



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

Keeler 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

We have used data from Provincial screeners and assessments alongside our report card data to guide our planning for the upcoming academic year. This approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial Screening Assessment	Percentage of students at risk January 2024	Percentage of students at risk June 2024
Castles and Coltheart 3 (CC3) Reading – Regular Words	44.2%	33.7%
Castles and Coltheart 3 (CC3) Reading – Irregular Words	42%	36.3%
Castles and Coltheart 3 (CC3) Reading – Nonwords	37.9%	32.8%
Letter name – Sound Test (LeNS)	56%	35%
Numeracy – Grades 1-3	40%	30%
June 2024 Reporting Data	ELA (Reading)	ELA (Writing)



Whole school percentage of students who received a 1 indicator	14.37%	20.08%
Students coded EAL who received a 1 or ELL indicator	15.13%	26.25%

As we analyze the data shown in the chart above, we can see that although we have seen a decrease in our number of at-risk students, 32-36% of students in our lower grades remain at risk in literacy learning. These numbers are higher than those students who remain at risk in numeracy. In addition, in June 2024, 14% of our student population were reported as below grade level in reading, while 20% were below grade level in writing. This percentage is higher for our students who are learning English as an Additional Language. In the upcoming years, our focus will be on improving foundational literacy skills while building a comprehensive and supportive literacy learning environment for all students.

Well-Being

In the Spring 2024 Alberta Education Assurance Survey, 56% of students at Keeler school expressed that the language art content they are learning in school was interesting to them. This aligns with CBE Student Survey data, where 59.48% agree that they have the opportunity to read interesting books. Our next steps to support well-being at Keeler are further informed by the perception data below:

CBE Student Survey (Spring 2024)	
Literacy	
I can contribute to conversations about books, poems, non-fiction, and other texts	86.87%
I understand what I read	93.9%
I have the opportunity to learn with different people in different spaces to improve my reading and writing skills	39.66%
My reading and writing skills help me achieve my future goals	79.09%
OurSCHOOL Survey (Fall 2023)	
Regulation & Inclusion	
I am able to stay focused, even when less engaged	60.19%
I can create a plan to reach my goals	52.2%
My teachers care about me	86.79%
I feel included at school	66.67%

Here we note that students communicate they are understanding what they read and can contribute verbally to classroom discussions about texts. Students are less successful with finding entry points and remaining on task when completing classroom tasks that involve reading and writing. Our focus this year will be to implement structured literacy programming and resources that will enable teachers to provide multiple entry points alongside targeted





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

interventions for any gaps in skill. This approach will support all students in feeling successful at school while engaging with classroom content through literacy.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a diverse student population, with 57.92% identified as English as an Additional Language Learners. Of those students, 38.53% are working at an LP1 or LP2 language proficiency. 5.46% of our population identify as Indigenous, and 15.32% are identified as having Special Education requirements. We recognize and celebrate the diverse perspectives of the students within our school community. To support the learning of all students, alongside literacy skill development we will target building students Tier 2 vocabulary and supporting Tier 1 (functional) vocabulary use through language rich classroom environments.





School Development Plan – Year 1 of 3

School Goal

Students' foundational literacy skills will improve.

Outcome:

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

Outcome (Optional)

Students will improve in use of Tier 1 and Tier 2 vocabulary development 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-3)
- Words Their Way Spelling Inventory (4-6)

Data for Monitoring Progress

- Formative Assessment – Teacher Anecdotal Notes
- Internal Data Capture and Progress Monitoring
 - K-3
 - Phonological Awareness Level Processing
 - Comprehension Monitoring
 - 4-6
 - Words Their Way Spelling Inventory
 - CORE Vocabulary Screener
 - MAZE

Learning Excellence Actions

- Provide daily structured and explicit instruction in word reading and spelling
- Embed structured literacy components into literacy routines, incorporating decodables, manipulatives, and sound walls
- Use high impact vocabulary strategies to teach Tier 2 words (such as visual

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

Truth & Reconciliation, Diversity and Inclusion Actions

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





*supports and
examples/non-examples)*

- *Use the Reading Assessment Decision Tree to guide next steps to support students*

*assessment
approaches*

Professional Learning

- *CBE K-6 Professional Learning Series*
- *Improving Reading for Older Students (IROS) modules*
- *Internal professional learning focused on word reading and spelling interventions, vocabulary rich literacy environments, and utilizing decodable texts*

Structures and Processes

Classroom:

- *Utilize structured literacy processes to calibrate school-wide literacy blocks*
- *Opportunities for flexible groupings across classrooms during targeted intervention times*
- *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)*
- *Collaborative Response*
- *Literacy Intervention*
- *Learning Leaders of Wellness, Resource (2), and Inclusion to support inclusive practice and differentiation in classrooms*

Resources

- *CBE ELA/ELAL Equity and Interventions Document*
- *Internal Assessment Correlation Chart (Data informed instruction)*
- *Reading Assessment Decision Tree Grades 4-12*
- *K-3 Literacy Scope and Sequence*
- *CBE Decodable Text Library*
- *UFLI Foundations Instruction Manual and online resource library*
- *Active View of Reading Model (Duke & Cartwright, 2021)*

