



Keeler 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

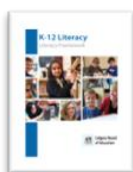
Introduction

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.





School Development Plan – Year 2 of 3

School Goal

Students' foundational literacy skills will improve.

Outcome:

Student proficiency in decoding (reading) and encoding (writing) will improve. Teachers will expand their knowledge of reading instruction.

Outcome:

Student use of Tier 1 and Tier 2 vocabulary will improve across subject areas.

Outcome Measures

- Report Card Data - ELAL (Reading Stem)
- EAL Proficiency Level Data
- CBE Student Survey – Literacy
- Provincial Assessment Data–LeNS & CC3 (K,2,3)

Data for Monitoring Progress

- Formative Assessment – Teacher Anecdotal Notes
- Internal Data Capture and Progress Monitoring
 - Kindergarten and Grade 2
 - Acadience Reading Assessments
 - Grades 3-6
 - UFLI Foundations Placement Assessment
 - Oral Reading Fluency (ORF) Inventory
 - CORE Vocabulary Screener (Grades 4-6 only)

Learning Excellence Actions

- Provide daily structured and explicit instruction in word reading and spelling
- Embed UFLI and Morpheme Magic programs into school-wide literacy programming
- Support students in applying knowledge of letter sounds and word structures to spelling
- Incorporate decodables, manipulatives, sound walls and high impact vocabulary strategies to teach Tier 2 and subject specific words (such as visual supports)

Well-Being Actions

- Clearly display learning intentions for all students
- Build learner confidence and engagement through differentiated learning tasks
- Create learning spaces that provide learners with a safe, respectful, language rich environment
- Celebrate student engagement in reading and vocabulary learning through school-wide initiatives

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider relevancy and representation when selecting texts
- Know learners cultural background, experiences, and learning needs
- Use strength based instructional and assessment approaches





and examples/non-examples)

- Use reading assessment data to guide next steps to support students

Professional Learning

- CBE K-6 Professional Learning Series
- Improving Reading for Older Students (IROS) modules
- Collaboration with System Intervention Learning Leader (SILL) to build teacher capacity and increase intervention frequency for Division 1 students
- Designated Intervention Lead Teacher (ILT) to engage in and share system professional learning with staff
- Internal professional learning focused on word reading and spelling, task design to support vocabulary development, and structuring effective literacy interventions

Structures and Processes

Classroom:

- Schedule common literacy time blocks within grade teams
- Utilize assessment data to calibrate grade team literacy blocks
- Provide opportunities for flexible groupings across classrooms during literacy intervention
- Make exemplars, visuals, and assessment criteria clear across classrooms
- Use manipulatives, decodable texts, visuals, and sound walls in literacy instruction and intervention

School:

- Professional Learning Communities (PLCs) focused on decoding and vocabulary instruction
- Collaborative Response
- Literacy Intervention
- Learning Leaders of Inclusion, Resource (2), and EAL/Literacy to support inclusive practice and differentiation in classrooms

Resources

- CBE ELA/ELAL Equity and Interventions Document
- Internal resource and curriculum correlation charts supporting data informed instruction
- Reading Assessment Decision Tree Grades 4-12
- K-3 ELAL Scope and Sequence
- 4-6 ELAL Scope and Sequence
- CBE Decodable Text Library
- UFLI Foundations Instruction Manual and online resource library
- Morpheme Magic and Morphemes for Little Ones vocabulary instruction program
- Active View of Reading Model (Duke & Cartwright, 2021)



School Development Plan – Data Story

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2024-25 SDP GOAL: Students' foundational literacy skills will improve.

Outcome one: Students will improve in decoding skills as teachers apply literacy teaching and assessment practices. Teachers will implement targeted and explicit literacy strategies.

Outcome two: Student use of Tier 1 and Tier 2 vocabulary will improve across subject areas.

Celebrations

- Students' decoding skills have improved by 15 percentage points according to the Early Years Assessment results.
- School report card data shows overall reading improvement in the "Reads to Understand" stem.
- English as an Additional Language (EAL) Learners demonstrated improved language proficiency levels through EAL benchmarking.
- Students continue to see themselves as readers and are engaged in literacy learning, as evidenced by student survey perception data.

Areas for Growth

- Continue building students' foundational decoding skills to address remaining gaps, as evidenced by Provincial Assessment Data indicating a remaining 26% of students still requiring additional support.
- With an overall 60% of students identified as English Language Learners, further supporting the application of Tier 1 and 2 vocabularies for students and the continued use of vocabulary learning strategies in classrooms.
- Continue to improve student engagement and confidence in literacy activities with differentiated task design and assessment.

Next Steps

- Adjust internal assessment data to monitor incremental progress and target specific decoding skills.





- Increase intervention frequency for students who have been identified as requiring additional support.
- Designate an EAL learning leader to further support the implementation of vocabulary learning strategies for EAL learners.

