



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

Midnapore 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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

In exploring our Alberta Education Assessments, the following data surfaced related to the literacy assessments - Phonological Awareness Screening Test (PAST), the Letter Name-Sound Test (LeNS), and the Castles and Coltheart 3 Test (CC3).

Literacy:

Grade	Assessment	Percent of Students at Risk (September 2024)
1	PAST	34%
1	LeNS	19.2%
2	LeNS	18%
2	CC3	14%
3	CC3	16%


CBE 2024-27 Education Plan

Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

In exploring our Alberta Education Assessments, the following data surfaced related to the numeracy assessments – Numeracy Screening Assessment and Rapid Automatized Naming (RAN)

Numeracy:

Grade	Assessment	Percent of Students at Risk (September 2024)
1	RAN	15%
1	Numeracy Screening Assessment	15%
2	Numeracy Screening Assessment	16%
3	Numeracy Screening Assessment	18%

ADS & BDS

Grade	Assessment	Percent of Students At-Risk (September 2024)
2	ADS/BDS	12%
3	ADS/BDS	14%
4	ADS/BDS	37%
5/6	ADS/BDS	19%

Well-Being Data Story

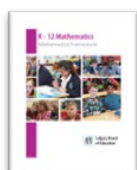
In exploring Alberta Education Assurance Survey results, 55% of students indicated that “Students respect each other”. 67% believe that “students help each other” and 40% believe “students follow the rules”.

The Our School Survey highlighted that 67.79% of students “don't give up when trying to reach goals”.

The CBE Student Survey showed that 57.77 % of students “Create plans to reach goals”.

Truth & Reconciliation, Diversity, and Inclusion

Based on results from the CBE Student Survey, 62.25% of students felt that they have confidence in themselves as a learner.





School Development Plan – Year 1 of 3

School Goal

Through assessment (formative, diagnostic) and task design academic achievement and well-being will improve.

Goal connected to Learning Excellence that is intended to last over the next three years.

Outcome: Student literacy skills related to decoding will improve

Outcome: Students' strategies around resiliency and persevering during academic tasks will improve.

Outcome Measures

- **Literacy**
- CC3 (Grade 1-3)
- LeNS (K-2)
- ADS/BDS
- Report card data- Reads to explore and understand, Grades 1-6
- **Well-being**
- CBE Student Survey
- Our School Survey
- PLC Data tracking- 8 week cycles

Data for Monitoring Progress

- Ongoing flexible grouping assessment data (UFLI)
- Words Their Way (Div 2)
- Pre-Post PLC Cycle tracking
- Reading reviews
- Data tracking through intervention programming

Learning Excellence Actions

- Professional Learning for Staff on the use of the University of Florida Literacy Institute (UFLI) resource
- Planning Embedded PLCs to focus on the adjustment cycle & high impact strategies
- Professional learning collaborative work with a focus on the Science of Reading

Well-Being Actions

- Monthly assembly/School based focused projects supporting resiliency and individual perseverance.
- Professional learning series meetings through collaborate staff meetings.
- Monthly Collaborative response meetings focusing on student well-being and overall academic success
- Learning sprints to focus on the first two CASEL competencies.

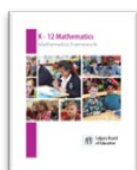
Truth & Reconciliation, Diversity and Inclusion Actions

- As part of our TRC commitment, we will be focusing on implementing monthly land-based learning activities through a school-wide approach.
- Monthly assembly gatherings around the 7 Sacred Teachings and school-wide projects to engage students and community.
- Elder support to assist with school focus indigenous ways of knowing- Indigenous education protocols.

Professional Learning

Structures and Processes

Resources





- *System Literacy Team support in identifying High Impact strategies to support our targeted instruction*
- *Building a robust inventory of Indigenous Literature available to teachers within our school*
- *Accessing online resources to learn about the implementation of the UFLI resource.*
- *Collaborative planning and professional learning with multiple CBE schools.*

- *Planning embedded PLCs focused around UFLI implementation and flexible groupings*
- *Daily whole group instruction K-3 (UFLI)*
- *Daily Targeted Literacy Instruction Grades K-6- Focused on Decodable texts*

- *UFLI Foundations Teaching Manual*
- *UFLI Foundations Toolbox*
- *Words their Way Assessments*
- *Scarborough's Reading Rope*
- *CBE Literacy Specialist*

- CBE Education Plan | 2024-2027
- School Development Planning
- School Improvement Results Report
- Data Process within School Development Planning
- Assessment and Reporting (including the Reporting and Expectations Timeline)
- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework

