

Alexander Ferguson 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.

[Alex_Ferguson SIRR 24-25.docx](#)





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy will improve.

Outcome:

Students will improve in personal sight words and building oral vocabulary.

Outcome Measures

- Report Card Data – Reading (K-6)
- CBE Student Survey (4-6) “I have an opportunity to read interesting books.” “I know what to do next to improve reading skills.”
- ELAL PAT Part B Reading (6)
- EAL Benchmark data (K-6)

Data for Monitoring Progress

- Collaborative Team Meeting discussions to establish progress aligned with ELAL curriculum / K-3 ELAL Scope and Sequence
- DIBELS ORF Section (1-6); UFLI fluency check

Learning Excellence Actions

- Explicit and systematic instruction using the UFLI program and Morpheme Magic to improve phonological and morphological awareness
- Explicit small group reading instruction using decodable texts aligned with skill focus
- Intentional collaboration and implementation of listed resources to support best practice in literacy instruction

Well-Being Actions

- Participation in weekly Roving Readers to facilitate connections between all teachers in all grade level classrooms and increase exposure to rich text
- Implementation of explicit social emotional instruction to build common language throughout the school
- Three opportunities for students, staff, and families to engage in learning with Elder Kerrie Moore

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Intentional sharing to create a collection of culturally diverse texts fostering awareness and student belonging.
- Know learners’ cultural backgrounds, life experiences, and learning needs to encourage risk taking

Professional Learning

- Modelled implementation of UFLI / Morpheme Magic / DIBELS ORF
- Explore, Discuss, and Implement CASEL resources

Structures and Processes

- Collaborative grade team planning time
- PLCs to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum

Resources

- ELAL Curriculum / K-3 Scope and Sequence
- UFLI Foundations / Morpheme Magic Resources
- Reading Assessment Decision Tree (RAD) grades 4-6
- Rasinki’s Megabook of Fluency
- CASEL



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Students foundational skills in literacy will improve

Outcome one: Teachers will improve in word reading instruction at the phoneme and morpheme unit levels.

Celebrations

- Student LP1 levels improved by 10.68% and LP2 levels improved by 6.26%, according to EAL Benchmark reports.
- Overall, student's oral reading fluency (ORF) has improved between 70% and 88% for each grade level, according to DIBELS ORF results.
- Teacher confidence level in phoneme and morpheme instruction has improved according to teacher perception data.

Areas for Growth

- Building students' sight words to support overall reading fluency.
- Increasing students' oral vocabulary to support overall reading fluency.

Next Steps

- Beginning, Middle, and End year DIBELS ORF assessments for all students grades 1 – 6.
- Teacher professional development to foster improving student personal sight word banks.
- Engaging in, and providing students, explicit opportunities to read interesting books.

