



W. O. Mitchell 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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the Alberta Education Assurance Measures.

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

Data Story

Learning Excellence

Key data sources include the Provincial Screeners (Letter Name – Sound Test (LeNS), Castles and Coltheart 3 (CC3), report card data, OurSchool Student Survey, and Locally Developed Teacher Survey.

Provincial Universal Screeners Results	Percentage of students at risk On Pre-Test	Percentage of students at risk On Post-Test (June 2024)
Letter Name – Sound Test (LeNS) Grade 1 Pretest in Jan. 2024; Grade 2 Pretest in Sept. 2023	19.3%	12.6%
Castles and Coltheart 3 (CC3) Reading – Regular Words Grade 1 Pretest in Jan. 2024; Grade 2 Pretest	14.6%	8.6%

in Sept. 2023; Grade 3 Pretest in Sept. 2023		
Castles and Coltheart 3 (CC3) Reading – Irregular Words Grade 1 Pretest in Jan. 2024; Grade 2 Pretest in Sept. 2023; Grade 3 Pretest in Sept. 2023	14.1%	9.7%

Report Card Data – Spanish Language Arts Stem: Reads to explore and understand in Spanish.

Indicator	Jan. 2024 (S1)	June 2024 (Y1)
1	4.2%	4.2%
2	34.4%	21.8%
3	37.8%	42.2%
4	23.6%	31.8%

OurSchool Student Survey – My reading in Spanish is improving.

Indicator	Jan. 2024 (S1)	June 2024 (Y1)
No	0%	2%
Not Really	16%	10%
Yes	37%	44%
Absolutely	47%	44%

Locally Developed Teacher Survey – Confidence in structured reading instruction.

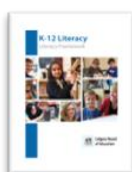
Indicator	Jan. 2024 (S1)	June 2024 (Y1)
Low	2.2%	0%
Medium	26.7%	16.7%
High	57.7%	61.1%
Very High	14.5%	22.2%

As we analyzed the data above, we noted that although the percentage of students at risk decreased from pre-test to post test, we still have students who are at risk at the end of the school year.

Our emphasis over the 2023-2024 school year was to increase reading comprehension in Spanish reading. Based on the results noted above, our focus in the upcoming years will be reading comprehension in both English and Spanish. The addition of English reading comprehension will further support students at risk in literacy.

Well-Being

For our well-being data, we used a combination of perception data through the CBE Student Well-Being Survey (Grade 3), OurSchool Survey (Grade 4 and 5) and the Alberta Education Assurance Measures. In addition, we also



used report card data from the Physical Education and Wellness stem - Develops skills to support the well-being of self and others.

CBE Student Well-Being Survey: Students with positive self-regulation

Question: Most days I feel sad or worried at school.

	October 2023	May 2024
No	46.3%	59.6%
Not Really	34.0%	23.4%
Yes	14.9%	12.8%
Absolutely	4.3%	4.3%

Question: I know what to do if I feel sad or worried at school.

	October 2023	May 2024
No	6.4%	4.4%
Not Really	14.9%	10.9%
Yes	34.0%	32.6%
Absolutely	44.7%	52.2%

OurSchool Survey (Grade 4 and 5): Students with positive self-regulation.

October 2023	May 2024
71% of students in grade 4 and 5.	77% of students in grade 4 and 5.
74% of the girls in grade 4 and 5.	78% of the girls in grade 4 and 5.
71% of the boys in grade 4 and 5.	80% of the boys in grade 4 and 5.
66% of students in grade 4.	72% of students in grade 4.
79% of students in grade 5.	84% of students in grade 5.

Alberta Education Assurance Measures

Question	Measure	May 2023	May 2024
Agree that their learning environments are welcoming, caring, respectful and safe.	Overall	90.8%	91.4%
Agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall	92.9%	92.1%



Report Card Data – Physical Education and Wellness: Develops skills to support the wellbeing of self and others.

