



Alexander Ferguson 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

Learning Excellence

In a teacher survey, 50% of homeroom teachers identified their need for more professional learning to increase their confidence in implementing UFLI, Morpheme Magic, and Dibels ORF. Allocating additional time throughout the school year to intentional task design aligned with all these resources will increase teacher confidence, positively impacting student learning.

AFRS (Assessment of Foundational Reading Skills) screens children for foundational reading skills (oral language, phonological skills and phonics) to identify those who may be at risk of reading difficulties. This tool provides data to make informed decisions about next steps in teaching. AFRS data indicates that 31.1% of current grade one students demonstrated minimal – emerging reading skills in June 2024, a decrease from 45.7% identified in January 2024. This tool will not be implemented in the 2024-2025 school year as LeNS assessment data will now be available starting in kindergarten.

The English Letter Name-Sound (LeNS) assessment is designed to ensure a student has the foundational phonics skills to develop into an independent reader. LeNS assesses a student's ability to sound out single letters and letter combinations (for example, n, d, e, ch, ay, oa, oy). In June 2024 39.2% of grade two students, and 22.5% of grade one students were identified as at

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

risk using the LeNS assessment. Of those students identified at risk, 85% were beginning (LP1 and LP2) EAL (English as Additional Language) Learners.

Well-Being

The CBE student survey gathers data from grades 4 – 6 students. It indicated that 83% of students agree with the statement, “My school makes me feel like I belong.” 79% agree, “I feel welcome at school.” While 75% agreed, “I feel included at my school.”

Report Card data indicated in June 2024 that 87.9% of all students demonstrated skills above grade level expectations to support the well-being of self and others. This was an overall increase of 1.0 percentage points from January to June 2024.

Truth & Reconciliation, Diversity, and Inclusion

Attendance data indicates that our current grade 1 students had the lowest rate of attendance across all grades last year when they were our kindergarten students. As their perception of belonging and inclusion, collected through Look For data, increased (from 58.8% to 73.4%) their monthly attendance rate also increased (from 87.5% to 91.3%).

Of note, our school population increased by 31 students from the middle of September 2023 to June 2024. This increase represents movement of 91 students in and out of Alexander Ferguson School.





School Development Plan – Year 1 of 3

School Goal:

Student foundational skills in literacy will improve

Outcome:

Teachers will improve in word reading instruction at the phoneme and morpheme unit levels

Outcome Measures

- CC3, LeNS, RAN and PAST phonics (K-3)
- Report Card Data – Reading (K-6)
- ELAL Part B Reading (6)

Data for Monitoring Progress

- Teacher perception data – Teacher learning required to capitalize on professional learning opportunities
- Collaborative Team Meeting discussions to establish progress aligned with ELAL curriculum / K-3 ELAL scope and sequence
- DIBELS ORF Section (K-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, and research to use culturally diverse texts to build understanding, 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
- Exploring CASEL and Social Thinking curriculum
- CBE K-6 Professional Learning Series

Structures and Processes

- Collaborative grade team planning time
- PLCs to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum – participating in CBE K-6 system wide professional learning to support literacy

Resources

- ELAL Curriculum / K-3 Scope and Sequence
- UFLI Foundations / Morpheme Magic Resources
- Reading Assessment Decision Tree (RAD) grades 4-6
- Social Thinking Curriculum
- CASEL



Quick Reference Guide

Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.





Monitoring Progress (continued): The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

