



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

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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, the school's results from surveys conducted in the 2023-24 as well as data from provincial assessments.

Data Story

Learning Excellence

With the implementation of our University of Florida Literacy Institute (UFLI) program now in its third year in grade 1, gains in students' abilities to decode and identify letter names and sounds is evident. 53.5% of grade 1 students were considered at risk on the LeNs assessment in June of 2023. From that same group of students, only 45% of the students were still considered at risk the following year in grade 2.

LeNs Assessment

Grade 1 June 2023 % at risk	Grade 2 June 2024 % at risk
53.5	45.0

Year over year data from the CC3 assessment shows an increase of at risk students in all categories of words (regular, irregular and non-words). It should be noted that we experienced a significant population increase moving from 426 students in 2022-2023 to close to 500 students by the time we ended the 2023-2024 school year. In particular, while we had 79 students in grade 1 of 2023, we had 101 students when this group ended grade 2. Similarly, we had 51 students in grade 2 in June of 2023 (2022-23 school year) and ended the 2023-24 school year with 69 students. These are significant increases in new students who may not have benefitted from the full year of intensive instruction in UFLI or the intervention support in literacy.



The data across both groups of students over the two years shows that irregular words appear to be the greatest area of challenge. Notably, irregular words do not follow phonetic patterns, thus the data suggests that sight words and vocabulary require greater focus.

CC 3 Assessment ~ June 2023

Grade	% at risk Regular Words	% at risk Irregular Words	% at risk Non-Words
Grade 1	24.0	34.1	31.2
Grade 2	41.1	49.0	35.3

CC 3 Assessment ~ June 2024

Grade	% at risk Regular Words	% at risk Irregular Words	% at risk Non-Words
Grade 2	42.9	51.4	25.7
Grade 3	76.9	88.5	65.4

Alberta Education Assurance Measure Results (AEAM)

Measure	Overall Agreement
Parent perceptions that the literacy skills students are learning are useful	84%
Student positive perceptions of language arts learning	76%

Results on this measure indicate that close to 25% of students show low interest in language arts. While early learning decoding skills remain a focus, it is possible that a greater balance of instruction that includes targeted practice with sight words and vocabulary in context may increase interest in English Language Arts.

Numeracy Assessment ~ June 2024

Grade	Comparing Numbers	Writing Numbers	Numbers on the line	Number Facts
1	0.08	13.8	13.8	12.5
2	0.07	0.7	0.07	12.9
3	11.6	11.6	10.1	13.0

A closer look at the provincial numeracy assessment also indicates that writing numbers is the weakest of the areas for students in grades 1-3 compared to number lines, and comparing numbers. While number facts do show an area of greater challenge, it could be argued that success in this area of mathematics is more memorization while the other 3 areas mentioned require conceptual understanding of numbers. A focus on disciplinary





vocabulary in mathematics would be helpful in supporting in these areas, particularly in writing numbers.

CBE Student Survey

Measure	Percentage of agreement
"I share my ideas and ask questions in mathematics class"	67.5%

When students lack confidence in their learning or in taking risks, it impacts their achievement. The low percentage of division II students indicating that they share their ideas and ask questions in mathematics could be indicative of missing vocabulary to explain their thinking. Again, it is suggested that a targeted approach to the instruction of disciplinary vocabulary in math may positive impact confidence and willingness to take risks.

Well-Being

OurSCHOOL Survey

Grade	Measure	Percentage of agreement
4	Positive relationships with peers at school	74
5	Positive relationships with peers at school	86

Alberta Education Assurance Measure Results (AEAM)

Statement	Overall Agreement
"Students at your child's school respect each other."	84%

This perception data along with anecdotal information gleaned from teachers and administration indicates that students may benefit from enhanced language for problem solving when developing relationships with peers. A key focus on vocabulary related to problem solving, wellness and feelings would be beneficial in helping students further understand each other, demonstrate increased respect for each other and thus support peer relationships.

