



# School Development Planning

## Alberta Education Outcomes

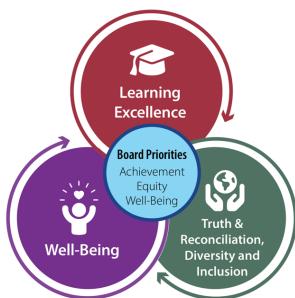
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

## 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

## Introduction

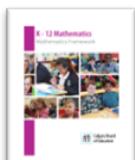
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://rosemont.cbe.ab.ca/documents/f5a55695-c8f5-40af-84e2-53cbd616cacc/School-Improvement-Results-Report.pdf>



**School Goal**

*Student achievement in literacy will improve.*

**Outcome:**

*Student achievement in phonological awareness (K-3) and vocabulary knowledge (4-6) through explicit instruction.*

**Outcome Measures**

- CC3, LeNS, and PAST (K-3)
- Reading Assessment Decision Tree Gr. 4-6: CORE Vocabulary
- ELAL Report Card Data
- Grade 6 ELAL- Provincial Achievement Test (PAT)
- Acadience Reading Assessments

**Data for Monitoring Progress**

- Biweekly University of Florida Literacy Institute (UFLI) student check-ins
- Flexible Groupings
- School Based Data Collected
- Acadience Reading Progress Monitoring

**Learning Excellence Actions**

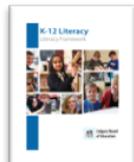
- *Explicit instruction using UFLI (K-3)*
- *Explicit use of UFLI as an intervention tool (Gr. 4-6)*
- *Focus on phonological awareness and vocabulary knowledge- Scarborough Reading Rope*
- *Team collaboration on implementation to ensure common instructional practices*
- *Morpheme Magic (Grade 4-6)*

**Well-Being Actions**

- *Choice-based reading activities with multileveled texts*
- *Align teaching and learning with UNESCO pillars (learning to know, to be, to do, and live together)*
- *Flexible groupings for specific learning needs*
- *Incorporate opportunities for voice and choice in task design*
- *Familiarization and implementation of CASEL framework*

**Truth & Reconciliation, Diversity and Inclusion Actions**

- *Intentional use of culturally diverse and responsive texts to build connections, awareness and understanding*
- *Provide forums for students to explore and share their family culture and traditions (i.e. Whole school question)*
- *Empower students to have voice (i.e. World change club Gr. 4-6, class meetings, goal setting exercises)*
- *Make connections to learners' first language when possible (i.e. Bulletin board of greetings and salutations showcasing oral languages at front of school)*
- *Integrating Indigenous knowledges, languages, and ways of learning into school spaces and programming through experiences (i.e.*



**Professional Learning**

- *System Professional Learning*
- *Building individual and collective understanding of social-emotional learning (SEL) principles (led by SEL designate with support from the leadership team)*

**Structures and Processes***Classroom:*

- *Use classroom routines to create a vocabulary rich learning environment*
- *Document and support instruction and learning by providing timely and actionable feedback (i.e. Google Classroom, student-led conferences, documentation panels)*
- *UFLI sounds walls*
- *Targeted intervention groups with bi-weekly progress monitoring*

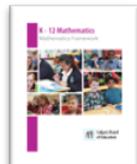
*School:*

- *Professional Learning Communities (PLC's) - monthly*
- *Student Learning Team Meetings (SLT's) - as required –to inform tier 2 interventions*
- *Collaborative Response Grade Team Meetings to align instructional and assessment practice*

*Knowledge keeper and artist residencies*

**Resources**

- *Reading Assessment Decision Tree*
- *ELA/ ELAL Insite Teaching Practices (Phonological Awareness)*
- *ELAL K-3 Scope & Sequence*
- *University of Florida Foundations Resource (UFLI)*
- *Heggerty Phonological Awareness Resource*
- *CBE Literacy Framework*
- *Student decodable books*
- *CASEL.org -Advancing Social Emotional Learning*
- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *CBE Student Well-Being Framework and Companion Guide*
- *Morpheme Magic Resource*





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# School Development Plan – Data Story

## 2024-25 SDP GOAL ONE: *Student achievement in literacy will improve.*

Outcome one: *Student achievement in phonological awareness (K-3) and vocabulary knowledge (4-6) through explicit instruction.*

## Celebrations

- Significant reductions in the number of students requiring phonological support in Grades 1 and 2.
- Above-province PAT results highlight strong upper-division literacy outcomes.
- Consistent, measurable improvement across all literacy screening tools.

## Areas for Growth

- Strengthen tiered vocabulary instruction across content areas.
- Provide professional learning on phonological awareness progression and advanced decoding.
- Continue to implement regular progress monitoring throughout the academic year to ensure that intervention groups are appropriately aligned with each learner's current level of need and ability.
- Use data-driven insights to adjust groupings and instructional strategies as necessary to maximize student growth and achievement.

## Next Steps

- Use Professional Learning Community (PLC) sessions to collaboratively review student progress data.
- Integrate culturally responsive texts and inclusive materials to foster engagement and representation in literacy instruction.
- Continue systematic progress monitoring throughout the year to evaluate the effectiveness of intervention groups.

