

## Haysboro 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.

### Our School - Haysboro School





## School Goal

*Student achievement in literacy will improve.*

## Outcome:

*Through intentional design of the learning environment, student achievement in literacy will improve.*

## Outcome Measures

- *Provincial Assessment: Gr 1-3*
  - CC3, LeNS
- *Report Card Indicators*
  - *Reads to explore and understand*
  - *Writes to express information and ideas*
- *Provincial Achievement Tests*
  - *ELAL Part A&B*
- *CBE Survey*
  - *I understand what I read, I am a competent (good) writer, I have confidence in myself as a student*
- *Alberta Assurance Survey*
  - *Do you like language arts?*
- *OurSCHOOL Survey*
  - *Self Regulation, Sense of Belonging, Anxiety*

## Data for Monitoring Progress

- *Internal Tracking*
  - *School-based benchmark data from common writing assessments for grades 1-6 (October, January, May)*
  - *Use of selected reading assessments for grades 4-6 (Acadience ORF, Acadience Maze, CORE Vocabulary Screener, Words Their Way Spelling Inventory)*
  - *School based at-risk tracking through PowerSchool gradebook assessments and common school and grade assessments in literacy*
- *Formative Progress*
  - *Progress monitoring of flexible groupings through pre and post assessments*
  - *Professional Learning Communities – use of system rubrics to calibrate assessment, develop and use common writing assessments and reading assessments*
- *Perception Data*
  - *School-based teacher surveys to measure confidence in teacher strategies*

Learning Excellence Actions  
*Utilize high impact strategies:*

- *Clearly articulate learning goals and success criteria*
- *Use formative assessment to monitor progress towards learning goals*
- *Provide a variety of tools to support word recognition, sounds, and spelling in the reading and writing processes*

## Well-Being Actions

*Create learning spaces that provide learners with safe and respectful learning environments:*

- *Nurture confidence and resiliency through risk taking*
- *Teach Social Emotional Learning competencies and build social emotional skill and confidence in learning*

## Truth &amp; Reconciliation, Diversity and Inclusion Actions

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

- *Empower students to have voice in learning and assessment decisions*
- *Okakiosatoo – Look Carefully: develop strength-based instructional and*





- Ensure meaningful daily reading and writing tasks in all content areas

- Build opportunities for heterogeneous groupings to foster belonging

assessment approaches that examine and celebrate incremental growth and progress

- Provide access to inclusive, diverse, and inviting texts  
- Flexible groupings

#### Professional Learning

- *System Professional Learning: K-6*
- *High impact strategies and task design*
- *Engage in professional learning to understand topics of Mental Health Literacy, Trauma Informed Practice and SEL Learning*
- *Engage in professional learning to understand topics of Active View of Reading, Reading Science, fluency protocols and routines*
- *Engage in professional learning related to topics of triangulation of assessment, actionable teacher feedback, calibrating student writing, Self-regulated Strategy Development (SRSD)*
- *Book Study: Writing Revolution 2.0*

#### Structures and Processes

- *Collaborative Response Meetings*
- *Calibration with Colleagues*
- *Professional Learning Communities*
- *Formative Assessment (checklists)*
- *Collaborative grade team planning time for flexible groupings*
- *Classroom protocols for fluency, phonemic awareness, daily structured and supported writing times*
- *Include meaningful daily reading and writing tasks that span content areas*
- *Clarify and unpack learning intentions, success criteria for all literacy tasks for all students*

#### Resources

- *UFLI*
- *ELAL K-3 Scope and Sequence*
- *CBE Insite | ELAL | Teaching Practices and Interventions*
- *Reading Assessment Decision Tree*
- *CBE Frameworks | Student Well-Being, Literacy*
- *Brightspace by D2L Shells | EAL, Social Emotional Learning, Diversity & Inclusion*

## School Development Plan – Data Story





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

Outcome one: Through intentional design of the learning environment, student achievement in literacy will improve.

## Celebrations

- Early Years Assessments showed the following changes:
  - LeNS: Students requiring additional support decreased from 34.25% (Sept. 2024/Jan. 2025) to 9.33% (June 2025)
  - CC3: Students requiring additional support decreased from 23.36% (Sept. 2024/Jan. 2025) to 11.71% (June 2025)
- Almost 50% reduction in the number of EAL students requiring an ELL indicator on the end of the year report card (received a 1-4 on the second report card)
- Improvement in the CBE and OurSCHOOL around writing, self-regulation and visibility of student culture
  - Overall agreement with "I am a good (competent) writer increased from 77.36% to 80.36%
  - Positive self-regulation increased from 77% to 80%
  - I can see my culture reflected in my school increased from 70.8% to 87.5%

## Areas for Growth

- Improving student connection and engagement with a variety of texts, with a variety of complexity, across disciplines
- Improving student confidence in the ability to write competently, and the next steps associated with improving their writing through processes and conventions
- Improving student awareness of self-regulation and anxiety management strategies
- Improving student understanding of their roles and agency around "Belonging" in a school context





## Next Steps

- 6-8 week small group, reading instruction and assessment cycles for all students supported by selected assessments from the Reading Assessment Decision Tree. This process will include exposure to various genres of text over time
- Utilizing formative assessment processes based on visible success criteria
- Provide regular opportunities for students to mix and engage in a variety of activities that support student connection and learning around the CASEL framework

