

2025 School Planning

School Development Plan

learning | as unique | as every student



Calgary Board
of Education

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2025 School Planning

- Welcome
- Agenda
 - Presentation
 - Q & A
 - Gather feedback
 - Meeting evaluation



2025 School Planning

The purpose of this meeting is to:

- Share information about our school development plan
- Gather feedback that may be considered in making future school planning decisions





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School Planning and You





How is Our School Development Plan Used?

- Guides ongoing assessment and review of goals and actions.
- Our school development plan is the driver for closing learning gaps and informs:
 - Instructional strategies
 - Professional learning
 - School structures and processes for learning
 - Resources to improve student learning
 - Data-informed decision making

School Development Plan - Goal



Learning Excellence

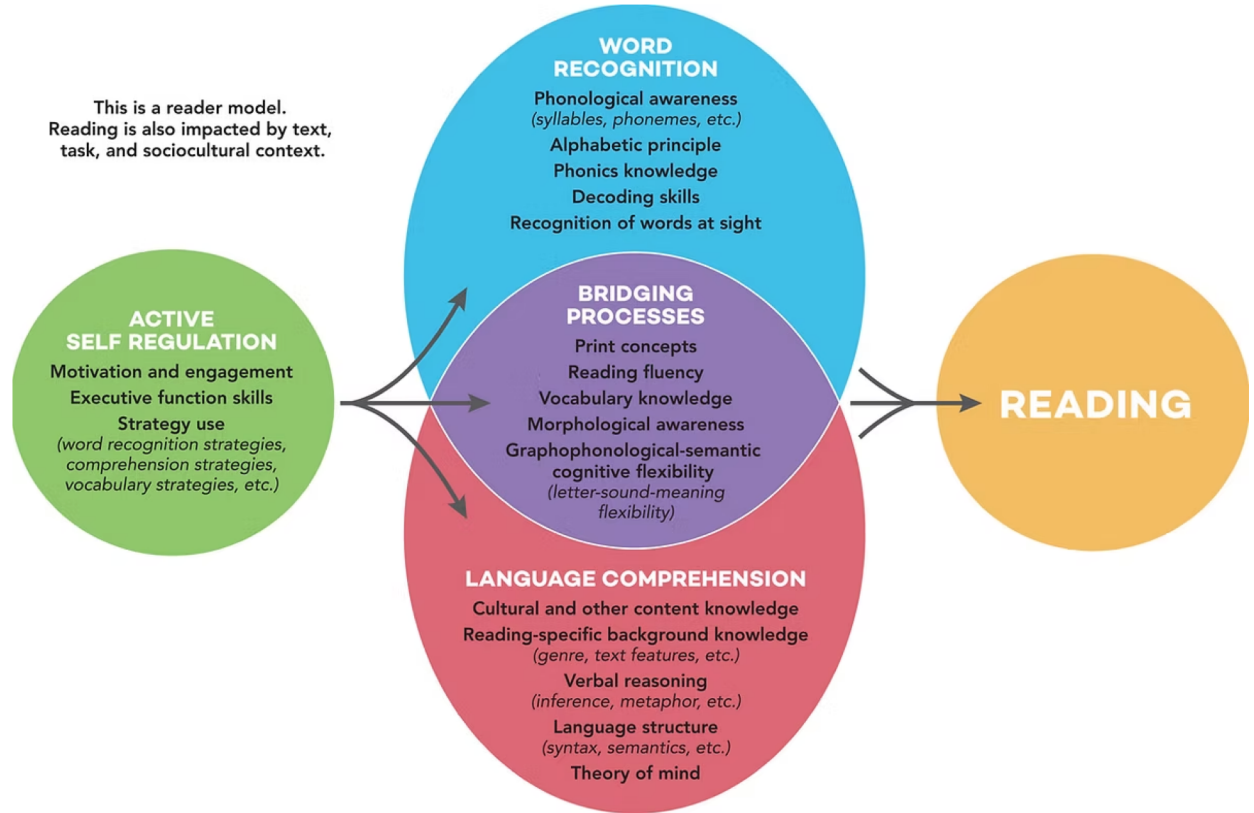


- Strong **oral fluency skills** are a “bridging process” that enhances both decoding and comprehension development.
- The “automaticity” of recognizing words is critical in supporting working memory.
- Performance in writing is facilitated by fluency skills in reading as students are more efficient with their word recognition and spelling.

