

Children's Village 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

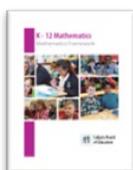
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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





School Development Plan – Year 2 of 3

School Goal

Student achievement in Literacy and Social Emotional Learning will improve.

Outcome:

Student foundational skills in literacy will improve.

Outcome:

Students will demonstrate improvement in their Social Skills.

Outcome Measures

- Student literacy benchmarks
- WIAT writing subtests
- Social Skills Improvement System (SSIS data)
- IPP well-being goals data

Data for Monitoring Progress

- Literacy progress monitoring system (biweekly)
- 6-8 week Priority Learning Cycles are tracked in the IPP
- Professional learning data (teacher clarity) regarding impact on professional growth – teacher survey completed 2/yr.

Learning Excellence Actions

- Explicit, systematic instruction in all areas based on a developmental scope and sequence for targeted skills
- Clear, visible, explicit learning intentions and progressions in all instructional areas
- Clear, visible, explicit success criteria for all goals and learning intentions
- All instruction will align with NeuroSequential Model Core Concepts

Well-Being Actions

- Teachers will explicitly teach Social Skills to increase adaptive functioning
- Introduction of weekly virtual assemblies to increase a sense of belonging and connection within the school culture
- Teachers will focus on improved literacy skills to increase resiliency
- All staff will continue with NeuroSequential Model training.
- All staff will complete the 8-module course Behaviour Support for Intensive Intervention

Truth & Reconciliation, Diversity and Inclusion Actions

- On-going engagement with the Indigenous Holistic Lifelong Learning Framework
- Implement quarterly well-being days based on the Holistic Lifelong Learning Framework
- Incorporate the diversity calendar events into weekly virtual assemblies
- School-wide exploration of the concept of Niitsitapi Values

Professional Learning

- Social Skills Improvement System PL
- The Writing Revolution PL

Structures and Processes

- Collaborative school wide planning time for data analysis and flexible groupings

Resources

- Social Skills Improvement System: Rating scales and Intervention Manual
- Teacher Clarity Playbook





- Modules 1-8 of Behaviour Support for Intensive Intervention PL

- School wide literacy block with regrouping
- Daily Social Emotional Learning block

- Success Criteria Playbook
- UFLI

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Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and social Emotional Learning will improve.

Outcome one: Student foundational skills in literacy will improve.

Outcome two: Students will demonstrate improvement in their Social Skills.

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Celebrations

- IPP data indicates that 67% of students demonstrated improved literacy skills
- Students reading at grade level increased by 3%
- IPP data indicates that 84% of students demonstrated improved social skills
- Assurance results indicate growth in all the following areas: engagement, citizenship, WCRSLE, and education quality

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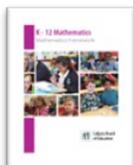
Students and employees experience a sense of belonging and connection

Areas for Growth

- Given the dynamic and ever-changing student population the following areas will remain as targets:
- basic reading skills (both decoding and comprehension) will always be a primary area of focus
- basic numeracy skills (both problem solving and number operations) will always be a primary area of focus
- social skills and regulation will always be a primary area of focus

Next Steps

- 6-8 week Priority Learning Cycles with progress monitoring in reading, writing, mathematics and social emotional learning
- Targeted Professional Learning centered on the Science of Mathematics



- Targeted Professional Learning on intensive intervention strategies and the Science of Behavior and FBA

