



New Brighton 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.

<https://newbrighton.cbe.ab.ca/documents/New-Brighton-School-SIRR-2024-25.pdf>

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

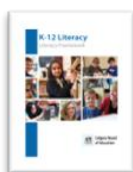
Strong student achievement for lifelong learning and success

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

Through assessment and task design, academic achievement and well-being will improve.

Outcome One:

Students in grade k-5 will show improvements in Reading with specific improvement in the areas of Decoding and Phonological awareness.

Outcome Two:

Students report improved awareness of resiliency and perseverance during academic tasks.

Outcome Measures

- CC3, LeNS, PAST, Beginner/Advanced Decoding Survey
- Report Card Data – Reading to explore and understand
- Student Perceptions of their ability to “bounce back” and move forward after a setback based on CBE Student Survey- (example questions: “I can bounce back after a setback in my learning”, “I want to keep learning even when I experience a setback”, “I ask for help when I need it”)

Data for Monitoring Progress

- Collaborative Response intervention grouping assessment data
- PLC Flexible group – tracking sheet
- EAL Benchmarks Analytics
- Teacher perception data – Teacher confidence in implementing Science of Reading strategies.
- Student response to CBE Student Survey questions: “I want to keep learning even when I experience a setback”, “I ask for help when I need it”

Learning Excellence Actions

- Explicit instruction using Science of Reading supported by the UFLI program to improve – phonological awareness and decoding text
- Using the CBE scope and sequence, provide examples and non-examples for students
- Engage in oral language tasks, such as story-telling, to engage in the topic of resilience and how resilience impacts student well-being and achievement in academic courses such as ELAL

Well-Being Actions

- Provide multiple opportunities to practice and consolidate skills, using clear and consistent routines while utilizing learning materials and responsive spaces in the school
- Introduce students to key factors of resilience and use reflection tools to explore personalized ways to develop these factors in students’ social and school environments.
- Communicate about the emotional impact of assessment and reporting, and co-construct practices that are supportive of student mental health and well-being

Truth & Reconciliation, Diversity and Inclusion Actions

- Know learners cultural background, life experiences, and learning needs
- Provide access to inclusive, diverse, and inviting texts
- Focus on trauma sensitive language and recognition of a range of student experiences
- Foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion



**Professional Learning**

- ELA/ELAL Insite
- Professional Learning
- Science of Reading, utilizing University of Florida (UFLI) free resources, explore articulation of sounds, 44 English phonemes, decodable books/text
- Engage in professional learning regarding the Student Well-Being Framework Companion Guide
- Collaborative planning and professional learning with multiple CBE schools.

Structures and Processes

- **Classroom:**
- Use manipulatives like whiteboards, Elkonin boxes, mirrors, letter tiles, magnets, sand, playdough
- Utilize routines and games: word ladders, matrices, puzzles, word sorts
- Consolidate with literacy centres
- Sound walls
- Irregular words connected to phonics
- **School:**
- Collaborative Response, PLCs, Intervention
- Collaborative Response and SLT meetings to identify and action tiers of supports to further develop resilience and mental health

Resources

- ELA/ELAL Insite | Teaching Practices (scroll to Fluency for resources and professional readings)
- Reading Assessment Decision Tree (RAD) Gr 4-12
- Text Calibration Protocol
- ELAL K-3 Scope & Sequence
- CBE Digital Decodable Library
- ELA/ELAL Insite | Equity & Interventions

School Development Plan – Data Story

2024-25 SDP GOAL: Through assessment and task design academic achievement and well-being will improve.

Outcome one: Students in grade k-5 will show improvements in Reading with specific improvement in the areas of Decoding and Phonological awareness.

Outcome two: Students report improved awareness of resiliency and perseverance during academic tasks.

Celebrations

- Significant Growth in Early Literacy Skills:
 - Grade 2 LeNS results show a 12% decrease in at-risk students, demonstrating that targeted phonics and decoding instruction are leading to measurable improvement.

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- This reflects the impact of consistent Tier 1 instruction and responsive intervention practices.
- **Strong Decoding and Word Recognition Development:**
 - CC3 data reveals steady gains across all grades in regular, irregular, and non-word reading accuracy.
 - The sharp decline in at-risk percentages from Grade 1 to Grade 2 indicates that early intervention and reading support are effectively closing learning gaps.
- **High Levels of Reading Comprehension:**
 - 85% of students achieved a 2, 3, or 4 on the “Reads to Explore and Understand” report card stem.
 - 63% achieved a 3 or 4, demonstrating strong comprehension and engagement with text.
- **Decoding Growth Across Grades:**
 - Decoding surveys show continuous progress, with over 90% of Grade 5 students reading at or above grade level.
 - End-of-year data shows only 7% of Grade 5 students remain below grade level—evidence of successful long-term literacy development.
- **Exceptional Student Confidence and Perseverance:**
 - 95% of students in grades 4/5 report feeling confident in their ability to overcome learning challenges.
 - 97% of students report putting forth their best effort, reflecting a strong culture of perseverance and growth mindset across classrooms.

Areas for Growth

- Targeted intervention for students who remain At-Risk in the LeNS, CC3 and BDS/ADS testing
- Overall, report card and assessment data indicate strong comprehension outcomes, with 85% of students achieving a 2, 3, or 4 on the Reads to Explore and Understand stem. Foundational literacy skills show continued improvement through LeNS and CC3 results, particularly in Grade 2, where at-risk readers decreased by over 12%. However, some variability remains in decoding and word recognition results, especially in upper grades, suggesting the need for consistent phonics and decoding instruction across grade levels.
- Student survey data reflect high levels of perseverance and self-efficacy, with 95% of students confident in overcoming challenges and 97% demonstrating effort. These indicators highlight a strong culture of resilience, though continued focus on social-emotional learning (SEL) and self-regulation will further enhance student well-being.
- Improve students’ ability to set learning goals and to create plans to reach goals. Both areas scored low 59.79% and 61.46% respectively.
- With 4% of students identifying as Indigenous, 17% as EAL, and 18% receiving specialized supports, diversity continues to be a defining strength of



the school community. Attendance rates among these groups remain slightly lower than the school-wide average, highlighting the need for continued culturally responsive practices and inclusive engagement strategies.

Next Steps

- **Targeted Early Literacy Instruction:**
 - Continue implementing evidence-based phonics and phonological awareness programming (e.g., Heggerty, UFLI or ELI) in K–2 to sustain reductions in at-risk students.
 - Focus on strengthening decoding and orthographic mapping to support reading fluency.
- **Responsive Tiered Interventions:**
 - Use LeNS and CC3 data to identify students requiring additional small-group or one-on-one interventions.
 - Provide consistent progress monitoring every six weeks to ensure timely instructional adjustments.
- **Strengthen Comprehension and Vocabulary Development:**
 - Embed explicit instruction of vocabulary and comprehension strategies across subject areas.
 - Integrate the Science of Reading comprehension components (background knowledge, language structures, inference-making) into daily literacy blocks.
- **Strengthen SEL Instruction:**
 - Continue explicit teaching of self-regulation, empathy, and growth mindset through Health and daily classroom practices.
 - Use morning meetings or check-ins to reinforce connections and belonging.
- **Deepen Indigenous Education:**
 - Integrate Indigenous ways of knowing into daily instruction using CBE Indigenous Education resources.
 - Strengthen partnerships with Indigenous Knowledge Keepers and local Elders to enhance authentic learning experiences.
- **Celebrate Diversity:**
 - Continue school-wide recognition of cultural and heritage events.
 - Promote opportunities for students to share their cultural identities within the school community.

