



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

Collingwood 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

LeNS Assessment Results June 2024

Grade	% of students not at risk in June 2024
Grade 1	88.8
Grade 2	96.6

CC3 Assessment Results June 2024

Grade	Regular Words % of students not at risk in June 2024	Non Words % of students not at risk in June 2024	Irregular Words % of students not at risk in June 2024
Grade 1	94.4	95.5	93.3
Grade 2	83.5	89.9	87.3
Grade 3	91.6	94	89.2

For each of the assessments listed above, the provincial government provides standards that students are expected to achieve. Students whose results are above those standards are considered "not at risk". Collingwood's assessments demonstrate strong results overall for phonemic awareness and basic literacy skills in English, however it also shows some remaining learning gaps for improvement.



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

Learning Excellence

On the June 2024 report card stem for Spanish reading, 68% of students received a 3 or 4 on the stem "reads to explore and understand"

On the Our School Survey of grade 4 and 5 students in October 2023, 57% of students reported being confident or very confident in their ability to read in Spanish.

This data demonstrates the need to continue with a focus on improving phonemic awareness and fluency in reading in English and Spanish.

Well-Being

On the CBE student survey of grade 5 students from June 2024, 82% of respondents reported feeling connected to the texts they read and hear in class.

On the Our School survey, 68% of students reported having the ability to consciously manage their emotions and behaviors and maintain focus on a task.

On the Our School survey, 26% of students reported moderate to high levels of anxiety.

Based on this data, our focus for this year will be on providing diverse reading materials and supporting student self-regulation through the Zones of Regulation and Friendology programs for use at home and school.

Truth & Reconciliation, Diversity, and Inclusion

On the Our School Survey of grade 4 and 5 students, 74% of students reported a high sense of belonging. The result was also reflected on the CBE Student Survey of grade 5 students where 75% reported feeling included at school and 69% reported feeling welcome at school. On this same survey, 76% of students reported being able to see their culture reflected in their school.

Based on this data, our focus for this year will be on promoting a sense of belonging where students feel accepted and welcome at school.





School Development Plan – Year 1 of 3

School Goal

Students' foundational skills in literacy will improve.

Outcome:

Students will improve in phonological awareness, decoding and fluency skills in English and Spanish.

Outcome Measures

- RAN, PAST, CC3 & LeNS Data
- Spanish & English Reading Report Cards
- CBE Student Survey
- Our School Survey

Data for Monitoring Progress

- Words Their Way Gr. K-5 Assessments
- Biweekly University of Florida Literacy Institute (UFLI) student check-ins
- Intervention Literacy Support Data
- EAL Benchmarks Analytics
- Teacher self-assessment of confidence in implementing UFLI program
- Spanish and English Guided Reading Data
- IPP reporting
- DIBELS assessments
- School student survey on belonging

Learning Excellence Actions

- Explicit instruction using UFLI program to improve – phonemic awareness and decoding text
- Explicit instruction using the benchmark Fonética y gramática Program
- Guided reading in Spanish
- Guided reading in English
- Routine Spanish Writing Analysis

Well-Being Actions

- Choice based reading activities with multileveled texts to improve connection with the text
- Understanding of The Zones of Regulation Program and the strategies that promote self-regulation
- School wide use of online "Friendology" program and strategies

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional use of culturally diverse texts
- Access to and use of dual language texts
- Use of EAL benchmarking and assessment to inform task design
- Classroom conversations to build community
- Deepen our understanding and practice of the 7 Grand Father Teachings




Professional Learning

- Staff PD on Words their Way assessment and UFLI Instruction
- Personalized support and staff mentoring on Spanish and English Literacy instruction
- System new curriculum, language and diversity PD
- Implementation of UFLI and Scarborough's Reading Rope

Structures and Processes

- Collaborative planning time in Grade Groups, PLC's and Collaborative response for assessment, task design and sharing of best practice.
- Implementation of New Curriculum
- Participating in CBE K -6 system wide PD to support literacy instruction
- Class meetings with an emphasis on creating classroom community

Resources

- CBE Literacy Framework
- Guided reading resources in English and Spanish
- ELAL K-3 scope & sequence
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource
- Zones of regulation manual
- Friendology website for staff and families

