



## Cranston 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

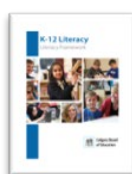
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://cranston.cbe.ab.ca/school>





## School Development Plan – Year 2 of 3

### School Goal

*Task design and targeted instruction will improve academic achievement and well-being*

### Outcome:

*Student reading will improve*

### Outcome

*Student sense of belonging will improve*

### Outcome Measures

- Data from Provincial Literacy Assessments
- OurSchool Survey – Well-Being
- Alberta Education Assurance Measures
- EAL (LP1 Reading) Cohort, Letter Name, Sound, & High Frequency Words
- Internal Well-Being Survey (grade 1-4)

### Data for Monitoring Progress

- Early Learning Assessments/Decision Tree
- School created Teacher survey
- PLC teacher reflections (reading)
- PLC student tracking
- OurSchool Fall and Spring Data
- Indigenous Student Story Tracking

### Learning Excellence Actions

- Engage students in targeted instruction to improve – phonological awareness, decoding, and fluency of texts
- Intentional teaching of “I Can” statements to support students’ understanding of learning intentions
- Utilize texts that highlight the concept of ‘belonging’, self-awareness and self-management

### Well-Being Actions

- Use of CASEL Framework
- Use student assessment results and CBE guiding documents to design tasks that address the needs of all learners
- Teachers will explicitly teach Social Emotional Learning in relation to a sense of belonging. Self-awareness and self-management

### Truth & Reconciliation, Diversity and Inclusion Actions

- Collection of Indigenous student stories to know our learners
- Low floor, high ceiling literacy task design allowing for multiple entry points for all learners
- Intentional use of culturally diverse texts to build understanding, awareness and student sense of belonging

### Professional Learning

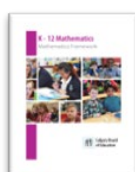
- Staff learning on the land at the confluence
- SEL designate teacher to implement school-wide PL
- Designate teacher for System Intervention PL
- Accessing system specialist to assist with utilizing system rubrics

### Structures and Processes

- Monthly PLCs with focus on reading instruction
- Collaborative grade team planning time to facilitate flexible groupings
- Collaborative Response focused on sharing and implementing SEL strategies focusing on self-awareness and self-management

### Resources

- ELAL K-3 scope & sequence
- UFLI Foundations Resource
- CASEL Resource and SEL Brightspace by D2L for social emotional learning
- Designated LL for Truth and Reconciliation, Diversity and Inclusion
- CBE guiding documents



# School Development Plan – Data Story

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## 2024-25 SDP GOAL ONE: Task design and targeted instruction will improve academic achievement and well-being

Outcome one: Student reading will improve

Outcome two: Student well-being will improve

### Celebrations

- Across most grades, there are measurable gains in Letter Name and Letter Sound recognition as measured with the LeNS (grade 1-2 Requiring Additional Support Pre: 30% → Post: 14%)
- Significant beginning-to-end-year growth was observed among Grade 1–4 EAL students with limited English proficiency (LP1), indicating the effectiveness of targeted early literacy supports. The percentage of students able to identify all letter names rose from 26% Pre to 70% Post, while those able to identify all letter sounds increased from 0% Pre to 41% Post.
- “I Belong” responses showed positive year-to-year growth (Our School Survey Fall 2024: 79% → Fall 2025: 87%), suggesting positive connections between task engagement and student belonging.
- Post provincial literacy assessment data demonstrated notable progress for students with special education coding. Across grades, the proportion of at-risk students declined significantly, with many cohorts showing reductions of roughly half following targeted interventions.
- Anonymous teacher survey results indicate literacy interventions for struggling students have moved from being dependent on the classroom teacher to being school-wide and systematic (Pre: 4% → Post: 57%), indicating a greater sense of shared responsibility for literacy progress and programming.

### Areas for Growth

- Many teachers advanced from developing to proficient in their understanding and use of decodable texts for literacy assessment and instruction. However, some teachers continue to identify their understanding as below proficient, indicating an area for continued professional learning and focus.
- Although there was a 1.7% increase in student engagement from the previous year, the Assurance Survey's Student Learning Engagement results showed a decline when compared to the previous three-year average.
- While the Grade 4 cohort's sense of belonging (feeling accepted and valued by their peers) aligned with the Canadian norm on the Our School Survey, growth was stagnant (79% Fall 2024 → 78% Spring 2025). This suggests a need to revisit belonging-focused SEL competencies and explore additional measures across different grade cohorts.





- Decoding and phonological awareness were well established through targeted “I Can” statements during PLC cycles. This progress indicates readiness to expand focus toward targeted fluency instruction.

### Next Steps

- Continue to strengthen teacher understanding of literacy assessment practices through professional learning focused on the calibration process and the CBE Kindergarten to Grade 6 New Curriculum System Rubrics for English Language Arts and Literature.
- Strengthen inclusive and culturally responsive teaching by embedding Truth and Reconciliation, Diversity and Inclusion perspectives and stories into task design to improve student engagement, cultural connections and sense of belonging.
- In addition to the Our School Survey conducted by grade 4's, implement an “I Belong” school-based survey for grades 1-3 to ensure student connection strategies are responsive, effective, and representative of a larger cohort.
- Explore ways to embed SEL competencies, specifically self-awareness and self-management skills, within task design and assessment planning to further foster the concept of belonging.

