Sunalta School

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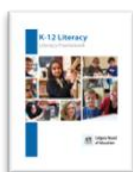# School Development Planning

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 2024-25

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Increasing student achievement in literacy

Outcome:
Students' achievement in reading and writing will improve through a disciplinary approach to literacy instruction

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Outcome (Optional)
Students' perception of their identity will be reflected in their learning and will improve through culturally responsive disciplinary literacy instruction.

Outcome Measures
- *Provincial Literacy Assessments (Kindergarten to Grade 3): LeNS, PAST, RAN & CC3*
- *Report Card Stem ELAL: Writes to develop, organize and express information and ideas*
- *Report Card Stem ELAL: Reads to explore and understand*
- *Provincial Assessment Test Results for Grade 6 in ELAL (Part A & B)*
- *OurSCHOOL Survey for Grade 4, 5 & 6 – Sense of Belonging: Students who feel accepted and valued by their peers and by others at the school.*
- *CBE Student Survey for Grade 1, 2, & 3 – I set goals for my learning and I work towards them*

Data for Monitoring Progress
- *PLC Cycle: data to include, student writing samples, calibrated assessments, teacher developed tasks and assessment tools*
- *Collaborative Response Team Meeting data*
- *Attendance: data will be tracked to identify students who are consistently missing direct instruction for literacy*


Learning Excellence Actions

- *Utilize high-impact strategies in writing, vocabulary, and word learning across all disciplines*
- *Timely feedback from teachers will be provided that aligns with learning intentions and success criteria for improvement and next steps*
- *Utilize a variety of multimodal texts and writing styles that align with the discipline*
- *Include structured writing lessons that reflect*

Well-Being Actions

- *Provide easy access to a variety of organized learning materials to build independence in learning*
- *Provide timely feedback that moves learners forward*
- *Opportunities for repeated practice to consolidate skills and knowledge during class time*
- *Use student formative and summative assessment results to design tasks for microteaching and small group targeted instruction*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Intentional task design and supporting materials that are culturally responsive and deeply embedded in inclusive learning*
- *Consider student identity in task design and task selection providing access to inclusive linguistically diverse and culturally diverse texts*
- *Empower all students to have a voice in their learning journey*
- *Make connections with learners to their first language when possible*
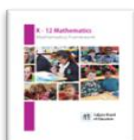
authentic opportunities to write

- *Use technologies with intention and purpose to practice and represent learning*

Professional Learning
- *ELAL Insite | Professional Learning*
- *Assessment & Reporting Insite | Professional Learning*
- *Collaborative Response | Insite and Jigsaw Learning*
- *Ongoing professional learning linked to SDP Committee Groups (Literacy, Mathematics, Wellbeing and Indigenous Education)*

Structures and Processes
Classroom
- *Ongoing feedback processes established that move learners forward*
- *Teachers include meaningful daily literacy tasks that are embedded within subject areas*
- *Document and support instruction and learning in intentional ways (i.e. sound walls, anchor charts, success criteria, exemplars)*
- *Team Time – opportunities throughout the year for grade teams to collaborate and calibrate.*
School:
- *Professional learning Communities*
- *Learning Sprints*
- *Collaborative Response Team Meetings*
- *Student Learning Teams (SLT) meetings*
- *Individual Program Plans*
- *Transition meetings with families and other schools*
- *SDP Committee Groups*

Resources
- *Calibration Protocol*
- *ELAL Insite pages*
- *Assessment & reporting Insite pages*
- *Professional Readings: This is Disciplinary Literacy (Lent, 2015) and Disciplinary Literacy in Action (Lent, 2018)*
- *Professional Readings: articles collected by the Leadership Team*
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2024-25 SDP GOAL ONE: School Improvement in literacy will Improve

Outcome one: Students' reading and writing will improve through disciplinary literacy

Outcome two: Students' perception of their identity being reflected in learning will improve through culturally responsive disciplinary literacy
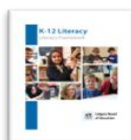
Celebrations

- Grade 6 Provincial Achievement tests in English Language Arts and Literature overall show that our students achieve at least the acceptable standard 5% higher than the provincial average, and the standard of excellence 17.3% higher than the provincial average
- Student sense of belonging in grade 6 increased by 8% and student's self-esteem increased by 9% according to Our School Survey results
- At-Risk population fell by 8% in the LeNs at the Grade 2 level.
- Students in grade 4 & 5 with a positive eudaimonic outlook (happiness and well-being achieved through living a meaningful life) increased by 9% according to Our School Survey results

Areas for Growth

- Strengthen students' confidence and identity as writers across disciplines.
- Increase the number of students who are actively engaged and invested in their learning
- Enhance students' sense of belonging and recognition as valued contributors within a learning community that honours identities, experiences, perspective as essential to academic success

Next Steps

- Provide authentic opportunities for students to read, write, and communicate like "experts" in each subject area
- Integrate culturally responsive texts and multimodal literacies that reflect students lived experiences and diverse perspectives.
- Create literacy tasks that invite personal expression, identity exploration, and peer collaboration.
- Support teachers in facilitating inclusive discussions that affirm multiple ways of knowing and communicating.
- Continue to monitor sprint and report card data to inform Tier 1 and targeted literacy supports.