Indicator	Jan. 2024 (S1)	June 2024 (Y1)
1	0.7%	1.0%
2	11.7%	6.1%
3	60.0%	54.1%
4	27.6%	39.8%

Our goal for the 2023-2024 year was for students to improve their skill set related to self-regulation. Overall, this skill set has improved in our school community. As we progress over the next three years, our goal will be to take a whole school approach in ensuring that our students are regulated in order to focus on their learning. Student self-regulation will aid our students achieve better focusing on their reading comprehension.

Truth & Reconciliation, Diversity, and Inclusion

For our Truth & Reconciliation, Diversity and Inclusion data we used the Alberta Education Assurance Measures, specifically the Citizenship and the Welcoming, Caring, Respectful and Safe Learning Environments data sets. In addition, we also considered the local information of access to continuum of supports and services completed at school, and our school commitment to Truth and ReconciliACTION.

W. O. Mitchell School's demographics in June 2024 include the following:

- 3.5% Self-identified as Indigenous students
- 2.6% English as an additional language students
- 11.3% Special Education students

Alberta Education Assurance Measures	Spring 2023 (Overall)	Spring 2024 (Overall)
Citizenship	88.5% - Very High	88.0% - Very High
Welcoming, Caring, Respectful and Safe Learning Environments	90.8%	91.4%

Our ReconciliACTION for the 2023-24 school year was to focus on restorative talking circles. Every teacher reported completing at least one talking circle or restorative circle in the classroom per week. The implementation of talking circles allowed students to have voice and agency in their educational spaces. In addition, they were used to restore relationships between students. As we continue to build our understanding and use of talking



circles, we will continue their use to discuss pre-reading strategies such as predictions and connections to texts.

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion



School Development Plan – Year 1 of 3

School Goal

Student reading comprehension across disciplines will improve.

Outcome:

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

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
- Student perception data on the question: "Do you have multiple opportunities to practice your reading skills during class time?"

Data for Monitoring Progress

- Collaborative Response Tracking Sheet
- 3 teacher-admin meetings to review student achievement and needs in reading comprehension
- Teacher monitoring tool to track student reading comprehension (3 times over the year).
- Intervention Flexible group tracking information
- Professional Learning Community (PLC) Notes
- Classroom Look Fors visits

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students
- Use Read Alouds and Think Alouds with different text genres
- Build teacher capacity to use the Reading Comprehension Cycle to build general understanding of disciplinary texts in Spanish and English
- Focus on key strategies to reinforce Tier 2 vocabulary in Spanish and English
- Use Reading Assessment Rubrics to calibrate student achievement according to grade level progressions

Well-Being Actions

- Use multi-modal texts to support multiple entry points
- Create learning spaces that provide learners with a safe and respectful environment
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge during class time

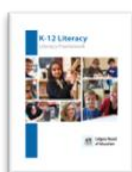
Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to inclusive, culturally and linguistically diverse texts.
- Empower students to have voice in learning, assessment, and decision-making.
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth.

Professional Learning

Structures and Processes

Resources



- Professional Learning (PL) – Use the Reading Comprehension Cycle focusing on Building Connections, and Predictions prior to the First Reading.
- PL – Literacy Framework focusing on Language Comprehension strands of the Scarborough's Reading Rope.

- Intentional small group reading instruction, as part of the Neurolinguistic Approach (NLA) literacy loop.
- Flexible grouping to provide targeted support.
- Coaching through instructional leadership.
- Targeted school supports articulated for literacy.
- PLC notes
- Look Fors visits and feedback

- CBE Assessment and Reporting Guides
- CBE Literacy Framework
- Grade-Level Reading Comprehension Rubrics (W.O. Mitchell)
- Alberta Literacy Progressions
- Fonética y Gramática
- Benchmark – Enfoque en
- EDL 2 – Evaluación del Desarrollo de la lectura 2
- Article - The Science of Reading Comprehension Instruction (Duke & Pearson, 2021)
- Neurolinguistic Approach (D2L Resources)

