

Cedarbrae School

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Calgary Board
of Education

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://cedarbrae.cbe.ab.ca/school>





School Development Plan – Year 2 of 3

School Goal

Student achievement in Literacy and Numeracy will improve

Outcome:

Through intentional assessment and task-design to support student engagement, achievement in literacy/numeracy and well-being will improve

Outcome Measures

Provincial Assessments

- Provincial Numeracy Assessments Grades 1-3
- CC3, LeNS, PAST and RAN

Report Card Indicators

- Reads to explore and understand
- Understands and applies concepts related to number, patterns and relationships

Standardized Surveys

- Alberta Assurance Survey: measure of student engagement
- OurSchool Survey: Goal Orientation

Local Measures

- Acadience Reading Data
- SASK Math 4-6
 - CBE Comprehensive Decoding assessment set

Data for Monitoring Progress

Internal Tracking

- School-based benchmark data in literacy (October, January, May)
- PowerSchool gradebook to document math and literacy

Formative Progress

- Teacher use of pre and post assessments
- Ongoing peer and self-assessment using I can statements
- Professional Learning Communities (Use of system rubrics calibrate assessment processes in literacy and math)

Perception Data

- School-based student and teacher surveys to measure confidence in teacher strategies and student engagement in learning

Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage.

- Model and encourage diverse ways of thinking and creative problem solving.
- Build opportunities for student voice and choice in text selection, task design, and assessment.
- Build, share, and use exemplars with students to enrich student understanding of success criteria
- Use thinking strategies in reading in math (manipulatives, non-

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection using I can statements
- Use multi-modal texts to support multiple entry points
- Create a culture that values thinking processes and strategies.
- School-wide focus on NLC Connecting to Spirit Model and bimonthly

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources

- Consider student identities in task design.
- Focus on trauma sensitive language and recognition of a range of student experiences
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.





permanent workspaces, and flexible groupings)

- Students voice in assessment (cocreation of I can statements in literacy and math)

assemblies organized by grade teams

- Use of text that provides a mirror into individual students experiences and a window into the experiences of others
- Indigenous Student Success Learning Leader
- Community partnerships (YMCA, MASST, etc.)

- Use system created land-based learning document created in collaboration with William Singer to learn about traditional plants and medicine and integrate into school garden for May 2026
- Collaboration with Indigenous Elders and Knowledge Keepers

Professional Learning

- Staff professional learning book study using Building Thinking Classrooms Book Study
- Learning leader book study using Virtuous Educational Leadership to guide leadership actions to support task design
- Professional learning on assessment and creating culturally relevant literacy and mathematics tasks.
- Professional Learning sessions with colleagues using system rubrics to guide task design and creation of I can statements

Structures and Processes

- Monthly CTM meetings focusing on increasing student engagement and task-design for at risk students
- School-wide Continuum of Supports revisited twice yearly
- Student Learning Team Meetings (SLT)
- Grade Team Professional Learning Communities (PLC's)
- Key contact meetings to support system class (BRIDGES)

Resources

- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework Assessment and Reporting in CBE Guide
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Building Thinking Classroom
- Virtuous Educational Leadership
- University of Florida Institute teacher manual and resources
- Acadience
- Early Years Literacy and Numeracy Initiative PLN

School Development Plan – Data Story





2024-25 SDP GOAL ONE:

Outcome one: Through intentional task-design to support student engagement, achievement in literacy/numeracy and well-being will improve

Celebrations

- Whole school benchmark data showed improvement in decoding specifically 54.6% of students are identified as a strong decoder, a 13% increase from the beginning of the year
- Grade five and six student cohorts showed increases in reading comprehension skills from beginning to end of the year.
- In the strand “understands shape and space, measurement, geometry and statistics” report card data indicates a decrease of 8.94% in the number of students receiving an indicator of 1 or 2
- The number of students who identified at risk for the provincial numeracy screener decreased by 9.75% from September to June

Areas for Growth

- Building student engagement in mathematics through authentic student-centered task design and assessment
- Increasing in the number of students who achieve proficient and mastery on literacy and numeracy indicators (indicator 3 & 4)
- Supporting student goal orientation and ownership over learning through student centered task design and assessment

Next Steps

- 4-week cycles using system rubrics in literacy and math to guide task design, assessment calibration and creation of “I can statements” for literacy and math
- Staff professional learning book study using “Building Thinking Classrooms”.
- Learning Leader book study using “Virtuous Educational Leadership” to guide leadership actions to support task design
- Professional learning on creating culturally relevant literacy and mathematics tasks and assessment enhanced through partnerships with Indigenous Elders and knowledge keepers

