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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

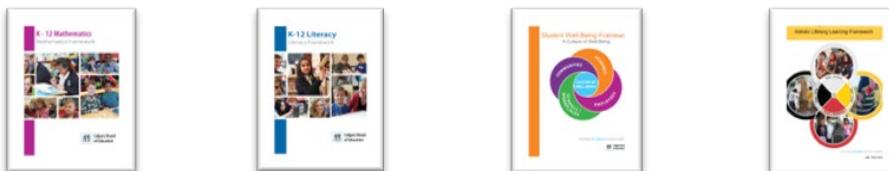
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

Eugene Coste - School Improvement Results Report 2024-25





School Development Plan – Year 2 of 3

School Goal

Students' achievement in bilingual literacy and mathematics will improve.

Outcome:

Through the intentional design of the learning environment, students will improve their ability to engage in bilingual mathematical discourse within a culture of well-being.

Outcome (Optional)

Through the intentional design of the learning environment, students will improve their clarity when expressing ideas in writing Spanish or English, withing a culture of well-being.

Outcome Measures

Report Card Indicators 3 and 4

- Gr 1-5 ELAL/ SLA writing stems – *Writes to express information and ideas (gr 1-5)*
- Kindergarten ELAL/SLA stems - *Uses early literacy strategies to explore, construct and express ideas*
- K-2 math number stem – *Understands and applies concepts related to number, patterns (...and algebra - gr 3-5)*
- *English as an additional language (EAL) benchmarking data*
- K-5 SLA speaking stem – *Speaks to express information and ideas*

CBE Survey

- *On a scale from 1 to 5, how much do you enjoy sharing your ideas during math discussions? (1 = not at all, 5 = a lot). Explain how you share your ideas in math.*
- *On a scale from 1 to 5, how easy is it for you to express your thoughts clearly in writing? (1 = very hard, 5 = very easy). Explain what helps you clearly share your thoughts in writing.*

Provincial Assessments

- Gr. K-3 Numeracy
- CC3, LeNS, RAN and PAST

Data for Monitoring Progress

Internal Tracking

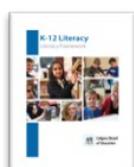
- Collaborative Response Data
- Professional Learning Communities (PLC) Data
- English as an additional Language Benchmarks

Formative Progress

- Classroom Visits
- Common writing assessments
- Calibration Data
- Math Talks
- Writing routine

Perception Data

- *Our School Survey*
-On a scale from 1 to 5, how much do you enjoy sharing your ideas during math discussions? (1 = not at all, 5 = a lot). Explain how you share your ideas in math.
-On a scale from 1 to 5, how easy is it for you to express your thoughts clearly in writing? (1 = very hard, 5 = very easy). Explain what helps you clearly share your thoughts in writing.
- *Assurance Survey*





Learning Excellence Actions

Utilize high impact bilingual literacy strategies to engage students

- *Build reciprocal writing reading connections*
- *Use high-impact strategies to directly and explicitly teach and support planning, idea generation, organization and edits. Through engagement in the writing process.*
- *Build reciprocal English/Spanish connections*
- *Use consistent, specific and timely formative assessment practices to move student learning forward.*
- *Neurolinguistic approach literacy loops to develop ideas and vocabulary for Spanish writing*

Utilize high impact mathematical strategies to engage students

- *Use purposeful questions to prompt personal strategies and solution paths*
- *Develop tasks with multiple entry and exit points to promote reasoning and problem-solving*
- *Develop purposeful mathematical language through Neurolinguistic loops*
- *Use of talk moves to share mathematical thinking and respond to other's thinking*
- *Use of direct and explicit processes of problem-solving to make thinking explicit*

Well-Being Actions

- *Design tasks with multiple entry and exit points to engage and motivate all learners*
- *Foster student ownership of learning by engaging learners setting goals, monitoring their progress, articulate their next steps for growth*
- *Create spaces that allows for individual, small-group targeted instruction and whole class work with easy access technology and tools to address needs of students in literacy and numeracy*
- *Use culturally relevant tasks to increase engagement and motivation of learners*
- *Provide repeated opportunities for learners to practice consolidating writing and mathematical discourse through weekly write-ups and daily math talks*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Use inclusive, linguistically and culturally diverse tasks in literacy and numeracy*
- *Empower student voice to support learners in metacognition, self and peer assessment and decision-making*
- *Engage learners through the design of tasks that activate spirit, heart, body and mind.*
- *Use translanguaging strategies to make thinking visible and remove barriers to demonstrating understanding.*

