



Terry Fox 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

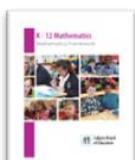
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[SIRR 2024-25](#)



**School Goal***Student achievement in literacy will improve.***Outcome:***Student achievement in reading will improve through targeted literacy intervention and vocabulary building within and across disciplines.***Outcome Measures**

- *Y1 ELA report card indicator achievement*
 - *Reads to explore, construct, and extend understanding.*
- *Grade 9 PAT ELA Part B (Reading)*
- *Cohort tracking of CORE Vocabulary, CORE MAZE, ORF*
- *Alberta Education Assurance Measures*
 - *The language arts I am learning at school is interesting to me.*
- *CBE Student Survey*
 - *I have the opportunity to read interesting books.*

Data for Monitoring Progress

- *CORE Vocabulary, CORE MAZE, ORF (Fall & Winter)*
- *Teacher Perception Data*
 - *Literacy Intervention and Vocabulary Building Survey (in-house)*
- *Student Perception Data*
 - *Strategies and Resources for Reading Skills Survey (in-house)*
- *Collaborative Response Data*
- *S1 ELA report card indicator achievement*
 - *Reads to explore, construct, and extend understanding*

Learning Excellence Actions

- *Use Reading Assessment Decision Tree to guide next steps in programming and literacy intervention.*
- *Utilize high-impact strategies for literacy intervention to develop skills for phonics, fluency, vocabulary, and reading comprehension.*
- *Build vocabulary by providing rich and varied languages experiences.*

Well-Being Actions

- *Use multimodal texts in all disciplines to support multiple entry points and prioritize student choice, voice, interest and access.*
- *Cultivate a sense of joy around reading through the use of differentiated text sets.*
- *Create learning spaces and provide learning materials that provide learners with a safe and respectful environment.*
- *Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Utilize and provide access to inclusive, culturally diverse and inviting texts.*
- *Across curriculum, weave in Indigenous ways of being, belonging, doing, and knowing.*
- *Empower students to have voice in the learning and assessment process.*
- *Consider relevancy and representation when selecting texts.*

Professional Learning

- *System Professional Learning*

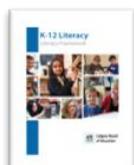
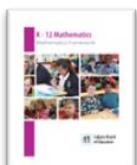
Structures and Processes

Classroom

- *Include meaningful daily literacy tasks that span the content areas.*

Resources

- *Reading Assessment Decision Tree (RAD) Gr. 4-12*





- *Improving Reading for Older Readers (IROS) modules*
- *Targeted PL for literacy instruction*
- *Focus on assessment and alignment with CBE guiding principles – data analysis, formative & summative, varying modes, calibration*
- *ELA Insite | Professional Learning*
- *Assessment & Reporting Insite | Professional Learning*

- *Twice weekly differentiated literacy intervention (Daily 5 and Word Connections).*
- *Use classroom routines to create a vocabulary-rich learning environment.*

School

- *Professional Learning Communities (PLCs)*
- *Collaborative Response Team Meetings*
- *Collaborative discipline planning for task design and assessment*
- *Pull-out/push-in Literacy and EAL intervention*

- *Understanding Reading Grades 4-12*
- *ELA Insite | Teaching Practices*
- *ELA Insite | Interventions*
- *Word Connections*

School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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Well-Being

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

Outcome one: Student achievement in reading will improve through intellectually engaging task design and targeted literacy intervention.

Outcome two: Student overall sense of safety and belonging will improve through increased choice, voice and representation in their learning.

Celebrations

- Teachers collaborated in PLCs and Collaborative Response Team meetings, using the K-9 calibration protocol to strengthen assessment consistency and instructional planning.
- Vocabulary growth was observed through CORE screener data, indicating progress in foundational literacy skills.
- Student engagement with reading improved significantly: CBE Student Survey – “I have an opportunity to read interesting books” increased from 20.49% to 42.49%.
- Professional learning focused on multiple modes of assessment and student choice and voice, leading to more inclusive classroom practices.
- Whole-school literacy interventions were implemented consistently, with twice-weekly sessions using *Word Connections* and flexible groupings informed by CORE vocabulary and ORF fluency screeners.





Areas for Growth

- Building consistency in embedding vocabulary building strategies across all disciplines to strengthen reading and language development for all learners, while leveraging targeted supports for EAL students.
- Increasing student engagement with language arts beyond book choice by connecting reading tasks to real-world contexts and curriculum relevance.
- Leverage diagnostic literacy screener data to inform and guide flexible groupings and targeted small group literature instruction.

Next Steps

- Embed meaningful daily literacy tasks across content areas and provide twice-weekly differentiated interventions to address diverse learner needs.
- Use consistent classroom routines to create vocabulary-rich environments and strengthen literacy skills through authentic practice.
- Leverage Professional Learning Communities and Collaborative Response Team meetings to align strategies, share data, and plan responsive interventions.
- Engage in collaborative discipline planning to design tasks and assessments that integrate literacy development across subjects.

