLLF Frameworks
- "Treaty Words" by Aimee Craft



School Development Plan – Data Story

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

Outcome one: Students will improve in decoding and fluency skills.

Outcome two: Student procedural fluency will improve through strong task design and assessment from teachers.

Celebrations

- Grade 6 students are approaching provincial average in Math PAT standard of excellence (3 percent points difference).
- Report card data shows shift in teacher practice are impacting all students, for example moving a higher percentage of students achieving grade level and a mastery level of understanding in Math (5 percentage points increase).
- In literacy, more than 75% of students showed incremental growth in decoding skills.
- A higher percentage of students demonstrated procedural fluency in mathematics.

Areas for Growth

- Supporting students in knowing what to do next to improve their reading skills (5.9 percentage point decrease from Spring 2024 to Spring 2025).
- Supporting at-risk students in literacy and mathematics to move towards grade level.
- Strengthening the impact of intervention strategies to ensure incremental growth for all students.
- Build student SEL skills (self-regulation, perseverance, goal setting).

Next Steps

- Leverage formative assessment practices to enhance responsiveness of our literacy intervention work.
- Build teacher capacity in formative assessment so that students can practice and action feedback teachers are providing.
- Measuring the effectiveness of teacher feedback during learning sprints in relation to targeted goals as measured through pre- and post-assessments.
- Embed SEL instruction in literacy and numeracy to develop student resilience in receiving and utilizing feedback to reach targeted goals.



2024-25 SDP GOAL TWO: Students' experience of welcoming, safe, caring and inclusive learning community will improve.

Outcome: Students' sense of connection and belonging will increase through teacher application of Social Emotional Learning (SEL).

Celebrations

- School Connectedness and Belonging increased by eight percentage points (June 2024 – June 2025).
- Student SEL data (internal measure) allowed for targeted responses (building student relationships, creating opportunities for connection, etc.) to enhance a positive sense of well-being for all students.
- Spotlight highlighted our diverse community and provided opportunities for students to see how they belong within it.
- SEL instruction provided staff and student common vocabulary to use to support positive relationships (eg. Integrity).

Areas for Growth

- Target diversity and inclusion metric within our school structures, such as Spotlight and SEL instruction.
- Continue developing positive relationship skills with all our community members.
- To continue to build staff understanding of strong SEL pedagogy.

Next Steps

- Utilize restorative circles to repair and strengthen student relationships.
- Emphasize Spotlight and SEL instruction on understanding other community members' perspectives.
- Strengthen the connection between explicit SEL instruction and the embedded responses to support positive student relationships.

