

Abbeydale 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 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.

[Abbeydale School Improvement Results Report 24-25](#)

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

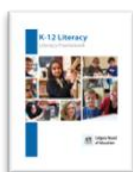
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Student Achievement in Literacy and Mathematics will improve.

Outcome:

Student writing will improve by participating in ongoing formative assessment to understand their next steps in learning.

Outcome (Optional)

Student achievement in number sense will improve by participating in ongoing formative assessment to understand their next steps in learning.

Outcome Measures

- PAT Scores (ELAL Writing)
- EAL Benchmark Indicators for Writing Strand
- Report Card Writing Stem (ELAL)
- OurSchool Survey around confidence in Writing
- PAT Scores (ELAL Writing and Math Part A)
- Provincial Numeracy Assessment (Gr. 1-3)
- Locally Developed Math Assessment (Gr. 4-6)
- Report Card Indicator (Number and Pattern Stem)
- 4-6 Words their way spelling inventory
- 4-6 Core Vocabulary

Data for Monitoring Progress

- EAL Benchmarks
- Progress monitoring within literacy and math groups
- Assurance Survey
- Student writing samples
- Collaborative Response Data
- Professional learning data regarding impact on professional growth
- Teacher perception data on student confidence in writing.
- IPP target monitoring
- Formative Assessment tools (exit slips observations)

Learning Excellence Actions

- Clearly articulate learning intentions.
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with self-assessments
- Use formative assessment to monitor progress

Well-Being Actions

- Include students in feedback loops
- Activate students as owners of their own learning
- Provide students with opportunities to demonstrate knowledge in a variety of modes.

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional task design and selecting supporting resources for staff and students, that is culturally responsive and deeply embedded in building inclusive learning environments
- Empower students to exemplify school values of Kindness, Perseverance, Curiosity





*towards learning
goals*

*and Integrity in social
and academic situations*

- *Use scaffolded learning intentions (i.e., learners may have different learning goals).*
- *Consider language learning needs when writing learning intentions.*

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Professional Learning

- *System Professional Learning*
- *ELAL Insite page professional learning*
- *Mathematics Insite page professional learning*
- *PLC - Creating formative assessments to enable teachers and students to know where students are at and their next steps in learning.*
- *SILL – System Support*

Structures and Processes

- *PLC*
- *Collaborative Response*
- *Diagnostic assessments*
- *Provide daily structure and supported writing times*
- *Grade team meetings*
- *Daily targeted literacy intervention*
- *Daily literacy centers*
- *Daily math centers*
- *Literacy Intervention*

Resources

- *Connecting School Values to Learning outcomes*
- *MathUP K-6*
- *Mathematics Equity and Identity Guide*
- *Mathematics Framework*
- *Literacy Framework*
- *Holistic Lifelong Learning Framework*
- *Wellbeing for Learning Framework*
- *SILL – System Support*

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student Achievement in Literacy and Mathematics will improve

Outcome one: Student vocabulary in writing will improve by receiving responsive feedback regarding next steps

Outcome two: Student achievement in number sense will improve by receiving responsive feedback regarding next steps.

Celebrations

- Teacher learning translated into classroom impact: 100% of teachers reported increased confidence and improved practice in writing instruction through PLC work.
- Improved student writing outcomes: Report card data shows growth, with students achieving at “Good” or “Excellent” levels rising from 22% to 29%, and those at “Not Meeting” or “Basic” levels decreasing from 56% to 52%.
- Early literacy interventions showing results: Both LeNS and CC3 assessments demonstrate a reduction in students requiring additional support across Grades 1–4.
- Numeracy growth evident in upper grades: Grades 5 and 6 demonstrated a significant 18% improvement in results on locally developed numeracy assessments.
- Positive shifts in math understanding: Schoolwide report card data in Number and Patterns shows students achieving at “Good” or “Excellent” increasing from 45% to 51%.

Areas for Growth

- Grade 6 PAT results indicate continued need for support: Only 37% of students met the acceptable standard in ELAL Writing, and 18% in Mathematics.
- Early literacy and numeracy progress uneven across grades: While some cohorts showed strong growth, others (e.g., Grade 2 LeNS, Grade 3 Numeracy) continued to show higher proportions of students needing targeted support.
- Writing excellence remains limited: Only 5% of students achieved “Excellent” on the writing report card stem, suggesting a need to extend learning for higher achieving students.
- Vocabulary development for upper grades: Core Vocabulary data shows little improvement at the benchmark level for Grades 4 and 6, indicating a need for intervention and intentional teaching around academic language.





Next Steps

- Deepen targeted instruction in writing: Focus PLC work on feedback, vocabulary, sentence fluency, and elaboration strategies to help students move from “basic” to “good/excellent” levels in writing.
- Strengthen numeracy fluency and reasoning: Implement daily number talks and flexible grouping in all grades to build conceptual understanding and confidence and targeted support.
- Enhance academic vocabulary instruction: Use consistent, schoolwide vocabulary strategies across subjects to support comprehension and precision in both writing and mathematics.
- Monitor growth: Track student progress from early years through upper grades using common assessments to ensure sustained literacy and numeracy improvement.
- Leverage teacher collaboration: Continue work in PLCs to align strategies, share exemplars, and celebrate instructional successes

