

W.O. Mitchell School

511 Silvergrove Dr NW, Calgary, AB T3B 4R9 t| 403-7776100 f| 587-9339920 e| WOMitchell@cbe.ab.ca

Alberta Education Outcomes

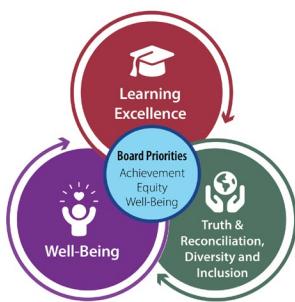
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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.

[W.O. Mitchell School Improvement Results Report 2024-25](#)



**School Goal**

Student reading comprehension across disciplines will improve.

Outcome:

Student text comprehension will improve in both English and Spanish by making connections, predictions, and developing vocabulary through structured literacy experiences.

Outcome Measures

- Report Card Data – Spanish Language Arts stem: Reads to explore and understand in Spanish;
- Report Card Data – English Language Arts and Literature stem: Reads to explore and understand
- Teacher perception data using open ended survey questions

“In what ways have these strategies influenced how engaged or independent your students are when reading and talking about texts?”

“What teaching practices or supports have you found most effective—or most challenging—when helping students use these comprehension strategies successfully?”

Grade 1-3

(Connection) When I think about how the story is like in my life or stories I know, it helps me understand better.

(Prediction) Guessing what happens next helps me understand the story.

(Vocabulary) Learning new words helps me understand what I am reading.

Grade 4-6

(Connection) When I connect what I read to my own life, other books, or the world it helps me understand the text better.

(Prediction) Thinking about what might happen next helps me understand the text, helps me stay interested and understand what I am reading more.

(Vocabulary) Learning important words before and while I am reading helps me understand the text better.

Data for Monitoring Progress

- School generated survey for Grades 1-3 and Grades 4-6 (December 2025, June 2026)
- Grade 6 Achievement test result
- Teacher perception data captured through and grade team focus groups (December 2025, June 2026)
- Small group reading tracking sheet
- Report Card data analytics comparing January achievement indicators (S1) to achievement indicators (Y1)

Learning Excellence Actions

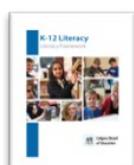
- Use the Reading Assessment Decision Tree to guide next steps to support students

Well-Being Actions

- Use multi-modal texts to support multiple entry points

Truth & Reconciliation, Diversity and Inclusion Actions

- Enhance students' connection to Indigenous texts by connecting them





- Use Read Alouds and Think Alouds with different text genres
- Build teacher capacity to use the Reading Comprehension Cycle from the Neurolinguistic Approach (NLA) to build general understanding of disciplinary texts in Spanish and English
- Focus on key strategies to reinforce Tier 2 vocabulary in Spanish & English
- Explicit instruction (essential word routine, Frayer model, semantic mapping, vocabulary review activities) multiple opportunities to practice within and across subjects and school community

- Create learning spaces that provide learners with a safe and respectful environment during reading tasks
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge during class time
- Provide feedback that moves learners forward.
- Integrate student choice to enhance engagement in reading Spanish and English texts

- with weekly land-based learning tasks
- Continue to deepen and apply knowledge of the Seven Sacred Teachings
- Provide access to inclusive, linguistically diverse, and inviting texts.
- Empower students to have voice in learning, assessment and decisions
- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind

Professional Learning

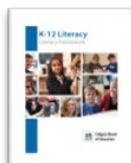
- PL – Use the Reading Comprehension Cycle (NLA) focusing on Building Connections, and Predictions prior to the First Reading. Build capacity of teachers to apply high impact strategies to enhance student vocabulary during the Second Reading of the text.
- PL – Teaching high impact strategies for enhanced vocabulary in a biliteracy setting (cross-linguistic transfer, cognates, morphemes, Tier 2 vocabulary)
- PL – Build capacity to follow a calibration protocol for text sets in Spanish and English
- PL – Language Symposium offered by School Improvement