Truth & Reconciliation, Diversity, and Inclusion

CBE Student Survey

Measure	Percentage of agreement
<i>Heart – To Belong</i> <i>I feel included at school</i>	66.7





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

Spirit – To Be
The things I am learning at school
are meaningful to me.

81.6

It can be challenging to attach meaning to one's learning if the words/vocabulary lack meaning. Focusing on vocabulary to build interpersonal communication will support students in fostering an increased sense of belonging at school. Similarly, with a focus on academic vocabulary, students will have access to language to help them make connections within and across disciplines.





School Development Plan – Year 1 of 3

School Goal

To improve vocabulary development to support inter-personal skills and academic achievement

Outcome:

Staff will understand the components of a comprehensive vocabulary program for K-5 learners

Outcome (Optional)

Students will use academic and inclusive vocabulary when communicating orally

Outcome Measures

- *Provincial Assessments*
 - LeNs
 - CC3
 - Numeracy
- *OurSchool Survey*
- *CBE Student Survey*
- *Decision Tree assessments in grades 4-5 (Dibels/Maze)*
- *Perception data (teachers and students)*
- *Alberta Education Assurance Measure Results (AEAM)*

Data for Monitoring Progress

- *Students currently in grades 2-3 identified as 'requiring support' (at-risk) in the 'irregular words' category of the CC3*
- *Students in grades 1-3 identified as requiring support (at-risk) on the RAN, PAST, LeNs and CC3 assessments*
- *Students who identify as Indigenous in grades 1-5 who are scoring in the at-risk category for LeNs and CC3*
- *EAL students with overall LP level of 1 or 2 who require support (at-risk) on CC3 and LeNs*
- *Teacher perception data regarding vocabulary instruction*

Learning Excellence Actions

- *Review new curriculum in ELAL and mathematics to identify key vocabulary relevant to disciplinary knowledge and understanding*
- *Become familiar with various targeted approaches to teaching vocabulary development for elementary aged learners*
- *Review Tier 1 to Tier 3 vocabulary*

Well-Being Actions

- *Create opportunities for cross-graded groupings to engage in literacy activities together*
- *Provide opportunities for flexible groupings for vocabulary instruction as needed*
- *Model inclusive language to avoid gender-specific pronouns when addressing large groups*
- *Explicitly teach vocabulary related to feelings, problem solving, inclusivity and regulation*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Explicitly teach and have students practice vocabulary related to the revised CBE Land Acknowledgement.*
- *Provide targeted intervention to Indigenous students who are identified as at-risk in literacy, with an emphasis on early learning literacy skills*
- *Provide differentiated instructional strategies to support neuro-diverse students in language/vocabulary acquisition*
- *Engage weekly in talking circles within every classroom community*





Professional Learning

- *Share CBE K-6 Professional Learning Series*
- *Investigate possible book study*
- *Read professional articles*
- *Review K-12 Math and Literacy Frameworks*
- *Review Student Well-Being Framework and Companion Guide*
- *Review Indigenous Education Holistic Lifelong Learning Framework and Companion Guide*

Structures and Processes

- *Collaborative team meetings*
- *Grade team meetings*
- *Student dictionaries (i.e. Words, Words, Words)*
- *Flexible groupings for student learning*
- *Differentiated instruction*
- *Family Fridays (Jan-June)*
- *Literacy LL*
- *Resource Teacher assigned directly to student support*
- *Targeted intervention supports*
- *SEL champion & D2L shell*
- *EAL Benchmarking related to vocabulary acquisition (Linguistic: Vocabulary ~ knowledge of words and their meaning)*
- *Direct vocabulary instruction*

Resources

- *Reading Decision Tree*
- *The Essential 25 – Teaching the Vocabulary that makes or breaks student understanding (Sprenger)*
- *Tiered vocabulary list*
- *Bringing Words to Life (Beck, McKeown & Kucan)*
- *ASCD Everyday Vocabulary Strategies*
- *Building Academic Vocabulary – Teacher's Manual (Marzano)*
- *CBE Frameworks*
- *K-12 EAL Proficiency Benchmarks with examples*
- *SDP Supporting Document ~ EAL*