Professional Learning

CBE Professional Learning

- *Mathematics Framework*
- *Literacy Framework*



Structures and Processes



Resources

- *Adrienne Gear Writing Power*
- *Math UP*
- *Calibration Protocol*





- Early Learning assessments
- Assessment and Reporting, calibration, triangulation, writing rope
- Mathematics Insite Page
- English Language Arts and Literature Insite Page
- English as an additional language Videos

- Professional Learning Communities
- Collaborative Response Meetings
- Grade Team Meetings
- Student Learning Team
- Intervention Support
- Clear learning intentions and purpose for writing and mathematical discourse
- Provide daily and structured writing times
- Provide daily and structured opportunities for mathematical discourse
- Intentional classroom routines around literacy and numeracy

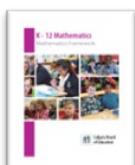
- The 8 Mathematics Teaching Practices
- Literacy and Mathematics Framework
- Assessment and Report Guide
- Indigenous Education Holistic Lifelong Learning Framework
- Task Design Inspiration Guides
- K-6 New Curriculum System Rubrics
- EAL Insite Page
- Alberta Education Intervention Manual
- University of Florida Literacy Institute (UFLI)

School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Students' achievement in bilingual literacy and mathematics will improve.*

Outcome one: *Through the intentional design of the learning environment, students will improve their ability to engage in bilingual mathematical discourse within a culture of well-being.*

Outcome two: *Through the intentional design of the learning environment, students will improve their clarity when expressing ideas in writing Spanish or English, within a culture of well-being.*





- A strong majority of students are achieving at indicator 2–3, showing steady development of Spanish writing skills across grades. Early grade performance indicates that foundational writing skills are being effectively built and transferred.
- In Math, there's a visible increase in students achieving Indicator 3 from S1 to Y1 across most grades, which means a decrease in the lower indicator. There is a positive shift from Indicator 1 to Indicator 2
- Growth from S1 to Y1 is evident, with more students moving into indicator 3 and 4, reflecting improved clarity in expressing ideas in Spanish.
- With the Early Years Assessment Results, in Numeracy we had 50% of students from grade 1 to 3 improve - from 52 students at risk to 26, indicating that intervention was successful.

Areas for Growth

- In writing, in Year 1 (Y1), a notable number of students continue to achieve at indicator 1 while fewer move into Indicator 4, indicating some learners still need foundational support in vocabulary, sentence structure, and oral fluency.
- A high percentage of students remains in indicators 2 (basic) and 3 (good).
- Early Year Assessment, in June, almost half of the students in Grades 2 and 3 continued to be identified as at risk based on the re-assessment results.
- In Math-Students achieving indicator 4 remains moderate.
- Mathematics improved overall, from 32.5% to 35.7%, of students achieving indicators 3 (good) and 4 (excellent), the data shows that one third of students are currently demonstrating consistent proficiency across grades. Deepening opportunities for students to explain their thinking, justify answers and critique reasoning will help students move towards mastery.

Next Steps

- Strengthen writing instruction that supports higher-order writing skills, such as elaboration, organization, and voice.
- In Math, Provide structured opportunities for purposeful Spanish talk through collaborative tasks, discussions, and problem-solving hands-on activities that require students to explain their reasoning and ideas.
- Create a supportive environment where students feel safe to express themselves in Spanish, valuing risk-taking and peer interaction as part of language growth using multiple entry points
- Continue using flexible grouping and targeted formative assessment to address learning gaps early.
- Increase small-group targeted instruction to continue supporting students identified as at risk in literacy and numeracy, with a focus on personalized strategies and frequent progress monitoring.
- Integrate more opportunities for oral and written mathematical communication in Spanish—using visuals, sentence stems, and structured talk routines.

