



Cecil Swanson 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

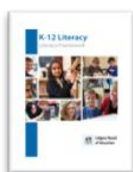
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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://cecilswanson.cbe.ab.ca/documents/61e710b1-cd59-4eaa-886e-2cb723f4a2f2/Cecil-Swanson-School-Improvement-Result-Report-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Students' foundational skills in Literacy and Mathematics will improve.

Outcome:

Students' phonological awareness and decoding skills will improve.

Outcome (Optional)

Students' mathematical number concepts will improve.

Outcome Measures

- Report Card Data in Reading and Number
- CC3, LeNS, Numeracy Assessments
- Grade 1 Acadience Reading Screener
- Grade 6 – Provincial Achievement Test (PAT) ELAL Part B & Math Part B
- OurSchool/School Survey School Question "I enjoy reading/mathematics"
- Alberta Assurance Survey Measure – Education Quality

Data for Monitoring Progress

- PLC/Collaborative Response Data – 6 week cycles (Literacy and Mathematics)
- UFLI monitoring assessments
- DIBELS fluency assessment
- MathUP Diagnostic/Consolidation Assessments
- Reading Assessment Decision Tree Screeners
- What Great Math Looks Like and Sounds Like Teacher Perception Inventory
- Teacher perception survey – UFLI and MathUP implementation
- EAL Benchmarking

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students
- Provide explicit phonological instruction and assessment with the use of the UFLI program
- Use/personalize tasks from the MathUP program to focus on conceptual understandings and success criteria

Well-Being Actions

- Use clear and consistent routines
- Provide actionable feedback to inform next steps in learning
- Use flexible groupings for specific learning needs and intervention

Truth & Reconciliation, Diversity and Inclusion Actions

- Use formative or diagnostic assessment to create scaffolded learning intentions/success criteria
- Provide multiple entry points into tasks to encourage risk taking
- EAL Benchmarking to inform task design

Professional Learning

- Designing/co-creating calibrated success criteria based on outcomes in the new curriculum
- Implementation of UFLI

Structures and Processes

- Designing/co-creating calibrated success criteria based on outcomes in the new curriculum
- Implementation of UFLI

Resources

- UFLI Manual and Professional Learning
- MathUP resource and professional learning





- Using MathUP diagnostic assessments to personalize MathUP Minds On tasks and success criteria
- System professional learning – new curriculum implementation

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- Selected reading from “The Success Criteria Playbook” and “Teacher Clarity Playbook” (Fisher & Frey) and “Building Thinking Classrooms in Mathematics” (Liljedahl).
- Selected reading from “Taking Action – Implementing Effective Teaching Practices in Gr K5” (NCTM)



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Students' foundational skills in Literacy and Mathematics will improve.

Outcome one: Students' phonological awareness and decoding skills will improve.

Outcome two: Students' mathematical number concepts will improve.

Celebrations

- 33% of Grades 1-2 students who required additional supports according to the LeNS (letter-sound) assessment in January 2025 no longer required additional supports by June 2025
- 25% of Grades 1-3 students who required additional supports according to the CC3 (phonemic/decoding) assessment in January 2025 no longer required additional supports by June 2025
- The number of Grades 1-6 students receiving 1-Not Yet on the June 2025 ELAL report card stem *Reads to explore and understand* decreased by 1.8%
- Most students in Grades 4-6 enjoy reading and mathematics
- Cecil Swanson School maintained Very High Achievement, and an overall Excellent rating on the Alberta Education Assurance Outcome Measure Overall Summary for Education Quality

Areas for Growth

- Continued improvement on basic literacy skills: phonological awareness and decoding skills
- Continued improvement in mathematical number concepts
- Continued improvement with student engagement in reading and mathematics

Next Steps

- 6 week reading assessment cycles using the Reading Decision Tree to track incremental student progress.
- Analyzing reading and mathematics screener data to personalize tasks, and create flexible groupings for targeted intervention.
- Strengthening universal literacy and mathematics routines to further increase engagement and basic skills.

