



Terrace Road School

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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, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

Introduction

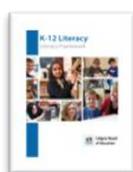
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[SIRR 2024-25](#)



School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy and mathematics will improve.

Outcome:

Student skills in writing to express information and ideas will improve across subject areas.

Outcome

Student procedural fluency and conceptual understanding will improve.

Outcome Measures

- Provincial Numeracy Assessment: Gr. 1-4
- CC3, LeNS, and CORE phonics
- Report Card Data – Reading and Number
- Grade 6 – Provincial Achievement Test (PAT) Math Part A and Part B
- Report Card Data – ELAL Writing Stem
- Report Card Data- Mathematics Stem Understands and applies concepts related to number and pattern
- Provincial Numeracy and RAN Data
- Alberta Education Assurance Measures Results Report – Engagement in learning/ Language Arts/Mathematics
- OurSCHOOL Survey- Well-Being
- CBE Student Surveys Grades 1-3
- Parent and Student Surveys

Data for Monitoring Progress

- Professional Learning Communities (PLC)-Teacher Perception Data regarding impact on growth
- Common grade level writing assessments
- Weekly University of Florida Literacy Institute (UFLI) and Words Their Way and Morpheme Magic
- Literacy Intervention Flexible Groupings – tracking sheet
- Collaborative Response Meeting Data
- Student perception data (exit slips and discussions) about engagement, interest and confidence in writing.
- Student and Parent Perception Data
- Visibility of learning intentions and success criteria in the classroom to support student ownership and personalized goal setting
- Vocabulary Awareness Self Reflection (unit pre and post-tests)
- Data from Professional Learning Surveys
- Collaboration within PLCs to support teacher clarity of learner outcomes, learning intentions and success criteria within the new curriculum

Learning Excellence Actions

- Modelled use of decodable texts at grade and age appropriate levels

Well-Being Actions

- Staff Book Study: Fostering Resilient Learners and Relationship, Responsibility and Regulation by Kristin Souers and Pete Hall

Truth & Reconciliation, Diversity and Inclusion Actions

- Heart – To Belong: Family of schools: connections with local area schools are





- MathUP PL by Mariam
Small focus on Number sense performance tasks
- Teacher professional learning using Reimagining Student Engagement by Amy Berry
- Focus on alignment and action from Mathematics and English Language Arts and Literature Frameworks
- Responsive assessment practices focused on clarity and actionable feedback
- Teacher sprints focused on high-impact strategies in Mathematics, English Language Arts and Literature
- Explicit Instruction using UFLI Program to improve phonological awareness and decoding text.
- Use and reference mentor texts, writing exemplars and math exemplars (examples and non-examples), and success criteria to support students with writing and mathematics.
- Making learning visible across disciplines

- Collaborative Response
Focus on Student well-Being
- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth to increase writing and math competence and confidence
- Increase school well-being and connectedness by engaging in processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment.

established to strengthen holistic approaches for learning.

- Mind – To Know:
Response to Intervention: use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.
- Teachers will empower students to have voice in learning and assessment through better understanding learning intentions and co-created success criteria and assessments.
- Develop a common understanding of learning differentiation and engagement

Professional Learning

- Implementation of New Curriculum and participating in System Professional Learning and collaborative work with two other schools (The Hamptons and Silver Springs) to support literacy instruction and calibrate learning assessments
- CBE D2L Brightspace SEL (Social Emotional

Structures and Processes

- Teacher Sprints focused on Mathematics, ELAL and Assessment
- School Learning Team Meetings
- Collaborative grade team planning time.
- PLCs to calibrate and analyze student learning evidence.

Resources

- ELAL K – 3 Scope and Sequence
- UFLI Foundations Resource
- Morpheme Magic
- Words their Way
- Leadership Package for CBE K – 6 System-wide Professional Learning.
- CBE Literacy and Mathematics Frameworks





Learning) for Well-Being resources

- Staff Book Study: Fostering Resilient Learners and Relationship, Responsibility and Regulation by Kristin Souers and Pete Hall
- Reimagining Student Engagement- Amy Berry
- Participating in CBE K – 6 System-wide Professional Learning and collaboration with Terrace Road School and Silver Springs School.

- Collaborative Response Meetings

Literacy and numeracy centres established to meet the needs of each learner

- CBE Indigenous Education Holistic Lifelong Learning Framework
- Fostering Resilient Learners

- CBE Student Well-Being Framework
- CBE D2L Brightspace SEL for Well-Being
- CBE EAL D2L Brightspace Assessment and Learning in the CBE documents

School Development Plan – Data Story

Goal One: Student foundational skills in literacy and mathematics will improve

Outcome One: Student skills in writing to express information and ideas will improve across subject areas.

Outcome Two: Student procedural fluency and conceptual understanding will improve.

Celebrations

- The number of students requiring additional support fell by 11% and 18% in the CC3 and LeNs respectively.
- Grade 6 Provincial Achievement tests in English Language Arts and Literature show that our students achieve at least the acceptable standard 22.2% higher than the provincial average.
- Student sense of belonging up 18% in grades 4 and 5 according to Our School Survey Results.
- Student goal orientation up 24% in grade 6 according to Our School Survey Results.
- Mathematics diagnostics continue to show a growth-trend year after year as the number of at-risk students decreases significantly from the beginning of the year to the end of the year.
- Student recognition of the importance of goal-setting has increased significantly

Areas for Growth



- Building capacity of teachers, students, and families to understand the levels of engagement in learning, on a continuum of disrupting to driving. This will enable students to take on greater ownership of their learning, and for teachers to centre their collaborative team time around engaging learners.
- Improving student perception of writing identity, ability and necessity across disciplines.
- Improving student conceptual understanding of number including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.
- Increase attendance rates in Indigenous population in order to build sense of belonging, confidence, and academic skills.
- Fewer than 50% of our grade 6 students achieved the acceptable standard in Mathematics according to the Mathematics provincial achievement test.

Next Steps

- Use common rubrics and Professional Learning Community protocols to assess common writing tasks to uncover trends and areas of need common to the school or grade groups of learners.
- Using manipulatives, visual models, and open-ended tasks to build conceptual understanding in Mathematics. Each classroom has built math manipulative bins for students to utilize daily.
- Continue to enhance student writing skills in an interdisciplinary manner so that students can begin to see the value of writing to communicate understanding.
- Build student, teacher, and parent understanding of what learning engagement is, and what it is not, so that students can become drivers of their learning and see themselves as active participants and decision makers in their learning.
- Ensure Commitment to Truth and Reconciliation lives in our building via communiTEA practice, and by acknowledging indigenous calendar and important dates in a meaningful way across the school so that indigenous learners' lives are valued.
- Continue to use TRS Look-fors and Celebrations document to recognize significant effort, focus, and growth in teacher professional practice as they implement school-development plan strategies

