



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

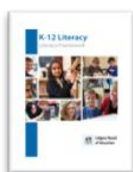
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Dr. Gladys M. Egbert School Improvement Results Report 2024 - 2025](#)





School Development Plan – Year 2 of 3

School Goal

Improve literacy skills through intentional and explicit vocabulary instruction.

Outcome:

Students will increase their word recognition and language comprehension abilities in order to use their skills to improve their reading comprehension. Staff will build capacity in explicit literacy instruction to respond to individual student needs.

Outcome Measures

- PRESS
- Words Their Way
- DIBELS (ORF)
- Report card stem 'Reading to Explore'
- Grade 9 ELA PAT data
- EAL Benchmarks (LP1 and LP2 students)

Data for Monitoring Progress

- Teacher Perception data – effectiveness of the implementation of explicit language instruction with students
- PLCs – Literacy
- CRM – Literacy
- Mid-point progress check using Words Their Way and DIBELS (ORF)
- EAL Benchmarks (LP1 and LP2 students)

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students
- Use high impact strategies to support morphology
- Provide explicit instruction in word learning and multisyllabic word reading

Well-Being Actions

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Active students of owners of their own learning by engaging Learners in goal setting, self-assessment and reflection

Truth & Reconciliation, Diversity and Inclusion Actions

- Empower students to have voice in learning, assessment and decisions
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider relevancy and representation when selecting texts

Professional Learning

- System professional learning
- Improving Reading for Older Readers (IROS) modules
- ELA/ELAL Insite Professional Learning
- Assessment & Reporting Insite Professional Learning

Structures and Processes

- Classroom routines to create a vocabulary rich environment
- PLCs
- Collaborative Response
- Team meetings
- Disciplinary meetings
- Intervention groups (flexible groupings)

Resources

- The Writing Revolution 2.0 by Judith C Hochman and Natalie Wexler
- Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes
- CBE Literacy Framework
- Understanding Reading Gr. 4-9
- Reading Assessment Decision Tree Grades 4-12





School Development Plan – Year 2 of 3

School Goal:

Improve students' sense of belonging through the development of a caring and welcoming, empathetic community.

Outcome:

Students and staff will co-create and implement Egbert Community Agreements to support the development of a caring, empathetic, and welcoming environment with clear expectations (explicitly taught).

Outcome: Teachers and students will consistently engage in the use of circle protocols during classroom instruction and learning.

Outcome Measures

- OurSchool data related to sense of belonging
- Assurance survey data related to agreement of learning environments being welcoming, caring respectful and safe
- CBE Student survey – Heart to Belong; feeling welcome at school

Data for Monitoring Progress

- School created 'check-in survey'
- Teacher perception data indicating improved positive student relationships and connections
- Voice from Student Advisory Committee
- Student increased attendance at school

Learning Excellence Actions

- Work with students to develop structures to support connectedness between students and adults
- Utilizing our inquiry question focused on how our perceptions contribute to a positive community
- Utilizing texts that highlight the concept of perspective to promote connectedness, empathy, and belonging

Well-Being Actions

- Collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces (e.g., choose inclusive text sets, create posters/visuals encouraging inclusive spaces, utilize circle to build trust, address unsafe and identify safe places on school property etc.)
- Advertise encourage and support student to engage in school activities

Truth & Reconciliation, Diversity and Inclusion Actions

- Students can visibly see their culture reflected within the school in various displays.
- Empower students from diverse backgrounds to participate in promoting student voice and working collaboratively with the Wellbeing Leadership Team
- Engage in whole school learning to promote the school's TRC commitments

Professional Learning

- Whole school PL related to the Wellness Framework
- Professional learning in the Spirit and Heart Domains

Structures and Processes

- Increased use of circle protocol in the classrooms and office
- Student Advisory Committee

Resources

- CBE Student Wellbeing Framework and Companion Guide





- Professional learning related to building positive school culture and community

- SLT
- PLCs
- Collaborative Response
- Team meetings
- Disciplinary meetings

- School Connectedness Guide towards your second SDP Outcome.
- Indigenous Education Holistic Lifelong Learning Framework

School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Improve literacy skills through intentional and explicit vocabulary instruction.

Outcome one: Improve literacy skills through intentional and explicit vocabulary instruction.

Celebrations

- Improved teacher confidence translated into classroom impact: 100% of teachers reported increased confidence using evidence-based resources to support changes in literacy instruction
- Report card stem 'Reads to explore' indicators for those who received 3s and 4s increased from 47.5% to 51.1%
- Grade 9 ELA PAT data indicated that 68.6% of our students achieved acceptable standard up from 60% from last year (2024).
- Grade 9 ELA PAT data indicated that there was a decrease of 11.8% of students achieving below acceptable standard on PAT from previous year (2024).

Areas for Growth

- Grade 9 ELA PAT data indicated that 31.1% of students achieved below acceptable standard
- Continue with reading vocabulary development and shift into building teacher capacity with instructional methods related to writing
- Student organization in writing narrative essays requires support

Next Steps

- Strengthen Professional Learning Communities by including Judith C Hochman and Natalie Wexler's book 'The Writing Revolution 2.0'
- Grade team teachers engage in calibration to better understand literacy proficiency in reading and writing
- Staff-wide book study 'Harnessing the Science of Learning' by Nathaniel Swain
- Effectively implement a MTSS (Multi-tiered System of Supports) model that ensures Tier 1 instruction is strong and sustained, without impacting Tier 2 and Tier 3 supports
- Implement a writing calibration process using student data/writing and

CBE 2024-27 Education Plan



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use staff-wide in PLCs to support the development of writing skills, teacher development, and to inform instructional decisions

2024-25 SDP GOAL TWO: Improve students' sense of belonging through the development of a caring and welcoming, empathetic community

Outcome one: Students and staff will co-create and implement Egbert Community Agreements to support the development of a caring, empathetic, and welcoming environment with clear expectations (explicitly taught).

Outcome two: Teachers and students will consistently engage in the use of circle protocols during classroom instruction and learning.

Celebrations

- Meaningful improvement in sense of belonging as measured in the OurSCHOOL Survey indicated an increase of 12% in those students who felt like they belong at school. An increase of 17% of girls indicated they felt a sense of belonging and an increase of 10% in boys feel they belong.
- Student perception data indicates that teachers encourage students to try their best (Assurance Survey 70.93%), that teachers care about their students (Assurance Survey 60.2%) which is an indication that the teaching/learning relationship in classrooms is positive.
- CBE Student Survey data indicated that students are comfortable asking for help from their teachers and peers (84.44%)

Areas for Growth

- Continued area for growth includes students being able to identify one adult at school that they connect with (CBE Student Survey 62%)
- Reducing the incidences of bullying and student perception of unhealthy relationships, (CBE Student Survey data indicates that 52.17% of student perceive the school as making an effort to prevent and reduce bullying)
- Improve community supports and positive relationship development by intentionally creating opportunities for students and staff to collaborate and build empathy, kindness and conflict resolution skills (28.89% of students indicated that they believe students care about each other (Assurance Survey data)

Next Steps

- Creating Student House teams to build community across grades and with staff





- Explore ways to embed SEL competencies (Self-awareness and self-management) throughout Wellness curriculum task design and assessment planning.
- Continue to embed Indigenous ways of knowing and being into teaching instruction
- Continue work and meeting with Student Wellness Action Team (SWAT) to elevate student voice while planning and supporting wellness in the school
- Implement mental health support through the appointment of a .5 Tier 2 Mental Health Lead Teacher

