



Elboya 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

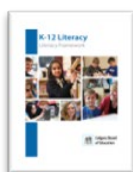
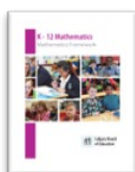
Introduction

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](#).





School Development Plan – Year 2 of 3

School Goal

Student achievement in disciplinary literacy will improve.

Outcome:

Increased student achievement in reading comprehension (through effective task design).

Outcome Measures

- ELA & Math Report Card Achievement Indicator
 - Reads to explore, construct and extend understanding
 - Number & Pattern indicators
- Our School Data

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze) & Mipi (2X/year)
- PLC – evidence of student work using IROS, Rosenshine's Principles of Instruction resources

Learning Excellence Actions

- Utilize high-impact strategies in both English and French to engage students in reading, (specifically tiered vocabulary, quad set texts, morphology lists)

Well-Being Actions

- Create learning spaces & tasks that provide learners with safe, respectful environment with choice/voice in tasks
- Tasks are culturally responsive

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school professional learning around addressing bias, privilege, power, culturally responsive pedagogy, and collaborative school environments, using the Holistic Lifelong Learning Framework.

Professional Learning

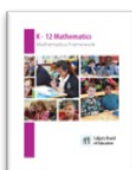
- *Focus on Elementary & Middle Years Professional Learning*
- Improving Reading for Older Students (IROS) modules
- *Rosenshine's Principles of Instruction*
- Holistic Lifelong Learning Framework.

Structures and Processes

- Structured Friday afternoon professional learning
- Collection of evidence gathering folder
- Learning sprints within PLC cycles, every 3-4 weeks
- Collaborative Response Meetings, every 4 weeks to support groups of students identified by general themes of task design: learning gaps, engagement, etc.

Resources

- Diversity & Inclusion & SEL Professional Learning Series Modules (D2L)
- Student Well-Being Framework Companion Guide
- CBE Mathematics: Equity Identity Guide
- *Diversity & Inclusion & Indigenous Ed. Teams*
- Reading Assessment Decision Tree (RAD) Gr 4- 12
- Literacy & Mathematics Framework & Assessment documents



School Development Plan – Data Story

This year, our learning community has much to celebrate. Our students have demonstrated meaningful progress in reading comprehension, with a noticeable shift toward more learners achieving at the basic and proficient levels. This growth reflects the dedication of our staff and the strategic integration of literacy practices across disciplines.

In mathematics, our interdisciplinary approach—particularly the emphasis on vocabulary development—has yielded encouraging results. Students are not only solving problems but also articulating their thinking with greater clarity and confidence.

We are especially proud of the strong presence of Indigenous ways of knowing and learning throughout our school. Students are engaging with these perspectives in authentic and respectful ways, and our classrooms reflect a growing acknowledgement of cultural diversity and inclusion.

Yet, there are areas where we strive to continue to grow. See Data Story in SIRR.

2024-25 SDP GOAL ONE: *Student achievement in disciplinary literacy will improve.*

Outcome One: *Increased student achievement in reading comprehension (through effective task design).*

Celebrations

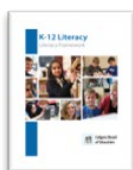
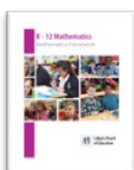
- Reading comprehension results increased with more students in the basic and proficient levels of the report card.
- Results showed that in math the interdisciplinary vocabulary work contributed to increased results.
- Perception data suggests an overall strong sense of Indigenous ways of knowing from our students as well as acknowledgement and appreciation of cultural diversity. In addition, results showed students felt an increased sense of belonging within our learning community.

Areas for Growth

- Continue building upon reading comprehension by using strategic resources (IROS, CBE Reading Decision Tree) across all disciplines.
- Lower than expected result in our Grade 8 understanding of Indigenous ways of knowing and learning. We are looking to expand the **how** (cultural richness, Holistic Lifelong Learning Framework, etc.) of Indigenous education as most focus has been on the **what** (residential schools, past history). Continued, targeted work on student well-being and cultural diversity should contribute to a sustained culture of belonging.

Next Steps

- Implement 4 week reading assessment cycles for all students with a developed tool (IROS) that is based on the Reading Decision Tree to track incremental student progress.
- Staff and students working with an Elder/Knowledge Keepers to deepen their understanding and implementation of the Holistic Lifelong Learning Framework and Cultural Responsiveness.
- Adjust Collaborative Response model to address the fluid needs of students and teachers.



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