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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 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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

SIRR 2025-26 Template

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal
Student foundational skills in literacy and mathematics will improve.

Outcome:
Students will improve in phonological awareness and decoding skill

Outcome (Optional)
Students' fluency in mathematics will improve through a focus on conceptual understanding.

Outcome Measures

- Provincial Assessments Gr. 1-5
- CC3, LeNs
- PAST, RAN 1-2
- Report Card Data for EAL and Coded students: Number & Patterns

Data for Monitoring Progress

- EAL Benchmark Analytics
- Student Nest Survey: Jan. & May
- Collaborative Response Check-Ins
- Grade level submitted DI tasks for EAL and ADP students
- Pre-post literacy intervention data

Learning Excellence Actions

- Explicit instruction using UFLI program to improve phonological awareness and decoding text.
- Model "push-in" support for three identified complex groups: below grade level, EAL and dysregulated.
- Attach LL's and CCT Teacher to grade levels for 4-6 week learning sprints to support DI task design and assessment.
- School wide morning Math block focused on number sense.

Well-Being Actions

- Use age-appropriate texts to demonstrate the range of identities and ways of belonging.
- Create "Hawkwood Nests" to build school-wide community and connection for students.
- Daily SPARK Program for complex needs students

Truth & Reconciliation Actions

TRC Commitment to Action
Truth and Reconciliation Commitment | Template

- Re-establish Indigenous Gathering space in the Learning Commons
- Host a school-wide Cultural Night.
- Acquire more indigenous-centered literary resources to engage Div II identified Indigenous students.

Professional Learning

- System professional learning sessions
- Alternative assessment strategies

Structures and Processes

- Integrate aspects of system SEL into professional learning plan

Resources

- Math Up
- Indigenous fiction
- System PL Sessions






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- Team Task design strategies for 3 identified complexity groups
- CCI Sessions for trauma informed practice

- Use CRM to plan task design and assessment strategies
- Use CCT position to integrate DI strategies into grade level planning for Math

- Dual Language Texts
- CBE Literacy and Numeracy Frameworks






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School Development Plan – Year 3 of 3

School Development Plan – Data Story

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CBE 2024-27 Education Plan



2025-26 SDP GOAL ONE: Student foundational skills in Literacy and numeracy will improve.

Outcome one: Students will improve in phonological awareness and decoding skills.

Outcome two: Student's fluency in mathematics will improve through a focus on conceptual understanding

Celebrations

- Maintained high literacy achievement as seen in report cards and provincial screeners
- % of students requiring additional support in literacy decreased
- % of students requiring additional support in numeracy decreased significantly
- Student levels of resiliency and self-regulation increased as per CBE Students Student Survey

Areas for Growth

- Student achievement in numeracy continues to be lower than that of literacy
- Achievement for students with IPP's and EAL profiles is lower than that of general student population.
- Identified students need more opportunities to complete learning tasks that are specifically designed at their current learning level.






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Next Steps

- Continue to utilize UFLI daily as an early literacy resource in Grades 1-2
- Assign Classroom Complexity Teachers to support Math task design and assessment
- Deploy Literacy and Complex Needs LL's to also support DI task design and assessment.
- Develop Hawkwood Family Nests program to enhance students feeling of connectedness, belonging and inclusion.




