



Jennie Elliott School

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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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Strong oral fluency skills are a necessary "bridging process" that enhances both decoding and comprehension development and allows students to shift their focus to higher-order skills such as making inferences and connecting ideas. The "automaticity" of recognizing words is also critical in supporting working memory as it acts as the storage area and retrieval of words when reading. Additionally, recent research indicates that performance in writing is facilitated by fluency skills in reading as students are more efficient with their word recognition and spelling that are engaged when writing (Tortelli & Truckenmiller, 2023).

We have used the following literacy-related data to inform our goal for this year:

Early Learning Data	students requiring additional support Sept 2024
PAST (gr 1)	20%
CC3 (gr 2, 3)	11%
LeNS (gr 1, 2)	12%
RAN (gr 1)	14%

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

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

School Learning Data**students requiring additional support
Sept 2024**

Maze - comprehension gr (4-6)	28%
Comprehensive Decoding (gr 4-6)	11%
ORF – fluency (gr 3-6)	14%

Well-Being

Active self-regulation is foundational to the development of reading skills including activating word recognition, fluency, and language comprehension (Duke & Cartwright, 2021). To become fluent readers, students require strong executive functions such as cognitive flexibility and goal-directed persistence. Additionally, we know that when students have a strong sense of belonging at school, attributed largely to healthy relationships, their motivation to succeed academically is positively influenced. (Becker & Luthar, 2002; Relationships Matter, 2021). To promote their sense of belonging, students regularly lend their voice and agency to the development of our school culture through such opportunities as morning announcements, assembly MC's, family groupings, Student Leadership & Advisory Committee, and student perception surveys.

Student and Teacher Perception Survey Data**Fall 2024**

Self-regulation: Focus	Students who feel they can control their emotions and behaviors and focus on a task. (Our School Survey)	92% (gr 4) 87% (gr 5) 83% (gr 6)
Self-regulation: Goal orientation	Students who feel they can set goals and persist to achieve them. (Our School Survey)	90% (gr 4) 86% (gr 5) 90% (gr 6)
Sense of belonging	Students who feel accepted and valued by their peers and others at school. (Our School)	87% (gr 4) 83% (gr 5) 82% (gr 6)
Teacher self-assessment of assessment practices	Teachers who feel 'proficient to exemplary' at providing explicit instruction of self-assessment strategies and using student self-assessment to inform planning.	Proficient to exemplary: 41%

Truth & Reconciliation, Diversity, and Inclusion

Our TRC Call to Action highlights developing our understanding of the Indigenous cultural practice of sit spots and talking circles as a restorative and regulation practice, rooted in oral storytelling, that gives students' voice in a safe setting to resolve social conflicts, address questions or concerns, and promote self-regulation. This provides students a natural opportunity to practice their oral fluency skills.

At Jennie Elliott, we are a community with diverse language and communication experiences including students who are deaf or hard of hearing, have been identified with a reading or language development challenge, born in another country and speak another language at home, or born in Canada and speak another language at home. It is important to consider the intersectionality of student identity, culture, and languages that is culturally responsive and deeply embedded in building inclusive learning environments.





School Development Plan – Year 1 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Students' word recognition and comprehension reading skills will improve through the development of oral fluency including accuracy, prosody and automaticity skills.

Outcome Measures

- CC3, RAN, LeNS, PAST, Maze, ORF, Comprehensive Decoding
- Regulation student perception survey results:
 - students with positive self-regulation strategies (OurSchool)
 - Students who set and plan for goals (Ourschool)
- Reading and Writing student perception survey results (CBE Survey, Assurance)

Data for Monitoring Progress

- UFLI check-ins
- Words Their Way inventory
- SLT referrals
- Student participation in morning announcements and other public speaking opportunities
- EAL benchmarks
- PLC Teaching Sprints: measures of fluency progress
- Teacher self-assessment practice survey results:
 - Provide actionable feedback

Learning Excellence Actions

- Fluency protocols and routines
- Examples and non-examples of accuracy, automaticity, and fluency
- Ongoing and actionable feedback, including peer/self-assessment

Well-Being Actions

- Create learning spaces that provide learners with a literacy-rich environment and flexible spaces to engage in literature
- Repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Student engagement in school-wide initiatives that promote a culture of care: morning announcements, assembly MC's, Student Leadership & Advisory Committee, family grouping planning and student perception surveys.

Truth & Reconciliation, Diversity and Inclusion Actions

- Accessing inclusive texts: linguistically and culturally diverse, interdisciplinary
- Planning for regular talking circles
- Development of continuum of supports for student engagement in literacy activities
- Making connections to history and pronunciation of student names

Professional Learning

- Improving Reading for Older Students (IROS) modules
- ELAL Insite | Professional Learning

Structures and Processes

- Targeted instruction and intervention through:
 - Flexible literacy intervention groups
 - EAL small group instruction

Resources

- CBE K-12 Literacy Framework
- CBE K-12 Well-being for Learning Framework
- Foundational Literacy Resources to support new curriculum implementation





- System K-6 New Curriculum Implementation Sessions
- Inclusive assessment practice to develop actionable feedback strategies
- Effective use of decodable books for the development of decoding skills
- Fluency protocols and routines

- Protocols: teacher modelling, repeated reading, readers theatre, phrased reading, paired reading, recorded reading, audio-assisted reading, variety of texts (songs, poetry, read-alouds, diverse texts)
- Regular PLC meetings to:
 - establish goals for teaching strategies based on student data
 - review student learning progress
 - calibrate assessment of fluency protocols

- Reading Assessment Decision Tree
- Decodable text sets
- Grading for Equity by Joe Feldman (PLC book study)
- Research and resources in Insite > Teaching Practices

