

## Canyon Meadows School

395 Canterbury Dr SW, Calgary, AB T2W 1J1 t | 403-777-8600 f | 587-933-9762 e | [canyonmeadows@cbe.ab.ca](mailto:canyonmeadows@cbe.ab.ca)

### 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.

[LINK TO SIRR 2024-25](#)



**School Goal**

Student achievement in literacy and numeracy will improve.

**Outcome:**

Through the intentional design of effective formative assessment practices, students will improve in written communication, in grammatical accuracy in oral communication in Spanish and well-being.

**Outcome:**

Through the intentional design of effective formative assessment practices, students will improve in procedural fluency in mathematics and well-being.

**Outcome Measures**

- Report Card Indicators
  - ELAL - Writes to express information and ideas
  - SLA - Speaks to communicate information and ideas
  - Mathematics - Understands and applies concepts related to numbers and patterns (K, 1 and 2), and algebra (Gr. 3, 4, 5)
- CBE Surveys
  - CBE Student Survey
 

Literacy: I know what to do next to improve my writing skills

Numeracy: I think deeply and slowly when solving mathematics problems
  - OurSCHOOL Survey – Self-regulation: I can use strategies to self-regulate
- Provincial Assessments
  - Numeracy Assessment

**Data for Monitoring Progress**

- Internal Tracking
 

Internal common assessments:

  - ELAL common writing task
  - SLA interactive speaking task
  - Mathematics problem solving task
- Formative Progress
  - Professional Learning Communities
  - Feedback conferences
- Perception Data – Alberta Education Assurance Survey (AEAS)
- Teacher Survey - Impact on professional growth: Teacher confidence in implementing responsive feedback, structured and supported writing times, Number Talks and MathUP, and Neurolinguistics Approach literacy loops

**Learning Excellence Actions**

Utilize high impact literacy and numeracy strategies to engage students.

- Students will receive actionable feedback that aligns with the learning intentions and success criteria for next steps for improvement

**Well-Being Actions**

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

- Teachers will engage with 'The Learning Pit' to help students identify their learning strengths and areas for growth to

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.
- Okkakiosatoo –Look Carefully, Body Domain- To Do, Key





- Explicit use of mentor texts, graphic organizers, and genre structures to plan and organize ideas for writing
- Use routines such as Number Talks, estimation routines, and games to develop mental Math skills and automaticity
- Design and implement Neurolinguistic Approach (NLA) Literacy Loops and use prompting feedback strategies to eliminate fossilized grammatical errors in oral Spanish

- increase competence and confidence
- Explicit teaching and modelling of strategies for self-regulation: Zones of Regulation, social behaviour mapping, conflict resolution, co-created social stories
- Model the use of classroom and common Calming Areas, and the Be Active, Be Strong, Be Ready to Learn Movement Program for self-regulation

**Attribute:**  
Independence and Collaboration.  
Teachers empower students to have a voice in learning, assessment, and decision-making

- Teachers will use graphic organizers and genre structures for writing, visual frames for oral communication in Spanish, and a step-by-step process to solve math problems for learners with an Individual Program Plan (IPP) and provide flexible groupings

#### Professional Learning

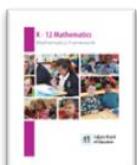
- Implementation of Loose Parts to support student writing through problem solving, storytelling, sequencing and other skills vital to early literacy
- MathUP Professional Learning by Miriam Small focuses on number sense performance tasks
- Model the design of interdisciplinary tasks for Spanish Language Arts in alignment with the Neurolinguistic Approach
- Model teaching Social Emotional Learning and use 'The Learning Pit'
- Implementation of Okkakiosatoo –Look Carefully, Body Domain- To Do, Key Attribute: Independence and Collaboration

#### Structures and Processes

- Monthly Professional Learning Communities with focus on writing, oral communication in Spanish and Math procedural fluency instruction
- Collaborative Response (CRM) focused on strategies to develop literacy and numeracy confidence leveraging a continuum of supports in response to student needs
- Book Study: Assessment – Specific focus on formative feedback by Dylan Wiliam, Embedded Formative Assessment

#### Resources

- Embedded Formative Assessment by Dylan Wiliam
- Teach Brilliantly Small Shifts that Lead to Big Gains in Student Learning - 'The Learning Pit' by James A. Nottingham
- The Writing Rope: The strands that are woven into skilled writing by Joan Sedita
- MathUp by Miriam Small and Number Talks- Whole Number Computations by Sherry D Parrish
- Neurolinguistic Approach (NLA) to language learning by Joan Netten
- The Zones of Regulation Program by Leah M. Kuypers
- Be Active, Be Strong, Be Ready to Learn Movement Program, created by CBE Occupational Therapists





# School Development Plan – Year 2 of 3

## 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 – Data Story

**2024-25 SDP GOAL:** Student achievement in literacy and numeracy will improve.

**Outcome one:** Through the intentional design of effective formative assessment practices, students will improve in written communication, in grammatical accuracy in oral communication in Spanish and well-being.

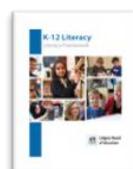
**Outcome two:** Through the intentional design of effective formative assessment practices, students will improve in procedural fluency and well-being.

### Celebrations

- More students are achieving Good and Excellent levels in grammatical accuracy in oral communication in Spanish according to Report Card data: 71.6% in June 2025 from 69.6% in June 2024, and in the internal common assessment: SLA interactive speaking task: 52% in 2025 from 48% in 2024.
- Students' understanding and application of concepts related to numbers, patterns and algebra improved according to Report Card data: percentage of students achieving Good and Excellent increased to 76.6% in June 2025 from 73.3% in June 2024.
- More students are achieving Good and Excellent levels in writing to express information and ideas (gr.1 to 5), and in using early literacy strategies to explore and express ideas (Kindergarten) according to Report Card data: 66.5% in June 2025 from 61.7% in June 2024. In the internal common assessment: ELAL common writing task, more students are achieving Good and Excellent in content and organization: 52% in June 2025 - 46% in June 2024.
- Improved self-perception and metacognitive awareness: students increasingly reported knowing what to do next to improve their writing skills (CBE Survey: 2023-24 - 85.7% → 2024-25 - 89.9%).
- Stronger self-regulation: OurSchool Survey results show students' ability to use strategies to self-regulate improved from 68% in 2023-24 to 80% in 2024-25.

### Areas for Growth

- Building students' abilities to plan and organize their ideas for writing to improve overall writing communication.
- Improving student procedural fluency to accurately, proficiently, and automatically recall procedures needed to solve math problems.
- Increase students' grammatical accuracy and fluency in oral communication in Spanish.
- Improving self-regulation.





## Next Steps

- Provide ongoing actionable feedback that aligns with the learning intentions and success criteria in writing, oral Spanish and math procedural fluency for next steps for improvement.
- Explicit use of mentor texts, graphic organizers and genre structures to plan and organize ideas for writing.
- Use routines such as Number Talks, estimation routines and games connected to open-ended problems to develop mental math skills and automaticity.
- Design and implement Neurolinguistics Approach (NLA) Literacy Loops and use prompting feedback strategies to eliminate fossilized grammatical errors in oral Spanish.
- Model strategies for self-regulation and engage students with “The Learning Pit” to help them identify their learning strengths and areas for growth to increase competence and confidence in writing, oral communication in Spanish and math procedural fluency.

