



James Short Memorial 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

We have used data from Provincial screeners and assessments and Report Card data to inform our next steps in the current school year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Stem: Reads to Explore and Understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	14.81%	24.07%	18.52%	16.67%
Grade 2	7.27%	23.64%	20%	29.09%
Average	11.01%	23.85%	19.27%	22.94%

Along with the above data, 18.35% of students received an indicator of English as an additional language (ELL) and 2.75% of students received an indicator of Individual Program Plan (IPP).

We have also used data from Provincial screeners and to guide our planning for the upcoming academic year.

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

Provincial Universal Screeners Results	Percentage of students at risk January 2023	Percentage of students at risk June 2024
Castles and Colheart 3 (CC3) Regular words Gr. 1	58.33%	44.44%
Castles and Colheart 3 (CC3) Regular words Gr. 2	38.33%	54.72%
Letter Name – Sound Test (LeNS) Gr. 1	68.85%	52.73%
Letter Name – Sound Test (LeNS) Gr. 2	75%	61.54%

As we analyzed the data above, we noticed that over 50% of students are at risk in Literacy. In the upcoming years, our focus will be on enhancing word reading skills including phonological awareness, phonics and sight words to support student learning in this area.

Well-Being

The summary of well-being data that directly impacts student success suggests that continued focus on risk taking and resiliency with entering learning tasks requires continued focus.

Locally Developed Survey

Well-Being	
I can try new things	Improvement of 0.1 pts on a 4 pt scale
I can calm my body before I learn	Improvement of 0.2 pts on a 4 pt scale
I will keep trying to do something even if it's hard	Improvement of 0.4 pts on a 4 pt scale

To address these areas in the past, we have engaged in a school wide focus on building common language and creating supportive classroom environments. This year, based on our data, we will deepen this work by introducing Social Emotional Learning (SEL) competencies to provide structure and unify understanding of this work.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population with 38% of our students identified as English as an Additional Language learners, 10% of our students self-identify as Indigenous and 23% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students thrive in their learning.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy will improve.

Outcome:

Students will become more skilled readers by developing phonological awareness and decoding skills.

Outcome Measures

- CC3, LeNS, PAST
- Report Card Data - Reading

Data for Monitoring Progress

- Progress monitoring through internal tracking system based on scope and sequence
- EAL benchmark analytics
- Student perception data – internally created
- Teacher perception data – teacher confidence in implementing UFLI

Learning Excellence Actions

- Explicit instruction using UFLI program to improve phonological awareness and decoding text
- Daily Heggerty phonemic awareness activities to improve phonological awareness
- Structured, targeted literacy centers

Well-Being Actions

- Use the formative assessment results to design tasks for microteaching and small group targeted instruction to address the needs of students at risk in reading
- Teachers will explicitly teach Social Emotional Learning to model and increase growth mindsets in relation to reading

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Intentional use of culturally diverse texts to build understanding, awareness and student belonging

Professional Learning

- Modelled use of decodable texts
- Implementation of UFLI and Scarborough's Reading Rope
- PL - Designing effective and targeted literacy centers

Structures and Processes

- Weekly collaborative grade team planning
- Monthly PLCs with a focus on reading instruction
- Implementation of new curriculum – participation in CBE K-6 system wide PL to support literacy instruction

Resources

- ELAL K-3 Scope and Sequence
- CBE Literacy Framework
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource

