



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

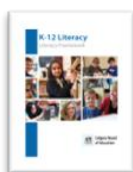
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://marioncarson.cbe.ab.ca/documents/a9a43f2b-e8d5-4f7b-a01a-4f3db50591fd/Marion-Carson-School-SIRR-24-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Students' skills in oral language development will improve.

Outcome:

Students' vocabulary skills in English and Mandarin will improve (literacy, numeracy, and well-being)

Outcome Measures

- Provincial Diagnostic Assessments - LENS, CC3, Numeracy (Grade 1-3)
- Common Grade Team Math Assessments (Gr. 4-6)
- January and June report card analytics data-Math (Number), ELAL & CLA (Oral Language Stems)
- Teacher Survey
- Student Survey – Literacy, Numeracy, Well-Being (Grade K-6)
- OurSchool Survey – Well-Being (Grade 4-6)

Data for Monitoring Progress

- Provincial Diagnostic Assessments baseline and end of year assessments
- Teacher perception data (teacher confidence in implementing numeracy and, literacy, and well-being programs focusing on language development)
- Student perception data – oral language development (baseline and end of year surveys)
- Well-Being/Socio-Emotional Learning Tracking Tool (Vocabulary, Well-being instruction)
- SLTs / Collaborative Response
- Staff feedback on PL

Learning Excellence Actions

- Implementing daily Math Talks with pre-teaching of key vocabulary
- Vocabulary sound/word walls through explicit instruction using UFLI/Heggerty programs to improve phonological awareness and decoding text
- Focused PLC work that promotes collaboration between teachers and continual data analysis of pre-taught vocabulary in common tasks and assessment practice

Well-Being Actions

- Continually connect learning to our school statement - "We Connect"
- Daily use of mindfulness programming (MindUp, Brainwise, Mindful Activity Cards) with common front-loaded vocabulary instruction to support self-regulation, positive relationships, positive sense of belonging, and problem-solving strategies.
- School-wide participation in Connect Friday/Family Groupings

Truth & Reconciliation, Diversity and Inclusion Actions

- Read and reflect on our Professional Learning (PL) from our guiding novel Way! Wah!
- Building vocabulary to create and share personalized student connections to the Acknowledgement of the Land
- Self-identified Indigenous student formalized and informal check-ins




Professional Learning

- PL sessions focusing on vocabulary development
- Book Study of Wayi Wah! Indigenous Pedagogies to help guide our outcomes and to incorporate Indigenous perspectives into our teaching
- Professional learning community (PLC) focusing on task design, assessment and student work analysis
- Neurolinguistic Approach
- System Professional Learning

Structures and Processes

- 6-week PLC cycles focusing on vocabulary development
- Collaborative Response Meetings focused through the lens of the Socio-Emotional Learning (SEL) competencies across disciplines
- Designated spaces for regulation or support within classrooms
- Making learning intentions visible
- SEL Tracking Tool (vocabulary instruction / mindfulness instruction)

Resources

- Book: Making Thinking Visible
- Book: Teaching Literacy in the Visible Learning Classroom
- Book: Wayi Wah! Indigenous Pedagogies to help guide our literacy and oral language goals
- UFLI Assessment Passages (UFLI Foundations Resource)
- Heggerty Phonological Awareness Resource
- Resource Teacher
- Response to Intervention Model /Lead Intervention Teacher
- CBE strategists
- Math UP!
- MindUp
- Brainwise
- Mindfulness Activity Cards



School Development Plan – Data Story

2024-25 SDP GOAL ONE: Students' skills in oral language development will improve.

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Outcome: **Students' vocabulary skills in English and Mandarin will improve (literacy, numeracy, and well-being)**

Celebrations

- *Students self-assessed their confidence in speaking in Mandarin and in English. This data shows there was an increase in students who felt confident speaking in English and in Mandarin to share their understanding.*
- *Teachers reported an improved effectiveness in their classroom instruction on oral language development.*
- *In literacy, report card stems in Chinese Language Arts (Understands and Responds to Oral Language) and English Language Arts and Literature (Makes meaning and connections through oral language) demonstrates that students' oral language development skills have improved in both English and Chinese.*
- *Student numeracy improved according to a decrease in the number of students requiring additional support in Numeracy diagnostic government assessment in grades 1 and 2.*
- *Student consistency with targeted vocabulary and strategies with well-being (self-regulation and social emotional awareness) have increased over the last year.*
- *On the Alberta Education Assurance Measures, there was an increase in the percentage of parents' positive perception around Education Quality (satisfaction level of 94.6%), Welcome, Caring, Respectful and Safe Learning Environments (satisfaction level of 93.1%), Student Learning Engagement (satisfaction level of 88.8%), Access to Supports and Services (satisfaction level of 82.3%) and Citizenship (91.7%).*

Areas for Growth

- *Improving students' ability to use learned vocabulary in Math to orally share their understanding of a math problem.*
- *Support students identified as requiring additional support from the government assessments to reach grade level success in literacy and numeracy.*
- *Using oral language vocabulary to share understanding when solving a math problem*





- *Building and using oral language vocabulary to share understanding in literacy*
- *Continued focus on well-being to build students' positive sense of belonging and increase positive relationships.*

Next Steps

- *6-week assessment cycles focusing on oral language development through vocabulary instruction across disciplines*
- *Provide targeted intervention for students identified as requiring additional support in literacy, math, and well-being through school learning team meetings and collaborative response*
- *Track and share evidence of common vocabulary that supports positive relationships and problem solving through student surveys and teacher tracking tools*

