MidSun 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.

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School Development Plan – Year 2 of 3

School Goal

Through a focus on disciplinary literacy, student achievement and well-being will improve.

Outcome:

Student achievement in reading and writing will improve through disciplinary literacy

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Outcome (Optional)

Students overall sense of belonging will improve through increased confidence and value in their learning.

Outcome Measures

ELA Report Card Indicators (Achievement)

- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas
- Constructs meaning and makes connections through speaking
- Provincial Achievement Test – Grade 6 & 9 ELA (Parts A & B)
- Alberta Education Assurance Measure – *Student Growth and Achievement* "I understand how the language arts I am learning at school is useful to me."

Year Two

Student Perception Data – CBE Student Survey (K–12)

- *I am confident in my ability to learn new things.*
- *My teacher helps me set goals for my learning.*
- *I know what to do when learning is hard.*
- *My teacher checks in on how I'm doing and how I'm feeling.*

Data for Monitoring Progress

Continue Using (core measures from 2024–25)

- **Reading Assessment Decision Tree** *(CORE, MAZE, Spelling)* to monitor foundational reading development and track student growth over time.
- **Teacher Perception Data** on the use of diagnostic reading assessments and the implementation of identified reading strategies within disciplinary literacy contexts.
- **PowerSchool Analytics** for Outcome Indicators to track report card trends, consistency across teachers, and progress toward "standards of excellence."

Year Two Data Story and *PLC priorities:*

- **Calibration and Moderation Data** from PLCs (notes and samples from common assessment reviews to ensure alignment between diagnostic, report card, and PAT results)
- **Student Goal-Setting and Reflection Data** (collected through classroom learning logs or digital reflections to measure growth in confidence, ownership, and metacognitive awareness)
- **Well-Being and Belonging Check-Ins** classroom-level or schoolwide perception data tied to *confidence, belonging, and challenge* (e.g., "My teacher checks in on how I'm feeling").
- **Cross-Disciplinary Task Design Evidence** artifacts showing how disciplinary literacy practices are integrated across subject areas,
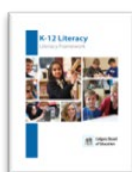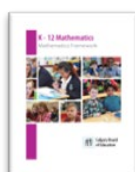
connecting reading and writing to real learning contexts.

Learning Excellence Actions- 2025–26 (Year Two)

1. Strengthen Calibration & Exemplars

- PLC calibration cycles
- Common assessments
- Shared exemplars
- Aligned achievement expectations
- Raise level-4 performance

2. Design High-Quality Literacy Tasks

- Clear success criteria
- Scaffolded challenge
- Multimodal texts
- Accessible entry points
- Support productive struggle

3. Build Student Ownership

- Set learning goals
- Use self-assessment
- Reflect on progress
- Strengthen metacognition
- Increase confidence & value

Well-Being Actions - 2025–26 (Year Two)

1. Embed Daily Check-Ins

- Brief academic check-ins
- Regular well-being check-ins
- Build strong relationships
- Increase learner confidence
- Strengthen belonging

2. Design Accessible Learning Tasks

- Provide structured choice
- Create accessible entry points
- Support productive struggle
- Build confidence and belonging
- Encourage safe risk-taking

3. Build Student Ownership

- Set short-term learning goals
- Use self-assessment routines
- Reflect on learning strategies
- Support resilience with challenge
- Strengthen confidence & engagement

Truth & Reconciliation, Diversity and Inclusion Actions 2025–26 (Year Two)

1. Select Inclusive, Relevant Texts

- Use diverse, inclusive texts
- Include culturally relevant materials
- Support disciplinary literacy
- Strengthen belonging and confidence
- Increase engagement with reading

2. Design Holistic Learning Tasks

- Activate multiple ways of knowing
- Honour Indigenous pedagogy
- Use inquiry and reflection
- Support authentic application
- Deepen relevance and engagement

3. Empower Student Voice & Agency

- Provide meaningful choice
- Encourage shared decision-making
- Elevate student voice
- Build confidence and ownership
- Strengthen inclusion and belonging

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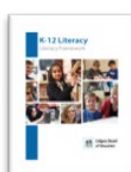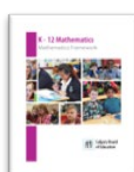
Professional Learning
2025–26 (Year Two)

Aligned with Disciplinary Literacy, Calibration, Student Ownership & Belonging

1. CBE System Professional Learning

- Literacy, Math, Assessment & Reporting Frameworks
- Well-Being Framework
- Holistic Lifelong Learning Framework

2. Calibration, Exemplars & Assessment Consistency

- Moderate student work across grades
- Use shared exemplars
- Align diagnostics, report cards & PATs
- Clarify success criteria for "4"

