

Captain John Palliser 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

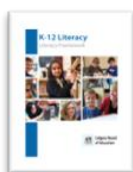
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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://captainjohnpalliser.cbe.ab.ca/documents/Captain-John-Palliser-School-SIRR-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Students' foundational skills in literacy and mathematics will improve.

Outcome:

Students will strengthen their phonological awareness and ability to decode words.

Outcome:

Students will demonstrate improved procedural fluency as a result of strengthened number sense.

Outcome Measures

- LeNS, CC3, AFRS & CORE phonics (gr. 1-3)
- Provincial Numeracy Assessment (gr. 1-3)
- Reading Decision Tree – CORE vocabulary and *Words Their Way* spelling (gr. 4-6)
- MathUP Numeracy Readiness Checks
- Report Card Data – Reading and Number (all grades)
- Provincial Achievement Test (PAT) Math Part A, ELAL Part B (gr. 6)

Data for Monitoring Progress

- EAL Benchmark Analytics for LP1 and LP2 students in reading
- Teacher perception data – teacher confidence in implementing *UFLI* and *MathUp* programs
- Biweekly University of Florida Literacy Institute (*UFLI*) student check-ins
- Reading Decision Tree pre/post assessment
- MathUP Numeracy Readiness Checks
- Perception data – engagement in literacy and mathematics (OurSchool Survey, CBE Survey & Assurance Survey)

Learning Excellence Actions

- Continued work with *Number Talks* and Guided Reading
- Continued work with *Minds on Activities* and Performance Tasks from *MathUP* program
- Explicit instruction using *UFLI* program to improve phonological awareness and decoding text skills
- Explicit use of visuals in both literacy and math to support all students accessing & understanding content
- Intentional, varied task design that increases engagement in literacy and math

Well-Being Actions

- Create a culture that values critical thinking processes and strategies over speed and algorithms
- Collaborative team continuum of supports
- Utilize flexible groupings for specific learning needs
- Teach self-regulation techniques through modelled co-regulation
- Hold weekly *Belonging* meetings in each classroom
- Implementation of social & personal development program (Sprouts) and targeted physical education & cooperative/problem solving skills program (Sparks)

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 learners to inform task design
- Intentional use of culturally diverse texts to build understanding, awareness and student belonging
- Decolonize assessment to improve equity and accuracy
- Decolonize curriculum resources by replacing stories that favour Western worldviews with Indigenous worldviews
- Intentional task design that provides successful entry points for all learners





- Implementing *Building Fluency [in addition & subtraction] Kits* (gr. 1-2)
- Targeted literacy intervention to strengthen skills in moving from blends to accurate sound segmentation

- Development of School Sensory Room

- Targeted EAL language acquisition support

Professional Learning

- Literacy and Diversity & Inclusion Strategist staff presentations
- MathUP professional learning sessions
- PLC focus on new curriculum / assessment calibration
- D2L learning shells in areas of Social-emotional Learning and Well-being, EAL Toolbox and Inclusive Education
- Addition of *MathUp Readiness Checks* and *myHeggerty* resource licenses
- Secure ATA Special Initiative Funding to provide Indigenous mentor texts to all staff
- Problem of Practice PL sessions with Killarney School and Lake Bonavista School (Montessori program) and with Dr. E.W. Coffin School (Community program)

Structures and Processes

- PLC's, Collaborative Team Meetings, and Grade Team Meetings
- Calibration with colleagues
- Weekly Classroom Belonging meetings
- Trickster Artist-in-Residency program focusing on *action learning*

Resources

- *UFLI* – anchor resource in literacy
- *MathUP* – anchor resource in mathematics
- Scarborough's Reading Rope
- CBE Assessment and Reporting Guide
- Building Fluency Kits (addition & subtraction)



School Development Plan – Data Story

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CBE 2024-27 Education Plan

2024-25 SDP GOAL ONE: Students' foundational skills in literacy and mathematics will improve

Outcome one: Students will strengthen their phonological awareness and ability to decode words

Outcome two: Students will demonstrate improved procedural fluency as a result of strengthened number sense

Celebrations

- Full-school implementation of key literary resources: **University of Florida Literacy Institute (UFLI)** and **Morpheme Magic**
- **Improved student decoding skills** observed across grade levels
- Full-school implementation of key math resource: **MathUp**
- **Improved student numeracy skills** demonstrated through classroom assessments and observations
- **95% of students** (CBE Student Survey) report learning about Indigenous ways of being, belonging, doing, and knowing, reflecting the school's strong **commitment to Truth and Reconciliation**
- **86% of students** (OurSchool Survey) report **feeling accepted** at school
- On measures of **diversity and inclusion**, CJP exceeds CBE division results by **12%**, indicating a strong sense of belonging and respect for diversity
- **93% of students** (Assurance Survey) report that teachers are available to help; **91% of parents** agree, and 99% of students (CBE Student Survey) believe their teachers **want them to be successful**

Areas for Growth

- **Strengthen early literacy intervention strategies** in grades 1 and 2, supporting students' progression from decoding individual letter sounds to applying this knowledge in reading and writing words (e.g., moving from letter sound correspondence to blending letters into CVC words)
- **Continue to support targeted numeracy development**, with an emphasis on building procedural fluency, number sense, and flexible problem-solving strategies
- **Increase student engagement and interest** in literacy and mathematics learning
- **Enhance communication with families and the broader school community** regarding available supports, both within the school and through external resources, to ensure equitable access for all students/families





Next Steps

- **Prioritize targeted literacy instruction in grades 1 and 2** using the UFLI scope and sequence, with an emphasis on longer words that include digraphs, long vowel patterns, inflected endings, vowel teams, and prefixes & suffixes
- **Implement Building Math Fluency toolkits by Graham Fletcher and Tracy Johnston Zager in grades 1 and 2** to strengthen foundational numeracy. These resources (addition & subtraction and multiplication & division) are designed to help students develop a deep conceptual understanding of mathematical operations while simultaneously building fact fluency
- **Enhance professional learning opportunities** focused on designing engaging, differentiated instructional tasks that meet the diverse needs of learners
- **Strengthen communication with parents and guardians** regarding the academic and well-being supports students and families receive through weekly principal messages and school council meetings

