

## Le Roi Daniels

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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.

### [Our School - Le Roi Daniels School](#)





## School Development Plan – Year 2 of 3

### School Goal

Improve student achievement and well-being through targeted Interventions and Inclusive practices with a focus on personalization.

### Outcome:

Students will achieve personal growth in literacy with a focus on writing and encoding.

### Outcome Measures

- *Report Card Stem Data (Reading, Math, Well-Being)*
- *Alberta Education Assessments (LeNs, CC3, RAN, PAST, Numeracy)*
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### Data for Monitoring Progress

- *Monthly Guided Reading Results to create targeted intervention groups*
- *Daily Heggerty intervention using oral practices and phonological/phonemic awareness to build encoding skills*
- *Monthly personalized curricular tasks with rubrics entered through Power Teacher Pro for parent review*
- *Quarterly School wide writing tasks using calibrated school writing rubrics.*
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### Learning Excellence Actions

- *Continue with targeted intervention groups for both literacy and mathematics using data provided every 6-8 weeks to identify learning gaps.*
- *Grade specific learning tasks and plans that coordinate each class to work on same outcomes*
- *Daily Guided Reading*
- *Quarterly monitoring of mathematical strategies to measure fluency reasoning.*
- *Weekly Mad Minutes recording personal growth*

### Well-Being Actions

- *Student participation in Mind-Up tasks and activities during soft entry each morning.*
- *Student recognition of exemplary character traits demonstrated*
- *Character Education Assemblies hosted by students*
- *Student reflective statements demonstrating character traits throughout the school and day*

### Truth & Reconciliation, Diversity and Inclusion Actions

- *Creating specific learning tasks related to each Holistic Framework to parallel personal student connections to their own culture and beliefs*
- *Continued Land Based learning through at least 1 outdoor fieldtrip*
- *Acknowledging the Land activities through sit spots, walking outdoors and the NEW outdoor classroom space.*

### Professional Learning

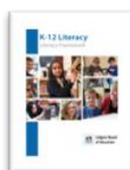
- *PLC with focus on task design for Literacy, Math and new SS curriculum*
- *Indigenous Guest Speaker for PD on Sept 29<sup>th</sup>.*

### Structures and Processes

- *SLT meetings to identify students at risk for literacy and mathematics*
- *Learning sprints in literacy and math every 6-8 weeks*

### Resources

- *CBE Frameworks (Literacy, Mathematics, Well-Being, Holistic, Social Studies)*
- *Mind-Up Program*
- *Lively Letter Manual and sound card (staff trained)*





- PLC with focus on task design in Literacy, Math, Science and SS and use of newly designed rubrics
- Implementation of tasks as shared by the Intervention Lead Teacher (Nicole Hoye)

- Weekly encodable spelling practices
- Weekly Mad Minute practice
- Collaborative Response Model

- Alberta Education High Frequency Spelling Words
- K-3 Scope and Sequence
- Heggerty and UFLI Resources
- Decodable Books
- Math-Up and Jump Math

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## School Development Plan – Data Story

### 2024-25 SDP GOAL ONE:

Outcome one: Improve student achievement and well-being through targeted interventions and inclusion practices.

**CBE Results Policies**

- Results 1: Mission
- Results 2: Academic Success
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### Celebrations

- Students showed growth in all literacy and numeracy skills and concepts
- There were fewer students who were identified as “at risk” initially compared to the 2023-2024 school year

### Areas for Growth

- The only decrease in our data story is related to Well-Being on the Report Card stem. This decrease in students achieving a 4 is an area for improvement. The decrease was specifically found in Kindergarten and Grade 2 students. It is also closely related to respectful behavior during PE classes. Improved awareness and self- management will be a focus for the 2025-2026 school year.
- Although our students have continued to show improvement in all academic areas for literacy and numeracy, we want to ensure our students are using these skills to improve their encoding skills for writing as well as problem solving strategies for mathematics. Application of their skills and strategies will be a focus for the 2025-2026 school year.

**CBE 2024-27 Education Plan**



**Learning Excellence**

Strong student achievement for lifelong learning and success

**Well-Being**

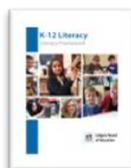
Students and employees thrive in a culture of well-being

**Truth & Reconciliation, Diversity and Inclusion**

Students and employees experience a sense of belonging and connection

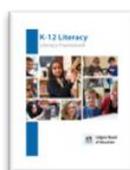
### Next Steps

- Targeted classroom consistency of Heggerty implementation for phonemic awareness through oral manipulation to support encoding strategies where classroom teachers will be supported in their practice.





- Teachers have identified their own personal goals to improve their literacy and numeracy teaching skills to support students at various stages of learning which will build personalized practice for teachers and personalized learning for students.
- Building on our TLC Character Education practice: along with discussing each character trait in detail as a class and creating class definitions, students will begin to reflect and share how they demonstrate specific character traits throughout different times and places within the building/school day. Ex. During PE, on the playground, in the classroom or on the bus, etc. This will hopefully create a stronger connection to showing respect to themselves and others to increase the Well-Being results.



**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.

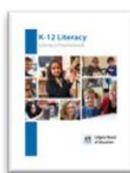
**Outcome Measure:** This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report.

**Note |** 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. Data from a previous year outcome measure that is highlighted in your data story as an area for improvement should continue to be included.

**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. There would be an expectation that actions are continually refined and adjustments made over the course of the three-year plan.

**Ongoing 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. 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. Ensure that 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. 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](#)
- [SDP Data Plan- 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](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

