

## Taradale 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.

## [School Improvement Results Report 2024-25](#)

### 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

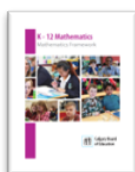
Strong student achievement for lifelong learning and success

### 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 Engagement will improve through intentional task design.*

## Outcome:

*Teachers will demonstrate proficiency in embedding targeted literacy and numeracy outcomes into task designs.*

## Outcome Measures

- *Provincial Numeracy Assessment K-4*
- *Acadience Literacy Assessment Grade 1*
- *CC3(Castles and Colheart), LeNS (Letter Name and Sound), PAST (Phonological Awareness Screening Test), RAN (Rapid Automatized Naming Literacy Screening)*
- *Report Card Data – Reading, Writing, and Number*

## Data for Monitoring Progress

- *EAL Benchmarks Analytics*
- *In-School Teacher Perception Surveys*
- *Attendance Analytics*
- *Grade Level common assessment results*
- *School-based student surveys*

## Learning Excellence Actions

- *Provide daily structured and explicit instruction connecting letter sounds to written words (Grapheme Phoneme Connections).*
- *Differentiate academic tasks based on students' individual needs*

## Well-Being Actions

- *Design tasks that connect literacy and numeracy skills to real-world applications, such as project-based learning, multi-media presentations, and collaborative research projects*
- *Utilize flexible groupings for specific learning needs*
- *Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection.*

## Truth & Reconciliation, Diversity and Inclusion Actions

- *Intentional use of culturally diverse texts to build understanding, awareness, and student belonging.*
- *Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind*
- *Create tasks that consider student identity*

## Professional Learning

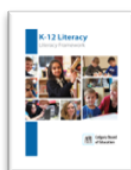
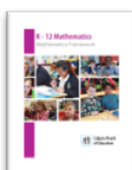
- *School based Professional Learning in Task Design and Assessment*
- *System Based Professional Learning-Intervention Learning Network*

## Structures and Processes

- *Collaborative grade team planning time for co-designing and flexible groupings*
- *Culturally Relevant Task (CRT) design*

## Resources

- *Assessment and Reporting in the CBE*
- *Teaching Effectiveness Framework*
- *ELAL K-4 Scope and Sequence*
- *MathUP-Online Resources*





- *Modelled use of decodable texts at grade and age appropriate levels*
- *Task Design support for surface, deep, and transfer teaching*
- *Teacher led Professional Learning in Culturally Relevant Task Design*

- *Collaborative Team Meetings*
- *PLC to calibrate assessments and analyze student learning evidence*
- *Diagnostic Assessments (e.g., teacher-created)*
- *Formative Assessments e.g., checklists, self-reflection, peer feedback)*
- *EAL Support Model*

- *Heggerty – online Resources*
- *UFLI Foundations Resource*
- *EAL Strategist*

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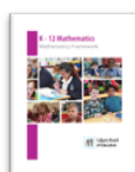
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## School Development Plan – Data Story

### 2024-25 SDP GOAL ONE:

**Outcome one:** Teachers will demonstrate proficiency in embedding targeted literacy and numeracy outcomes into task designs

**Outcome two:** Through engaging and meaningful task design, students will show increased participation, resilience and connection.

#### Celebrations

- Student growth across all literacy screeners
- Improved numeracy understanding
- Attendance progress
- Cultural and community engagement
- Emerging collaborative culture

#### Areas for Growth

- Consistency in collaborative planning
- Deepening student engagement
- Language-rich instruction
- Attendance and readiness

#### Next Steps

- Focus on student engagement through intentional task design
- Monitor percentage of students not requiring additional supports on literacy and numeracy screeners
- Target collaborative inquiry cycles, data-informed instruction, and language development strategies
- Sustain school-wide planning, team collaboration time, and regular data review cycles