



Jennie Elliott School

3031 Lindsay Dr SW, Calgary, AB T3E 6A9 t | 403-777-8350 f | 587-933-9836 e | jennieelliott@cbe.ab.ca

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.

[School Improvement Results Report 2024-2025](#)

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 Plan – Year 2 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Students' achievement in fluency skills will support the improvement of word recognition and comprehension reading skills.

Outcome Measures

- CC3, RAN, LeNS, PAST, Maze, ORF, Comprehensive Decoding, CORE Vocabulary
- Reading and Writing student perception survey results (CBE Student Survey, Alberta Assurance Measures)

Data for Monitoring Progress

- UFLI check-ins
- Words Their Way inventory
- CBE ELAL rubrics: fluency & oral language
- Student participation in morning announcements and other public speaking opportunities
- EAL benchmarks
- PLC Teaching Sprints: teacher-made sprint measures

Learning Excellence Actions

- Instruction of high frequency words to support automaticity and accuracy.
- Fluency instructional strategies to support pacing and prosody.
- Ongoing and actionable feedback, including peer/self-assessment

Well-Being Actions

- Develop continuum of supports for self-regulation strategies during literacy instruction.
- Explicitly model and teach growth mindsets in reading.
- Offer student voice and choice in learning tasks.

Truth & Reconciliation, Diversity and Inclusion Actions

- Accessing linguistically and culturally diverse text
- Regular talking circles
- Design real-world, inclusive learning experiences that foster engagement using the Holistic Lifelong Learning Framework

Professional Learning

- Fluency protocols and routines
- Effective use of decodable books for the development of decoding skills
- Progress monitoring for flexible groupings and targeted literacy intervention
- Use of UFLI in Division II
- Acadience Reading Assessment Tool K-6

Structures and Processes

- Daily flexible literacy intervention groups, small group and whole group classroom instruction
- Protocols: teacher modelling, repeated reading, phrased reading, paired reading, variety of texts
- Weekly PLC meetings for calibration, PL and sharing of student work samples

Resources

- Foundational Literacy Resources to support new curriculum implementation
- Reading Assessment Decision Tree
- Decodable text sets
- Acadience Reading Assessment Tool K-6
- Research and resources in Insite > Teaching Practices



School Development Plan – Data Story

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

Outcome one: Students' achievement in fluency skills will support the improvement of word recognition and comprehension reading skills.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, 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

Celebrations

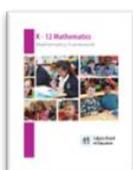
- Improved decoding and comprehension: Students requiring additional support decreased from September 2024 to June 2025 in CC3 (from 11% to 7%), LeNS, (from 12% to 7%), RAN (13% to 10%), and Maze (28% to 16%) assessments.
- Strong comprehension confidence: CBE Student Survey shows 94% of students understand what they read; 82% engage confidently in reading discussions.
- Consistent fluency practices: School-wide fluency routines (i.e. examples/non-examples, paired reading, phrased reading, reader's theatre) were implemented consistently across classrooms.
- Teacher collaboration: PLCs effectively used teaching sprints to identify problems of practice, monitor fluency progress, and align instructional strategies to data.
- Data from the OurSCHOOL Survey and the CBE Student Survey shows that Jennie Elliott exceeds Area 7 and overall CBE standards in all areas of student well-being including diversity and inclusion, school connectedness and belonging, regulation, resilience, and mental health.
- Alberta Assurance Measures survey results show that Jennie Elliott School exceeds provincial standards for educational quality, safety, and student engagement.

Areas for Growth

- Oral reading fluency: ORF data remained steady at 14%, highlighting the need for continued work on accuracy, automaticity, expression, and pacing.
- Self-regulation: Student focus and persistence declined across all grades (Grade 4 from 92% to 76%, Grade 5 from 87% to 78%, and Grade 6 from 83% to 72%) indicating the need for explicit attention to reading persistence and self-monitoring in literacy.
- Irregular Words: CC3 indicates that students in Grades K–3 have the highest need for additional support within irregular word recognition. Data indicates that 31% require additional support in regular words, 52% require additional support in irregular words, and 26% require additional support in non-words.

Next Steps

- Prioritize instruction of high frequency words to support development of automaticity and accuracy.
- Continued implementation of fluency instructional strategies to support the development of pacing and prosody.
- Develop continuum of supports for self-regulation strategies during literacy instruction.





- Provide professional learning through PLCs to support teacher practice of monitoring student progress through flexible groupings and targeted literacy intervention.
- Continued implementation and professional learning of UFLI targeted instruction in all grades, K-6 during flexible groups and classroom instruction.

