



Ethel M Johnson 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.

[School Improvement Results Report | 2024-2025](#)



School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy and mathematics will improve.

Outcome

Student reading fluency will improve through targeted instruction that builds word recognition and language comprehension.

Outcome

Student procedural fluency will improve through a focus on basic facts and foundational number sense (e.g. addition, subtraction, multiplication and division).

Outcome Measures

- Numeracy, CC3, LeNS provincial assessments
- Acadience reading assessments (Gr. 1 – 3)
- Provincial Achievement Test (PAT) results
- Report Card Data: Reads to explore and understand
- Report Card Data: Understands and applies concepts related to number and patterns (and algebra)
- OurSCHOOL Survey
- Alberta Education Assurance Measures
- CBE Student Survey

Data for Monitoring Progress

- Acadience Benchmarking (3)
- Acadience Progress Monitoring (2/month)
- English as an Additional Language (EAL) benchmarking proficiency scale (2)
- Professional Learning Community (PLC) learning sprint achievement results
- Classroom pre- and post-assessments
- Communication Matrix
- Words Their Way
- Core Maze
- Oral Reading Fluency
- Comprehension Diagnostic Assessment

Learning Excellence Actions

- Daily opportunities to build foundational reading skills and comprehension through the use of high impact strategies including substitution and deletion, alphabet tiles, sound walls, anchor charts
- Daily opportunities to build mental math fluency through math routines, games, and differentiated tasks and the implementation of high-impact strategies and visual supports such as manipulatives, anchor charts, math wall, levelled challenges

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment:
 - Ensure expectations are explicit and offer direct teaching related to self-regulation
 - Daily opportunities for proactive regulation through the use of calm corners, body breaks, mindfulness minutes
 - Communicate and model that everyone can do well in mathematics
 - Celebrate and use mistakes as opportunities for learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentionally build connections to the land and school community:
 - Learn with an Indigenous knowledge keeper
 - Engage in school-wide learning activities that celebrate and represent our diversity (culturally representative texts, celebrations/holidays, language, collaborative art)
 - Weave the seed, sprout, sapling, tree model into learning experiences
 - Embed Indigenous perspectives, ways of knowing, and voices in instruction through authentic texts, stories, discussions, and activities





Professional Learning

- Learning and Literacy series
- Paced Learning Program series
- Truth & Reconciliation, Diversity, and Inclusion (system, Indigenous Education)
- Structured Literacy series
- Early Learning Literacy Intervention Lead Teacher series
- Supporting Positive Behaviours (Inclusive Education)
- Progressive Discipline (Darci Fulton)

Structures and Processes

- Collaborative grade team planning
- Collaborative Response team meetings
- Professional learning communities
- School Learning Team meetings
- Daily math talks and mental math practice
- Literacy Intervention pull-out supports
- Daily classroom reading intervention
- Flexible groupings
- Student Advisory group
- School Council

Resources

- Decodable library
- Acadience online platform
- Early Learning System Intervention Learning Leader
- Inclusive Education Specialists & Strategists
- Webinars: Figuring Out Fluency (Bay-Williams & SanGiovanni)
- Webinars: Mathematical Progressions (Fletcher)
- Indigenous leaders (Sandra Manyfeathers)
- Indigenous Education Specialist
- Sensory room





School Development Plan – Data Story

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2024-25 SDP GOAL: *Student foundational skills in literacy and mathematics will improve.*

Outcome one: *Student reading fluency will improve through targeted instruction that builds word recognition and language comprehension.*

Outcome two: *Student procedural fluency will improve through a focus on basic facts and foundational number sense (e.g. addition, subtraction, multiplication and division).*

Celebrations

- Grade 1–3 students made progress in number sense, with fewer students being at risk in June than in September
 - Grade 1: 19% fewer students at risk
 - Grade 2: 26% fewer students at risk
 - Grade 3: 24% fewer students at risk
- 80% of students report confidence in learning mathematics, showing strong mindset and engagement.
- 62% of grade six students, 61% of grade five students and 70% of grade four students reports that they can set relevant, attainable goals and exert deliberate and persistent effort to achieve them.

Areas for Growth

- Division 1 students require support to develop their writing, especially in sentence structure, vocabulary, and organization.
- Reading comprehension and fluency show significant need, supported by CC3, Lens, Acadience, and PAT Part B results.
- Increased fluency in mathematics (basic fact automaticity in addition / subtraction / multiplication / division).
- Flexible number thinking, including composing/decomposing numbers and choosing efficient strategies.
- Conceptual understanding gaps persist in both math and writing (e.g. number magnitude, idea development, revising skills).

Next Steps

- Implement daily math routines (number talks, mental math, fast facts) to build fluency and foundational number sense.
- Strengthen literacy instruction using the Simple View of Reading, with targeted instruction in decoding, fluency, and comprehension.
- Enhance assessment practices through common data collection tools, learning sprints, and calibration sessions to ensure consistency and track growth across grades.

