



James Short Memorial 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

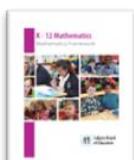
Introduction

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.





School Goal

Student foundational skills in literacy will improve.

Outcome:

Students will improve in reading through differentiated, systematic instruction and frequent, actionable feedback.

Outcome Measures

- Report Card Data – Reading
- Provincial Assessment – CC3, LeNS
- CBE Assessment – Acadience – Gr 1

Data for Monitoring Progress

- Internal tracking system based on CBE Scope and Sequence
- EAL benchmark analytics
- Student perception data – internally collected
- Teacher perception data – internally collected

Learning Excellence Actions

- Explicit instruction using UFL and decodable text
- Structured, targeted literacy centers
- Utilize consistent, specific and timely formative assessment practices to move student learning forward

Well-Being Actions

- Formative assessment to design 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

- Utilize inclusive, linguistically and culturally diverse texts throughout the learning cycle
- Use of EAL benchmarks to inform task design

Professional Learning

- Professional learning to understand the Science of Reading
- Professional learning to design and implement targeted literacy centers
- Professional learning to use formative assessment to move learning forward

Structures and Processes

- Weekly collaborative grade team planning
- Monthly PLCs with a focus on using assessment to improve student learning
- Internal data tracking

Resources

- ELAL K-3 Scope and Sequence
- CBE Literacy Framework
- UFL Foundations Resource
- CBE Complex EAL Learners Document



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

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

Celebrations

- Internal student data showed that 82% of students made incremental growth in relation to the CBE Literacy Scope and Sequence.
- LeNS – The percentage of students at risk dropped from 45% in January to 34% in June for Grade 1, and from 44% to 31% for Grade 2.
- CC3 – The percentage on students at risk dropped from 37% in January to 30% in June for Grade 1, and from 53% to 39% for Grade 2 and from 59% to 45% for Grade 3.
- Teachers' confidence in designing and implementing targeted literacy centers grew by 80%.
- End of year report card indicators were more accurate and aligned with system directions and expectations.

Areas for Growth

- Foster a growth mindset so students believe they can become successful readers through effort and practice.
- Continue teaching regulation to improve the number of students who can follow the expectations during targeted literacy periods.
- Improve student attendance to support consistent growth in reading skills.

Next Steps

- Reading assessment cycles to target student's specific phonological skills.
- Track incremental student progress using data tracking based on the CBE Scope and Sequence.
- Increase inclusion of student voice in the assessment process.
- Create opportunities for parents to engage in supporting their child's reading.

