

Prince of Wales 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

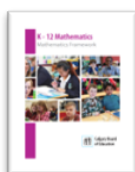
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 Prince of Wales 2024-2025](#)





School Development Plan – Year 2 of 3

School Goal

Students will demonstrate improved academic achievement in reading.

Outcome:

Student phonemic awareness and decoding skill will increase in grades 1 – 3.

Outcome:

Grade 4 – 6 students will demonstrate awareness and use of improved vocabulary in all subject areas.

Outcome Measures

- LENS
- CC3
- Report Card – Reading
- Perception Data – Reading
- PAT – ELAL
- PAST, RAN (Grade 1)
- CORE Phonics Survey (Div. 2)

Data for Monitoring Progress

- Frequent UFLI student check-ins (formative)
- Intervention Flexible groupings
- EAL Benchmarks Analytics
- Teacher perception data – reading (decoding & comprehension, growth mindset)
- CORE Phonics Survey
- RAD Assessments
- New Curriculum Rubrics (CBE)

Learning Excellence Actions

- Div. I
Provide targeted, structured and explicit instruction using UFLI program to improve phonological awareness and decoding text

Use decodable books to address specific decoding skills

Embed routines and games, use of literacy manipulatives, use of literacy centers to reinforce and transfer skills

- Div II
Small group reading instruction (strategic & intensive)

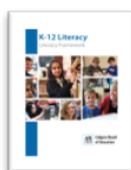
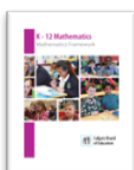
Use of Reading Assessment Decision Tree to guide next steps

Well-Being Actions

- Clearly display learning outcomes
- Use clear and consistent routines
- Utilize flexible groupings for specific learning needs
- Include consistent Growth-Mindset language in self-assessment of reading and to reinforce the importance of the process of developing skills through repeated persistence/practice.

Truth & Reconciliation, Diversity and Inclusion Actions

- *Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design*
- Ensure representation of diverse identities, cultures and abilities in reading and learning materials





Provide explicit instruction in word learning, prefixes, suffixes, root words and disciplinary vocabulary

Targeted support using Word Connections program

Professional Learning

System Professional Learning on Early Years Reading

School-based PD on Reading Decision Tree – Division 2

Structures and Processes

CRM work including PLCs, and CTM to guide planning, task design & assessment

Daily, explicit reading instruction for decoding and vocabulary development (tier 2 words)

Resources

K-12 Literacy Framework

ELAL Scope & Sequence

Reading Assessment Decision Tree

[CBE Digital Decodable Library](#)

ELAL Insite – Teaching Practices (scroll to 'phonological awareness, phonics, vocabulary and spelling' for resources)

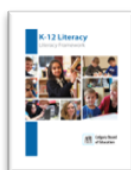
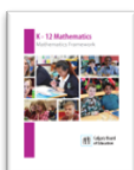
School-based continuum of supports

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Students will demonstrate improved academic achievement in reading.

Outcome one: Student phonemic awareness and decoding skill will increase in grades 1 – 3.

Outcome two: Grade 4 – 6 students will demonstrate use and awareness of improved vocabulary in all subject areas





Celebrations

- *Students' decoding skills have improved by 18 percentage points according to (LeNS) and by 12 percentage points according to (CC3) Early Years Assessment results when comparing January to June results.*
- *ELAL report card results show a decrease in the percentage of students receiving a 1 indicator on the reading stem in the June 2025 report card compared to June 2024 report card.*
- *ELAL report card results show improvement in the percentage of students receiving a 2 indicator on the reading stem in the June 2025 report card compared to June 2024 report card (+4.5%).*
- *School results on [The Alberta Education Assurance Measure Results Report](#) shows the school outperforms provincial results across all measures in the Fall 2025 Summary.*

Areas for Growth

- Slower progression of reading skills in students in Division 2. Specifically, decoding multi-syllabic words to support comprehension of texts in core content areas.
- Engagement in reading – student responses to engagement and connection to texts they read was lower than engagement reported in other core subject areas.

Next Steps

- Provide targeted reading assessment cycles for all students requiring additional supports using tools from the Reading Decision Tree and Early Years Assessments to develop decoding skills and track incremental student progress.
- Engage in professional learning to develop teacher capacity to provide explicit instruction with decoding multi-syllabic words and utilizing assessments in the Reading Decision Tree (CBE document) to support overall comprehension of text.
- Embed routines and games, use of manipulatives and literacy centers to engage learners, reinforce strategies and transfer skills.

