



Louis Riel 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.

[<School Improvement Results Report 2024-25>](#)

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 Plan – Year 2 of 3

School Goal: Student achievement in literacy and mathematics will improve

Literacy Outcome: Student achievement in reading and writing will improve

Math Outcome: Student mathematical procedural fluency will improve

Outcome Measures

Report Card (RC) Indicators

Report card target outcomes:

- **Reads** to explore and understand
- **Writes** to develop, organize and express information and ideas
- Understands and applies concepts related to **number** and patterns
- **Number** - Develops number sense and applies strategies for computation and estimation

Provincial Achievement Test Data

- Grade 6 and 9 English Language Arts and Math

Provincial Assessments

- Provincial assessments (CC3, LeNS)
- Aggregate scores in Acadience progress monitoring

School Based Assessments

- Progress monitoring from screeners to common assessments

Data for Monitoring Progress

Internal Tracking

- K-3 Provincial screeners
- Internal common assessment in Math and ELA
- Mid-year report card data
- Acadience progress monitoring

Formative Progress

- Literacy Tracking Spreadsheet
- Numeracy Tracking Spreadsheet
- Collaborative Response Meetings (CRM)
- Professional Learning Community meetings (PLC)
- Cohort progress monitoring
- Response To Intervention Tracking

Perception Data

Key Measure: Student sense of connection and belonging at Louis Riel

- OurSchool Survey
- CBE Survey
- AEAM Alberta Education Assurance Measures
- Louis Riel Wellness Survey

Learning Excellence Actions

Utilize high impact strategies:

- Reading - Decision Tree guides next steps to support students
- Provide a variety of tools to support the reciprocal relationship of reading & writing
- Provide more opportunities for learners to practice and consolidate literacy skills and knowledge (using direct instruction and actionable feedback)
- Explicitly teach and support planning, idea development, organization, edits
- Continued daily structured and explicit instruction connected to grapheme-phoneme correspondences, fluency protocols, routines, and strategies (Literacy and Math)
- Implement daily routines focused on building efficiency, flexibility, and accuracy.

Well-Being Actions

Create learning spaces that provide learners with safe and respectful learning environments:

- Offer a variety of organized learning materials and responsive spaces
- Honour student identity, voice and choice
- Create a culture that values the thinking process and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources:

- 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 decisions.





Professional Learning

- CBE Professional Learning Series K-6 & Middle Years
- Build collective understanding of direct instruction and structured literacy across all divisions
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy) using MathUp resources
- Progress monitoring in Literacy and Math across all divisions
- Leverage generative AI to create and differentiate resources for Literacy and Math
- Improving Reading for Older Students (IROS) modules

Structures and Processes

- Collaborative Response meetings (CRM) by grade team driving Response to Intervention (RTI)
- Professional Learning Communities (PLC) meetings (department, grade team, and well-being committee)
- Student Learning Teams Meetings
- Student Leadership program and Well-being action team
- Local measures of well-being (Louis Riel School survey administration)
- Grade team assessment and calibration meetings

Resources

- K-12 Literacy Framework
- K-12 Math Framework
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Assessment and Reporting in CBE Guide
- Assessment and Reporting in CBE Practices and Procedures
- Reading assessment decision tree
- The Writing Revolution 2.0
- MathUp
- Acadience
- Book Study: Teaching and Learning Illuminated

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and mathematics will improve

Outcome one: Student achievement in reading and writing will improve

Outcome two: Student mathematical procedural fluency will improve

Celebrations

Student achievement in reading and writing improved

- Report card data showed improvement across grades
- Acadience progress monitoring showed decrease in “at risk” and “below benchmark” students in most* grades
 - Grade 1 showed the largest decrease in “at risk” and most growth in “above benchmark” students
 - Grade 8 decreased “at risk” and “below benchmark” while showing a significant increase in “at benchmark students”
 - *Grade 6 was an outlier with a growth in both “below benchmark” and “above benchmark” students
- LeNS and CC3 year-end showed fewer students at risk with none at Grade 2
- Provincial Achievement Test percentage of students below acceptable standard remains well below provincial average

Student mathematical procedural fluency improved

- Report card data showed improvement across most* grades
 - **Grades with decreases in percentage of 4s saw near-equal increases in 3s
- Gr. 6 and 9 PAT average results show 21.4% fewer Louis Riel students below acceptable standard than provincial average





Areas for Growth

- Ongoing progress monitoring of cohorts in literacy and numeracy achievement (within year and cross-year) for intervention and instructional planning.
- Providing more opportunities for learners to practice and consolidate literacy & numeracy skills and knowledge (following direct instruction and receiving actionable feedback)
- Explicit and direct instruction of number sense to enhance conceptual understanding and improve procedural fluency.
- Calibrate assessment and reporting of student achievement across divisions and align report card outcomes data with PAT achievement standards

Next Steps

- Continue use of the Reading Assessment Decision Tree to guide next steps to support students
- Continued daily structured and explicit instruction connected to Grapheme Phoneme Correspondences, fluency protocols, routines, and strategies (Literacy and Math)
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, edits
- Develop and apply progress monitoring structures and processes for Math
- Continue use of Acadience progress monitoring across all grades

