



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

Samuel W. Shaw 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://samuelwshaw.cbe.ab.ca/school>



School Development Plan – Year 2 of 3

School Goal

Fair and Equitable assessment will improve student achievement in holistic well-being and disciplinary literacy

Outcome:

Student achievement will improve in reading through disciplinary literacy

Outcome (Optional)

Student well-being will improve

Outcome Measures

CBE Student Survey:

- *Spirit: I can see culture reflected in my school*
- *Heart: I feel included at school*
- *Body: At school I have opportunities to learn from the land*
- *Mind: I have confidence in myself as a student*

OurSchool Survey:

- I feel like I belong at school

Alberta Education Assurance Survey (AEA):

- The language arts I am learning at school is interesting to me

PAT results for “acceptable standard” & “standard of excellence”

- Grade 6 ELA
- Grade 9 ELA

Data for Monitoring Progress

School wide data collected and monitored for student learning based on Reading Assessment Decision Tree (CORE, Maze, Spelling)

Teacher perception data on use of diagnostic reading assessments

Teaching identified disciplinary literacy skills across all subject areas with pre and post assessment

Monitor SLTs and ALTs by grade and monitor follow through support

Attendance records- closely monitor attendance of students missing 20% and higher (AIPs, building relationships with families)





Learning Excellence Actions

- *Utilize high impact strategies for reading, vocabulary and word learning across all disciplines such as:*
 - *Intensive Small-Group Intervention Using Read-Aloud + Discussion*
 - *Vocabulary Intervention (Explicit & Cumulative)*
 - *Phonological Awareness & Decoding Interventions*
- *Provide students with learning opportunities that mirror the reasons, texts, and application of thinking skills that would be found within a discipline*

Well-Being Actions

- *Honor student voice and choice*
- *Create learning spaces that provide learners with a safe and respectful environment*
- *Activate students as owners of their own learning by engaging learnings in goal setting, self-assessment, and/or reflection*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse and inviting texts*
- *Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind*
- *Empower students to have voice in learning, assessment, and decision-making*

Professional Learning

- *System Professional Learning*
- *EAL Insite | professional learning*
- *Assessment and reporting insite | professional learning*
- *Middle year professional learning*

Structures and Processes

Classroom:

- *Document and support instruction and learning in intentional ways*
- *Include meaningful daily reading tasks that span content areas*

School:

- *PLCs & learning sprints with a focus on disciplinary literacy (for CTF, Phys. Ed, grade teams)*
- *Collaborative Response*

Resources

- *[EAL/ ELAL Insite | Equity and Interventions](#)*
- *[Diversity and Inclusion](#)*
- *[CBE Literacy Framework](#)*
- *[Literacy Interventions 4-9](#)*
- *[Decodable Books List to support Reading Interventions for Middle Years](#)*





- *Grade team meetings*
- *EAL strategist to build teacher capacity*

School Development Plan – Data Story

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2024-25 SDP GOAL ONE:

Fair and Equitable assessment will improve student achievement in holistic well-being and disciplinary literacy.





Outcome one: [Student achievement will improve in reading through disciplinary literacy](#)

Outcome two: [Student well-being will improve](#)

Celebrations

- Students in grades 5-9 demonstrated measurable improvement in comprehension, vocabulary, and disciplinary literacy
- Grade 6 ELA PAT results show that nearly 80% of our students met acceptable standard achievement
- Grade 9 ELA PAT scores show that almost 80% of students achieved acceptable standard. This is an increase of 4.6 percentage points from 23/24.
- Grade 7 students demonstrated a notable increase in confidence and independence of learning, along with a sense of belonging (50% to 67%)
- Students reported more enjoyment, less stress, and a stronger sense of belonging and success. This was evidenced in the 24/25 CBE survey results when compared with 23/24 results
- Weekly Smudge participation (for students who self-identify as Indigenous) has risen significantly, from 25–28% early last year to 35% by year end, and now 40–48% of students to begin this year. This growth demonstrates a deepening sense of belonging for Indigenous students, who are showing greater confidence in participating in cultural practices and in inviting and including their non-Indigenous peers, contributing to a more connected and culturally responsive school community.

Areas for Growth

- Belonging remains at 50% on the OurSchool Survey (no change from Fall 2024 to Spring 2025%)
- Some students feel disconnected from the broader school community
- Grade 6 and 9 ELA PAT results indicates we have low achievement within the standard of excellence

Next Steps

- 6-8 week fluid learning sprints to maintain intentional focus on disciplinary language and vocabulary use across all subjects. This will ensure that students have fair access to content knowledge, that they can demonstrate and retain content knowledge effectively, and teachers can ensure that students can use and extend their knowledge independently, PAT results for 25/26 should continue to improve and reach the provincial acceptable standards and standards of excellence.
- Increase student voice opportunities to strengthen student sense of belonging
- Continue embedding Indigenous perspectives and relationship-based learning





- Provide intentional EAL support for students with limited English to foster a greater sense of belonging and inclusion for LP1 and LP2 students

Key Insights:

While it is evident that our school culture is moving in a positive direction, it is important that we continue our work to foster student belonging at school. With ongoing teacher collaboration and calibration, the use of common teaching practices will be infused to enhance disciplinary literacy that will give students a place to start. A shared practice at Samuel W. Shaw School is the understanding that “disciplinary literacy instruction is a matter of equity” (*Doing Disciplinary Literacy*, p. 6). Data from literacy interventions, staff reflections, and student surveys confirm that when students feel supported in learning how to read, write, and communicate in discipline-specific ways, they also experience higher confidence, reduced stress, and a stronger sense of belonging. The approach of ensuring that students have fair access to content knowledge, that they can demonstrate and retain content knowledge effectively, and teachers can ensure that students can use and extend their knowledge independently, PAT results for 25/26 should continue to improve and reach the provincial acceptable standards. With this approach, the number of students interested in the Language Arts they are learning in school will increase. Disciplinary literacy will remain the focus of our SDP for the next two years as it has direct impacts on student well-being and student achievement. Disciplinary literacy is “a way of teaching for engagement, empowerment, and full participation” (*Doing Disciplinary Literacy*, p. 11).

AEA Survey
The Language Arts
I am learning at school
is interesting to me



53%
2025

References:

Gabriel, R. (2023). *Doing disciplinary literacy: Teaching Reading and Writing Across the Content Areas*. Teachers College Press.





se of the plan.



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of Education

