

Acadia 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

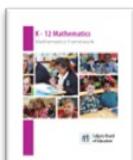
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

<https://acadia.cbe.ab.ca/school>



**School Goal**

Student achievement in literacy and mathematics will improve.

Outcome:

Student achievement in writing will improve.

Outcome (Optional)

Student achievement in procedural fluency will improve.

Outcome Measures

- Report card Indicators for stems:
 - Writes to express information and ideas for grades 1-6 from December 2025 to June 2026.
 - Understands and applies concepts related to number and patterns for grades 1 & 2 in addition to the report card stem Understands and applies concepts related to number, patterns and algebra for grades 3-6.
 - Demonstrates skills to support the well-being of self and others.
- Alberta Education Assurance Measure Results for the student question: When you need it, are teachers at your school available to help you?
- Our School Survey question: Students who feel safe attending school as well as going to and from school.

Data for Monitoring Progress

- Notes from Collaborative Team Meetings/Professional Learning Community meetings that represent growth in student achievement in procedural fluency and phonological awareness/writing.
- School wide writing samples completed in November, February, and May.
- Words Their Way assessments completed in November, May.
- Provincial mathematics and literacy assessments twice per year for Kindergarten and three times per year for grades 1-3 (including the re-assessment in May only for students identified as being at-risk).
- Math Running Record assessments completed October (not completed October 2025 due to teacher strike), February and May

Learning Excellence Actions

- Explicit instruction utilizing the following resources: High Yield Routines by Ann McCoy, Joann Barnett, Emily Combs, 7 Mighty Moves by Lindsay Kemeny, and The Writing Revolution by Judith C. Hochman and Natalie Wexler.

Well-Being Actions

- Use student assessment to design tasks for microteaching and small group targeting instruction to address student needs.
- Use the Awesome Acadia School puzzle piece program where students are celebrated for showing bravery, kindness, mindfulness and responsibility at weekly

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of English as Another Language benchmarking and assessment to inform task design.
- Use of culturally diverse texts to build understanding, awareness and student belonging.
- Continued work on Acadia School's call to Action for Truth and Reconciliation: Commitment to learning





- Teachers in Kindergarten to grade three will create consistent learning routines focused on improving student's phonological awareness and decoding skills to support student's achievements in writing.
- Teachers in grades 4-6 will implement consistent learning routines focused on improving students writing skills through sentence expansion activities.
- Teachers will create consistent learning routines focused on improving student's procedural fluency in math.
- Teachers will create common understandings for creating literacy and numeracy routines to increase student achievement.
- School Wide Writes completed in November, February, May of each to collect writing samples to demonstrate student growth throughout the school year.
- Math running records identifying student needs/development in accuracy efficiency and successful strategies for math fluency.

- school assemblies.
- Offer a variety of learning materials and responsive spaces to create supportive learning environments.
- Proactive safety messaging.

about and through Indigenous knowledge focused on building student capacity for intercultural understanding, empathy, and mutual respect with a focus on renewing respectful relationships between Indigenous and non- Indigenous peoples.

Professional Learning

- Collaborative work with Woodlands School, Micelle Bence and Michelle Ramzy on the Layers of Literacy.
- Teacher book studies of: High Yield Routines by Ann McCoy, Joann Barnett, Emily

Structures and Processes

- Collaborative grade team planning time to plan and share successful classroom routines to support student achievement in phonological awareness/writing and

Resources

- Book studies as previously identified.
- UFLI Foundations resource
- Math Up online math resource
- The 8 Mathematics Teaching Practices from CBE Math team





Combs (grades K-6 Math goal), 7 Mighty Moves by Lindsay Kemeny (K- grade 3 ELAL goal), and The Writing Revolution by Judith C. Hochman and Natalie Wexler (Grades 4-6 ELAL goal).

- Math Running Records in Action: A Framework for Assessing Basic Fact Fluency in Grades K-5 by Dr. Nicki Newton (K-6 math fluency goal)

procedural fluency.

- Participation in CBE K-6 system wide professional learning to support assessment in literacy and math instruction.
- Collaborative Team meetings and Professional Learning Community meetings to focus on student work samples and collaborate to support student learning needs.

- Calgary Bridge Foundation for Youth (CBFY)
- CBE new curriculum K-6 System Professional Learning sessions
- Acadia school collected resources (websites, books, etc.) to support math fluency and writing development.





School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Student achievement in literacy and mathematics will improve

Outcome one: Student achievement in writing will improve

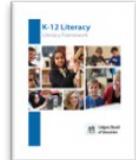
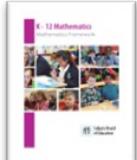
Outcome two: Student achievement in procedural fluency will improve

Celebrations

- *Report card indicators in writing showed more indicators of 3 (demonstrating good achievement of grade level expectations) in grades 1&2 and more indicators of 4 (demonstrating excellent achievement of grade level expectations in grades 5&6.*
 - *Report card indicators in mathematics (specifically in numbers/patterns/algebra showed more indicators of 3 (demonstrating good achievement of grade level expectations) in grades 2&6 and more indicators of 4 (demonstrating excellent achievement of grade level expectations in grades 1, 2 & 4.*
 - *Report card indicators for the stem: demonstrates skills to support the well-being of self and others showed more indicators of 3 (demonstrating good achievement of grade level expectations) at all grade levels.*
 - *Alberta Education Assurance survey results for the parent question: When your child needs it, teachers at your child's school are available to help them (parents) showed an increase in positive ("yes") responses from 60% in 2024 to 84% in 2025, representing a 24% increase.*

Areas for Growth

- *Writing continues to be an area of focus as there have been increases in the number of students receiving an indicator of 1 (not meeting grade level expectations) in grades 2, 4, 5, and 6.*
- *Procedural Fluency continues to be an area of focus as there have been increases in the number of students receiving an indicator of 1 (not meeting grade level expectations) in grades 1, 2, 4, and 5.*
- *Results from the Alberta Education Assurance Measure showed a 4% increase in students, indicating that they were unsure whether teachers are available to help them when needed. This uncertainty may suggest that some*





students require additional support to understand the question, possibly due to learning English as an additional language.

Next Steps

- *Acadia School teaching staff are participating in professional development with Dr. Michelle Bence and Dr. Miriam Ramzy on the Layers of Literacy to help develop teacher practice and student achievement in writing.*
- *Acadia School teaching staff are continuing to develop their understanding of procedural fluency through professional development and sharing their knowledge at regularly scheduled Collaborative Team Meetings.*
- *Acadia teachers will be implementing the use of the new CBE ELAL Curriculum System Rubrics to support their alignment of expectations with the new ELAL curriculum outcomes.*