Fluency is a “Bridging Process”



This is a reader model.
Reading is also impacted by text,
task, and sociocultural context.



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Source of the Active View of Reading Graphic: Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1), S25-S44. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.411>

What literacy data informed our goal?



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Early Learning Data	students requiring support Sept 2024
PAST (gr 1)	20%
CC3 (gr 2, 3)	11%
LeNS (gr 1, 2)	12%
RAN (gr 1)	14%
School Learning Data	students requiring support Sept 2024
Maze - comprehension gr 4-6)	28%
Comprehensive Decoding (gr 4-6)	11%
ORF – fluency (gr 3-6)	14%

School Development Plan - Goal



Well-Being

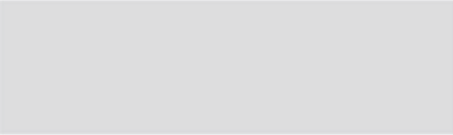


- **Self-regulation** is foundational to the development of reading skills including activating word recognition, fluency, and language comprehension
- Fluent readers require strong **executive functions** such as cognitive flexibility and goal-directed persistence.
- Students are motivated to succeed in school when they have healthy relationships and a strong **sense of belonging**.
- Sense of belonging is cultivated through student voice and agency that contributed to the school culture.

What wellbeing data informed our goal?



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)



School Development Plan - Goal

Truth & Reconciliation, Diversity, and Inclusion

- Indigenous cultural practice of sit spots and talking circles as a restorative and regulation practice:
 - rooted in oral storytelling (oral fluency skills)
 - resolve social conflicts
 - promotes self-regulation
- Diverse language and communication experiences at JES include 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

School Development Plan – Outcome



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





School Development Plan – Outcome Measures



- CC3, RAN, LeNS, PAST, Maze, ORF, Comprehensive Decoding
- Regulation student perception survey results:
 - Students who feel they can control their emotions and behaviors and focus on a task. (Our School Survey)
 - Students who feel they can set goals and persist to achieve them. (Our School Survey)
 - Students who feel accepted and valued by their peers and others at school. (Our School)
- Reading and Writing student perception survey results (CBE Survey, Assurance)



School Development Plan – 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*



School Development Plan – Actions



Learning Excellence Actions

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



School Development Plan – Actions



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.

School Development Plan – Actions



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

Questions?



We'll take a few minutes to answer questions about our school development plan.

Gathering Your Feedback



Feedback is important as we consider school planning. When students, families and staff work closely together, students achieve greater success in their learning.

We'd now like to gather your feedback on some specific questions.



Gathering Your Feedback

School Development Plan (SDP)

We share SDP information and updates in different ways. In what ways have you learned about our SDP?

- School website
- School council meeting
- Principal's Weekly Update
- Teacher's Weekly Update



Gathering Your Feedback



School Development Plan (SDP)

The SDP is developed with all students in mind. Do you agree that:

- Your child's learning can benefit from the goal(s), outcome(s), actions and resources in the SDP?
- The learning of all students is reflected and prioritized in the goal(s), outcome(s), actions and resources in the SDP?





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Gathering Your Feedback

- A link to a survey with the same questions asked at the Part 1 and Part 2 in-person meetings will be posted through the Weekly Update today in hopes that those who could not attend the meetings can still review the information and respond to the survey.
- The survey will remain open until March 31st.
- If you prefer, here is the QR to the survey:



Next Steps

We will update our school website on April 14th with:

- A summary of feedback gathered at tonight's session
- A meeting evaluation summary
- Feedback from the survey



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There can be no dialogue without you.