



Roland Michener 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.

Roland Michener SIRR 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 reading and numeracy will improve.

Outcome:

Students' achievement will improve in phonological awareness and decoding skills.

Outcome (Optional)

Students' achievement in number sense will improve, specifically in their conceptual understanding of foundational numeracy skills.

Outcome Measures

- Report card data (Reads to Explore and Understand) (Gr. 1-6)
- Report card data (Understands and applies concepts related to number & patterns) K-6
- Provincial data: LeNS, RAN, PAST, CC3, Numeracy, Acadience (Gr. 1), & PATs Part B (Gr. 6)
- Numeracy Screener A & B (Gr. 4-6)
- Words Their Way Assessment (Gr. 4-6)
- Dibels Maze (Gr. 4-6)
- CBE Well-Being survey (Gr. 4-6)
- CBE Survey (Gr. 1-3)

Data for Monitoring Progress

- Provincial Data assessments (LeNS, RAN, PAST, CC3, Numeracy, & Acadience, Words their Way Spelling Inventories, Dibels Maze and PAT – Math part B mid-year check-ins)
- Numeracy screener A (Gr. 4-6) (Jan.)
- Teacher review and interpretation of data collected from CBE Surveys (2x/year)

Learning Excellence Actions

- Explicit daily instruction of UFLI phonics program (K to Gr. 2)
- Explicit use of UFLI phonics program as an intervention tool (Gr. 3-5)
- Use of visual models in mathematics to solidify student understanding (targeted focus on representation of numbers and basic facts) (K-6)

Well-Being Actions

- Introduce and build on understanding and application of SEL competencies: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills & Social Awareness
- Identify and action tiers of support for individual and groups of students to build resiliency and mental well-being

Truth & Reconciliation, Diversity and Inclusion Actions

- Implement and practice opportunities for talking circles as a method for facilitating discussions with students, staff and families
- Design and implement learning and assessment tasks which promote connections to the spirit, heart, body and mind
- Intentional use of culturally diverse texts and resources to build understanding, connection and awareness (mirror/window/doors)





Professional Learning

- *Bi-Monthly professional learning on UFLI/Science of Reading and/or MathUp*
- *Professional learning and sharing of resources related to use of decodable texts*
- *Professional learning anchored in best practices in literacy and numeracy as outlined by the CBE Literacy & Numeracy Frameworks*
- *System (CBE) bi-monthly professional learning on new curriculum*
- *School-based professional learning on inclusion and equity as it relates to task design and assessment*
- *Bi-monthly professional learning on Indigenous ways of knowing, being, learning and teaching*

Structures and Processes School

- *Cross-grade PLCs to share teaching practices focused on low-floor/high-ceiling learning tasks*
- *Structured Collaborative Response meetings w/ a focus on SEL competencies that promote student achievement and school connectedness*
- *Grade-team collaboration & calibration on understanding and application of new curriculums*
- *Whole-school focus on Tiers 1 & 2 strategies and supports*
- *Revise SLT process to designate monthly meetings to better identify individual and groups of students who need additional supports/intervention*

Classroom

- *Regular phonics (UFLI) lessons for students in K-2 and for selected students in Gr. 3-5*
- *UFLI materials/resources available for all classrooms and grades*
- *Sound walls*
- *Regular MathUp activities*
- *Math manipulatives and tools available for all classrooms*
- *Rotating intervention groups based on need*

Resources

- *UFLI Foundations manual*
- *ELAL scope and sequence*
- *Mathematics scope and sequence*
- *CBE Frameworks: Literacy, Numeracy, Student Well-Being & Indigenous Education Holistic Lifelong Learning*
- *Student decodables*
- *Words Their Way assessments*
- *Saskatchewan Numeracy Assessments (CBE Insite)*
- *Reading Assessment Decision Tree*
- *CASEL.org – Advancing Social Emotional Learning*
- *Indigenous Elder: Shirley Hill residency*
- *SILL (System Intervention Learning Leader) (Gr. 1)*
- *Gr. 1 intervention teacher (school-based)*





School Development Plan – Data Story

2024-25 SDP GOAL:

Student achievement in reading and numeracy will improve.

Outcome one: Students' achievement will improve in word recognition, specifically in phonological awareness and decoding skills

Outcome two: Students' achievement in number sense will improve, specifically in conceptual understanding of numeracy.

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CBE 2024-27 Education Plan



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Celebrations

- *Students in grades 1 & 2 requiring additional support in foundational phonics support (letter and letter sound identification) improved by 20 percentage points based on the Letter Name and Sound (LeNS) test provincial assessment*
- *Students in grades 1-3 requiring additional support in phonological decoding skills improved by 18 percentage points based on Castles and Coltheart (CC3) provincial assessment*
- *Students in grades 4-6 demonstrated an improvement of 17 percentage points (on average) in overall mathematic achievement based on the CBE Number and Algebra Diagnostic Assessment tool*
- *Students in grades 5 & 6 reported a high degree of confidence and self-awareness in their mathematical understanding and skills. In our CBE Student Survey, 89% of students agreed "I am confident I can learn mathematics"*

Areas for Growth

- *Foundational literacy skills in phonological awareness, and decoding (letter/sound/word) continue to be an area of concern and a priority for students in kindergarten to grade three. Provincial and report card data indicate approximately one-third of K-3 students continue to require additional targeted support in foundational decoding and phonological skills.*
- *Improving student engagement and enjoyment in mathematical learning, and improving resiliency as it relates to challenging mathematical concepts. The Alberta Education Assurance survey indicates 71% of students in grades 4 to 6 reported that "The math I am learning in school is interesting to me." In our CBE survey, only 67% of students reported "I enjoy working on challenging problems in mathematics."*
- *Student ability to set and achieve goals through persistence, stamina and resiliency. In the Our School survey, grades 4 and 5 students indicated that 72% of students in grades 4 & 5 students reported they were able to "create plans to reach goals" and 75% of students said they "keep going even when challenged"; these scores are lower than Canadian norms (83%).*





Next Steps

- *Explicit daily instruction of phonics program (UFLI) in kindergarten to grade 2; explicit use of phonics program (UFLI) as an intervention tool as needed (Gr. 3-5)*
- *Use a wide variety of manipulatives, visual models and direct teaching to build and solidify students' foundational numeracy skills*
- *Targeted work on creating and building task-rich mathematical environments, where students expect and tackle regular mathematical challenges and build stamina to work through them.*

