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School Development Planning

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

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.

Midnapore School SIRR 2025-26






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School Development Plan – Year 3 of 3

School Goal

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

Outcome:

Student literacy skills related to decoding will improve

Outcome (Optional)

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

Outcome Measures

- ▪ Literacy
- ▪ CC3 (Grade 1-3)
- ▪ *LeNS (K-2)*
- ▪ ADS/BDS – Specific Grades
- ▪ *Report card data- Reads to explore and understand, Grades 1-6*
- ▪ *PLC Data tracking- Using Disciplinary literacy within our cycles.*
- ▪ **Well-being**
- ▪ CBE Student Survey
- ▪ CBE Well-Being 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*
- *Student Perception Data*
- *January Report Card Data*

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

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 Actions

TRC Midnapore School

- *As part of our TRC commitment, we will be focusing on implementing monthly land-based learning activities through a school-wide approach.*
- ▪ *Monthly visits and work with a knowledge keeper to focus on our School-wide TRC Call to action.*






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Professional Learning

- *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.*

Structures and Processes

- *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*
- *Monthly team Collaborative meetings to identify at-risk students*

Resources

- *UFLI Foundations Teaching Manual*
- *UFLI Foundations Toolbox*
- *Words their Way Assessments*
- *Scarborough's Reading Rope*
- *CBE Literacy Specialist*
- *Ongoing analysis of assessments to guide our planning and supports*
- *Student Well-Being Framework*
- *K-12 Literacy Framework*
- *CBE Assessment Reporting Guide*
- *Indigenous Education Holistic Lifelong Learning Framework*









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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Through assessment (formative and diagnostic) and academic achievement will improve.

Outcome one: Student literacy skills in decoding will improve.
Outcome two: Students' strategies around resiliency and persevering during academic tasks will improve.

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CBE 2024-27 Education Plan



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reading achievement: The percentage of students achieving a 3 or 4 in reading increased
93% in January to 62.94% in June, a gain of 4.01 percentage points.
udents experienced significant difficulty in reading.
mpact of targeted literacy support: Grade 5 students requiring additional support on
F assessments decreased from 6 students in Term 1 to 2 students in Term 2.
of developing foundational skills: Government literacy assessments showed that the
n of students not requiring additional support increased across the primary grades, from
Grade 1 to 44.8% in Grade 3.
through intentional instruction: These outcomes reflect the school's focus on targeted
ssessments and small-group interventions designed to strengthen decoding skills.

nd perseverance celebrations

nfidence in overcoming challenges: 89.58% of students agreed that they feel confident
overcome challenges in their learning.
work ethic when learning is difficult: 91.67% of students agreed that they try hard at school even when they find learning challenging. This was the strongest result among the surveyed well-being statements.

- Students recognize their ability to persevere: 87.50% agreed that when they struggle with schoolwork, they can get through it and fix it.
- Willingness to take learning risks: 81.63% of students agreed that they are willing to try new things even when they are unsure they will be successful.
- A positive foundation for resilience: Survey results suggest that many students believe they can work through challenges, persist with difficult tasks, and continue developing as learners.






Overall celebration

- Our focus on decoding and student well-being is reflected in encouraging reading achievement results and positive student perceptions of their ability to overcome learning challenges. Reading data show growth in achievement and a reduction in the number of Grade 5 students requiring additional fluency support. Well-being survey results highlight students' willingness to work hard, overcome challenges, and recover when they struggle. These strengths provide a positive foundation for continuing to build confident, capable, and resilient readers.

Areas for Growth

Literacy

- Continue strengthening foundational decoding skills: Government literacy assessments showed that 62.5% of students in Grades 1–3 required additional support. This highlights the need to continue targeted, small-group interventions to strengthen decoding and foundational reading skills.
- Strengthen reading fluency in Grade 4 (current grade 5's): The number of Grade 4 students requiring additional support on Maze/ORF assessments remained at 13 students across both terms. This suggests a need to examine current interventions and identify additional strategies to support these learners.
- Monitor progress across grade levels: While Grade 5 students requiring additional support decreased from 6 to 2, continued assessment is needed to ensure that gains are sustained and that students who require support receive timely, responsive instruction – this will be done through a school-wide Running Record protocol.

Resiliency and Perseverance

- Strengthen perseverance following setbacks: Only 72.34% of students agreed that they want to keep learning when they experience a setback. This was the lowest result among the well-being survey statements and represents an opportunity to explicitly teach strategies for managing frustration, responding to mistakes, and trying again.
- Build confidence in taking learning risks: While 81.63% of students were willing to try new things even when unsure of success, further opportunities could help students develop greater comfort with uncertainty, challenge, and productive struggle.
- Develop independence in overcoming challenges: Although 87.50% of students felt they could work through and fix difficulties with schoolwork, continued emphasis on self-regulation, problem-solving, and selecting appropriate strategies may help students become more independent when learning becomes challenging.






Overall area for growth

The data suggest that our next steps should focus on deepening foundational reading skills while helping students persist when learning becomes difficult. In literacy, we will continue targeted decoding instruction and use assessment data to respond to students' needs, particularly those still requiring additional support. In well-being, we will build on students' strong willingness to work hard by explicitly teaching strategies for managing setbacks, taking learning risks, and persevering through challenging tasks.

Note: The well-being survey provides a snapshot of students' responses rather than evidence of change over time. These findings identify areas for continued development, but do not establish whether resilience has increased or decreased during the year.

Next Steps

Looking Ahead and Next Steps

The combined evidence points to a clear direction for continued school improvement: maintain a strong focus on explicit decoding instruction and targeted intervention while intentionally teaching students how to respond to academic setbacks.

- We will continue to use assessment data to identify students' changing needs, monitor progress, and adjust instructions.
- We will provide regular opportunities for students to practice persistence, reflect on their learning, use feedback, and try alternative strategies when they encounter difficulty.
- A school-wide protocol of assessing students using Running Records, and meeting with students to make their own goals and take ownership of monitoring their successes, will benefit in student resilience as well as teacher ability to accurately and consistently monitor progress in reading, especially in the areas of Decoding, Fluency, and Self-Monitoring.
- Organized and regularly scheduled school wide multi-age groupings will allow students to develop their learning and resiliency skills in a variety of learning settings, and gain confidence working with and asking for help from a wide range of adults across Midnapore's school building
- A renewed focus on Learning Sprints centered around all 5 CASEL competencies to support both academic growth and student well-being.

Our results show encouraging gains in reading achievement and a strong foundation of student confidence. They also identify continued needs in foundational literacy and perseverance following setbacks. By addressing these needs together, Midnapore will continue working toward its goal of improving both academic achievement and student well-being.






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