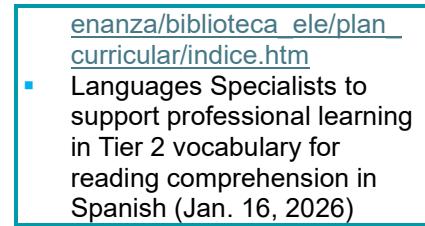
Structures and Processes

- PLC and Team Planning reference Spanish and English Assessment Tools to support calibration of reading comprehension
- Intentional small group reading instruction, as part of the NLA literacy loop using tracking sheet to record student progress.
- Flexible groupings to provide targeted support.
- Coaching through instructional leadership

Resources

- CBE | I Can Spanish Reading Statements (Insite)
- CBE | Spanish Reading Assessment Tracking Sheet (Insite)
- Evaluación de Lectura
- EDL 2 – Evaluación del Desarrollo de la lectura 2
- CBE Literacy, Well-being, & Holistic Lifelong Learning Framework
- Alberta Literacy Progressions
- Neurolinguistic Approach (D2L Resources)
- Word Connections <https://www.jessicatoste.com/wordconnections>
- **Bringing Words to Life: Robust Vocabulary Instruction** by Isabel L. Beck, Margaret G. McKeown
- Centro Virtual Cervantes for vocabulary and grammatical progressions for A1-B1 learners <https://cvc.cervantes.es/ens>





School Development Plan – Data Story

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2024-25 SDP GOAL: Student reading comprehension across disciplines will improve.

Outcome:

Student text comprehension will be improved by making connections and predictions in a variety of texts in both English and Spanish.

Celebrations

The focus on the reading comprehension cycle, read alouds, and targeted instruction yielded strong results, particularly in Spanish Language Arts (SLA) and the early grades of English Language Arts and Literature (ELAL).

In Spanish Language Arts there were significant improvements in Spanish reading comprehension: All grade levels (1-5) saw an increase in the percentage of students achieving indicator 3 (Good) or 4 (Excellent) in the Reads to explore and understand report card stem in SLA when comparing report card data from Semester 1 (January 2025) to Year 1 (June 2025).

- Grade 2 SLA showed the largest growth, with a +16.8% increase in students achieving indicators 3 or 4 (from 60.4% to 77.2%).
- Grade 4 SLA also demonstrated substantial growth with a +14.0% increase in students achieving indicators 3 or 4 (from 62.0% to 76.0%).
- Strong gains in early Elementary ELAL: Grades 1 and 2 ELAL saw double-digit growth in the percentage of students achieving indicators 3 or 4, indicating success in foundational ELA reading skills.
 - Grade 1 ELAL showed a +10.7% increase in Indicators 3 or 4 (from 75.0% to 85.7%).
 - Grade 2 ELAL showed a +11.6% increase in Indicators 3 or 4 in the (from 63.8% to 75.4%).
- Positive student perception of practice opportunities: Overall, 74% of students (26% Strongly Agree, 48% Agree) reported having multiple opportunities to practice their reading skills during class time.

Areas for Growth





- Decline in Grade 4 and 5 ELAL achievement: Grades 4 and 5 ELAL saw a decline in the percentage of students achieving indicators 3 or 4 (Good or Excellent) between S1 and Y1.
 - Grade 4 ELAL declined by -2.0%.
 - Grade 5 ELAL declined by -12.5%.
- Need for increased mastery (indicator 4): While overall achievement (indicators 3 & 4 combined) is up in most grades for SLA, only Grade 2 SLA saw substantial movement to the highest category (Indicator 4: Excellent), increasing by +16.2%. This suggests most gains are in moving students from Basic (2) to Good (3), but continued focus is needed on moving students to Mastery.

Next Steps

- Sustained and targeted focus on the reading comprehension cycle: An explicit focus on the strategies of "building connections" and "predictions" prior to the first reading
- Prioritize Tier 2 Vocabulary (high frequency words that appear across academic disciplines): Focus on key strategies to reinforce Tier 2 vocabulary in both Spanish and English across all grade levels to specifically support text comprehension in disciplinary texts
- Sustained focus on the Reading Assessment Decision Tree to guide next steps to support students
- Use read alouds and think alouds with different text genres and multi-modal texts to support multiple entry points



