

## Cambrian Heights School

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### 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.

[Click Here](#) to view School Improvement Results Report (2024-25)





# School Development Plan – Year 2 of 3

## School Goal

Student achievement in Literacy will improve.

## Outcome:

Students will improve their reading comprehension by using teacher feedback, self-assessment, and high-impact strategies to make deeper meaning from texts they read.

## Outcome Measures

- English Language Arts Part B (Reading) – Grade 6 Provincial Achievement Test Results.
- Report Card Data – ELAL (Reading Stem), EAL (speaking).
- CBE Student Survey .
- OurSchool Survey.
- Alberta Education Assurance Measures Results Report.
- Local Measures (Dibels).

## Data for Monitoring Progress

- Mid-year/End-year local measures comprehension data dip.
- Collaborative Response data
- PLC commitments and analysis of student work.

## Learning Excellence Actions

- Teach and model high-impact comprehension strategies (predicting, inferencing, summarizing) using clear success criteria.
- Use assessment evidence to guide targeted small-group instruction and provide actionable feedback that helps students understand their progress and next steps.
- Design engaging, varied tasks that allow students to demonstrate how they make meaning from a range of grade-appropriate texts.

## Well-Being Actions

- Use collaborative reading discussions to build connection, confidence, and a sense of belonging.
- Support students in setting and monitoring personal reading goals that reflect their growth and learning needs.
- Integrate SEL into literacy by using texts and discussions that explore emotions, relationships, and self-awareness.

## Truth & Reconciliation, Diversity and Inclusion Actions

- Incorporate land-based learning and reflection to strengthen students' connection to story, place, and community.
- Integrate diverse, culturally relevant texts that reflect students' identities and broaden perspectives.
- Use oral language routines, including the Neuro-Linguistic Approach (NLA), to support authentic communication and deepen comprehension for all learners.

## Professional Learning

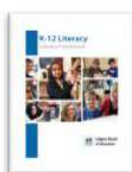
- PL on the Neurolinguistic Approach (NLA) to strengthen oral language and meaning-making.
- PL on the Science of Reading Comprehension

## Structures and Processes

- Monthly PLCs focused on comprehension assessment, success criteria, and analysis of student work.

## Resources

- K–12 Literacy Framework and Literacy Decision Tree
- Social-Emotional Learning (SEL) and English as an Additional Language (EAL) D2L Toolkits





with a Year 2 focus on text structures, inference, and deeper analysis.

- PL on assessing and calibrating comprehension using clear success criteria, feedback routines, and aligned teacher moderation.

- Monthly CRMs focused on identifying and responding to students requiring targeted literacy support.
- Ongoing team meetings and Look-For feedback to monitor implementation of strategies and assessment practices.

- Indigenous Education Holistic Lifelong Learning Framework (IEHLLF)
- Culturally responsive and diverse text collections
- Professional collaboration with partner schools and consultation with CBE Language Specialists



# School Development Plan – Data Story

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### Learning Excellence

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### Truth & Reconciliation, Diversity and

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

**Outcome one:** Students' reading comprehension will be strengthened through the consistent use of high-impact comprehension strategies, including summarizing, predicting, and making connections.

## Celebrations

- +19.5% of students feel connected to texts, reflecting a strong shift toward relevant and diverse reading materials.
- +11% increase in enjoyment of Language Arts, showing renewed joy and purpose in literacy.
- +7.3% growth in students meeting or exceeding grade-level expectations in *Reads to Explore and Understand*.
- +29% increase in students reporting having at least one trusted adult at school, strengthening relationships and belonging.
- +26% increase in students who see their culture reflected in school, demonstrating deeper representation and inclusion.
- Education Quality rose to 90.2 %, highlighting confidence in the learning experience.

## Areas for Growth

- Build comprehension stamina and depth – students demonstrate strong literal understanding but need support sustaining meaning across longer, more complex texts and learning tasks.
- Reinforce learner confidence – despite literacy gains, self-perceived confidence as learners dipped slightly (69 % → 67 %), indicating a need for clearer feedback loops that help students *see* and *believe* in their growth.
- Ensure continuity in Indigenous learning – small decline (–3.8 %) in students reporting learning about Indigenous ways of knowing signals a need for consistent, year-round integration rather than event-based experiences.
- Sustain engagement for reluctant or struggling readers – while enjoyment rose (+11 %), we only experienced moderate gains in student engagement, suggesting a continued focus on relevance, choice, and identity-affirming texts is essential.





### Next Steps

- Deepen guided-reading and comprehension-strategy instruction to strengthen stamina, inference, and synthesis across extended texts.
- Embed SEL practices within literacy – integrate goal-setting, self-reflection, and emotional check-ins to reinforce confidence and perseverance.
- Strengthen formative feedback cycles – use student self-assessment and conferencing so learners can identify progress and next steps.
- Expand cultural representation and voice – continue to diversify classroom libraries, include student-chosen texts, and weave Indigenous and multicultural perspectives into daily reading.
- Sustain professional learning in the Science of Reading Comprehension, Task Design, and the Neurolinguistic Approach (NLA) to deepen teacher expertise and coherence of practice.