3. Disciplinary Literacy: Deepening Task Design

- Design tasks with multiple entry points
- Create multimodal, culturally relevant text sets
- Embed Indigenous & inclusive perspectives
- Use concept- and inquiry-based learning

4. Student Ownership, Reflection & Metacognition

- Implement goal-setting routines
- Use self-assessment & learning progressions
- Build confidence and resilience

Structures and Processes

Classroom Structures

- Use exemplars, success criteria & reflection artifacts to document learning
- Embed daily reading, writing, speaking & disciplinary thinking
- Use routines for goal-setting, self-assessment & check-ins

School Structures

- **PLCs:** calibration, exemplars, task design & triangulated data
- **Collaborative Response:** analyze belonging, confidence & learning needs
- **Text Set CoP:** select diverse, multimodal & inclusive texts
- **Grade Teams:** coherence of experience, belonging trends & shared strategies

Resources

Reading Assessment & Literacy Foundations

- Decision Tree (RAD) Gr 4–12
- CORE / MAZE / Spelling diagnostics
- Text Calibration Protocol
- ELA/ELAL Insite: Teaching Practices
- ELA/ELAL Insite: Reading & Interventions
- ELA/ELAL Insite: Equity & Intervention

Disciplinary Literacy Resources

- *Doing Disciplinary Literacy* (Gabriel, 2023)
- *Disciplinary Literacy in Action* (Lent, 2018)
- *The Writing Revolution* (Maloney & Lemov, 2024)
- CBE Literacy Framework
- CBE Assessment & Reporting Guide

Calibration, Exemplars & Assessment Consistency

- CBE Common Assessment & Calibration Tools
- Exemplar banks (ELA & cross-disciplinary)
- Moderation protocols (Grades 7–9)

Student Ownership, Belonging & Well-Being

- CBE Student Well-Being Framework
- Holistic Lifelong Learning Framework
- Goal-setting & metacognition tools
  - Learning logs
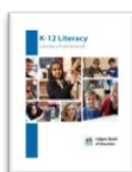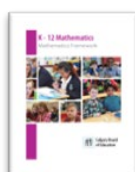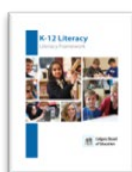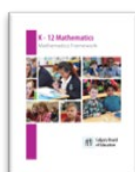
- Increase voice, agency & belonging

5. Improving Reading for Older Students (IROS)

- Targeted literacy strategies (Grades 7–9)
- Vocabulary & comprehension practice
- Use CORE/MAZE data for next steps

- o Reflection templates
- o Self-assessment rubrics

Year Two Focus Areas Supported by These Resources

- Calibration & exemplars
- Student ownership (goals, reflection, metacognition)
- Belonging & confidence
- Task design with multiple entry points
- Holistic learning (spirit–heart–body–mind)

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Through a focus on disciplinary literacy, student achievement and well-being will improve*

Outcome one: *Student achievement in reading and writing will improve through disciplinary literacy*
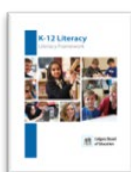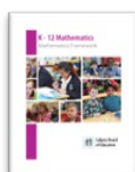
Outcome two: *Students overall sense of belonging will improve through increased confidence and value in their learning.*

Celebrations

- Significant staff alignment on disciplinary literacy practices: *task design, exemplars, and calibration* are becoming shared norms.
- High relational trust: Over 80% of students feel cared for and supported by teachers, creating the emotional safety for academic risk-taking.
- Strong implementation of inclusive and Indigenous perspectives in classroom materials and discussion.
- Early evidence that entry points and multiple ways to demonstrate learning are helping to reduce the number of 1s across subjects.
- Clear continuity between 2024-25 and 2025-26 goals: staff commitment and system alignment (CBE Literacy, Math, Assessment, and Well-Being Frameworks)

Areas for Growth

- Raise the ceiling: Increase the number of students achieving at the "4" level by refining expectations and exemplars.
- Confidence gap: Students report caring relationships but low confidence. A need stronger feedback and self-assessment loops.
- Well-being check-ins: Only one-third of students report teachers checking on their well-being regularly
- Belonging and challenge: Belonging dips, particularly in Grade 9; fewer students enjoy academic challenge.
- Assessment alignment: Diagnostic, report card, and PAT data inconsistencies signal uneven calibration and grading practices.

- Deepen calibration cycles across PLCs with a focus on exemplars, moderation, and aligning diagnostic, report card, and PAT expectations.
- Strengthen student ownership through structured goal-setting, metacognitive reflection, and self-assessment routines.
- Integrate confidence-building strategies: Focus: make learning visible, celebrate progress, and scaffold challenge to promote perseverance.
- Increase relational touchpoints to ensure consistent well-being check-ins and embed belonging work into core classes, not only advisory settings.
- Track data triangulation within PLCs (diagnostic ↔ report ↔ PAT) to monitor progress and equity of outcome.

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