



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

In exploring our Report Card data and the Alberta Education Assessments, the following data surfaced related to the literacy assessments – the Letter Name-Sound Test (LeNS), and the Castles and Coltheart 3 Test (CC3).

Report Card – Stem – Reads to explore and understand

	Indicator 1	Indicator 2
Term 1	5.27%	24.61%
Term 2	5.46%	19.30%

LeNS – Decrease in the number of at-risk students

Grade 1	14.91%
Grade 2	6.67%

CC3 – Decrease in the number of at-risk students

	Regular Words	Irregular Words	Non Words
Grade 1	8.85%	11.40%	15.79%
Grade 2	0.00%	1.11%	-4.44%
Grade 3	1.12%	5.62%	-1.11%
Grade 4	8.91%	5.94%	11.88%

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



Beginner/Advanced Decoding Survey	Improvement
Grade 2	36.67%
Grade 3	18.68%
Grade 4	3.65%
Grade 5	12.59%

Increased Proficiency: There was a 5% rise in the number of students receiving a 3 or 4 on the "Reads to Explore and Understand" stem, indicating improved comprehension skills.

Decreased At-Risk Students: The percentage of At-Risk students on the LeNS decreased by 15% in grade 1 and 7% in grade 2, suggesting effective interventions and support for these students.

CC3 Data Insights: Significant improvements were noted across all grades in the CC3 data, with grade 2 being the exception for irregular and non-words. This highlights a need for targeted strategies in that grade.

Focus Areas: The data indicates that non-words remain a challenge in grade 3, signalling a need for further instructional emphasis in this area.

Decoding Growth: The Beginner/Advanced Decoding surveys showed overall growth across grades, particularly in grade 2, where 37% of students demonstrated improvement in their decoding skills.

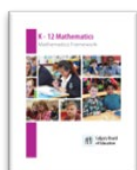
Well-Being

The analysis of the CBE Student Survey and the Student Well-Being Survey reveals encouraging results regarding student confidence and effort, though there are subtle concerns to address:

- **High Confidence Levels:** A remarkable 92% of grade 4/5 students feel confident in overcoming learning challenges, which is a positive indicator of resilience.
- **Commitment to Effort:** The surveys show that 97% of grade 4/5 students and 94% of K-3 students try hard at school despite challenges, reflecting a strong work ethic among students.
- **Belief in Success:** Among K-3 students, 92% express confidence in their ability to succeed academically, showcasing a generally positive outlook.
- **Shift in Responses:** While the percentages remain high, there is a notable trend where more students opted for a "yes" rather than "Absolutely" in their responses compared to the previous year. This may suggest a slight decrease in overall confidence or conviction in their abilities.

Truth & Reconciliation, Diversity, and Inclusion

- 4% percent of the population at New Brighton self-identify as Indigenous.
- 20% are EAL (English as an Additional Language) learners.
- 15% of our students are identified with Special Education codes.
- 92% of our Indigenous population have less than 10% absenteeism
- 75% of our EAL population has less than 10% absenteeism





- 72% of our Special Education population has less than 10% absenteeism

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

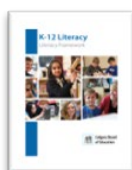
Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion





School Development Plan – Year 1 of 3

School Goal

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

Outcome 1:

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

Outcome 2:

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

Outcome Measures

- CC3, LeNS, PAST, Beginner/Advanced Decoding Survey and CORE MAZE
- 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”)
- Teacher understanding of mental health and how to support students when needed (School-based Teacher Survey)

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

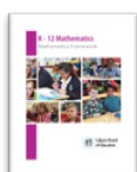
- Explicit instruction using Science of Reading supported by the UFLI program to improve – phonological awareness and decoding text
- Use the Reading Assessment Decision Tree to guide next steps
- Follow the CBE scope and sequence
- Provide examples and non-examples
- Engage in oral language tasks, such as story-telling, to engage in the topic of resilience and how resilience impacts student well-being and

Well-Being Actions

- Provide multiple opportunities to practice and consolidate skills
- Use clear and consistent routines
- 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
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points for tasks to encourage risk taking
- Focus on trauma sensitive language and recognition of a range of student experiences





achievement in academic courses such as ELA(L)

- *Encourage, scaffold, and praise appropriate risk-taking in the classroom (e.g.: story-telling,*

- *Foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion*

Professional Learning

- *CBE K-6 Professional Learning Series*
- *ELA/ELAL Insite | Professional Learning*
- *Suggested topics:*
- *Reading science, 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*
- *Reading and Interventions:*
- *ELA/ELAL Insite | Equity & Interventions*
- *CBE Student Well-Being Framework*
- *CBE Student Well-Being Framework Companion Guide*

