

## Varsity Acres 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

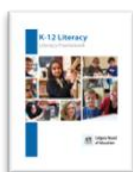
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 Development Plan – Year 2 of 3

## School Goal

*Students will engage in equitable assessment practices to improve their French-language proficiency.*

## Outcome:

*Student reading in French will improve by examining the learning intentions and success criteria for their tasks.*

## Outcome Measures

- French 'Reading' indicator on Report Card
- CC3 data for reading
- Teacher Survey (pre, mid, post)

## Data for Monitoring Progress

- Common 'Guided Reading' tracking tool
- Grade level PLC (Professional Learning Community) notes
- Teacher survey

## Learning Excellence Actions

- Clearly articulate learning intentions
- Build, share, and use exemplars with students to enrich student understanding of success criteria
- Use formative assessment to monitor progress towards learning goal
- NLA (Neuro-linguistic Approach) continued focus on the full NLA cycle (oral, reading, writing)

## Well-Being Actions

- Provide predictable routines and structures that help students feel safe and confident when engaging with challenging literacy tasks.
- Provide students with success criteria at each proficiency level
- Provide repeated opportunities for learners to practice and consolidate French literacy skills during learning time and C3 classroom meetings

## Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions (i.e., learners may have different learning goals).
- Consider student identity in task design and text selection.
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts

## Professional Learning

- Languages Team support
- Early Years, Literacy and Numeracy session information
- Assessment and Reporting CBE Document
- NLA and 'Reading Rope'
- Current research in the areas of assessment and French immersion pedagogy

## Structures and Processes

- Build common assessment tools, planning
- 'Reading Rope'/ Literacy Framework
- Develop reading exemplars at each grade level through calibration
- Professional Learning Communities and Collaborative Response Teams

## Resources

- K-12 Literacy Framework
- Assessment and Reporting Insite
- NLA (Neuro-linguistic Approach) A new paradigm for the learning of a second or foreign language: the neurolinguistics approach. Netten, J. & Germain, C. (2012)
- Student Assessment. Wiliam, Fisher, Frey (2024)



# School Development Plan – Data Story

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## 2024-25 SDP GOAL ONE: *Students will engage in equitable assessment practices to improve their French-language proficiency.*

### Outcome one:

*Student writing in French will improve by examining the learning intentions and success criteria for their tasks.*

### Celebrations

- In the 2024-25 school year, Varsity Acres School students experienced success in their writing, with the majority of students achieving at grade level in June 2025. In particular, grade 5 students reported a strong sense of confidence in themselves as writers and in their writing skills.
- C3 (cerveau, coeur, corps) class meetings are consistently fulfilling their intended purpose of building community, strengthening communication, and supporting student well-being. Students report that their classroom C3 meetings contribute to a safe, caring, respectful and welcoming school.
- Notable academic achievement across subjects, with most students performing at a proficiency level 2/basic or above in math.
- Teachers worked in PLCs to calibrate student work and ensure that success criteria at each proficiency level were clear.
- Students report that their teachers provide clarity through the examples and feedback they provide. These comments are from student perception surveys: “She writes out examples on the whiteboard or on bulletin boards”, “My teacher does the assignment herself before to show us what it should look like”, “writing and project examples”, and “she corrects us and gives us tips”.
- 97% of students reported that, “at my school I learn about Indigenous ways of being, belonging, doing and knowing.”



### *Areas for Growth*

- Increase the number of students who report that they receive feedback from their teachers on their French language proficiency. Strengthen clarity and consistency in how feedback is defined, taught, and used in French literacy classrooms so that students receive specific, actionable feedback and understand how to apply it to improve their speaking, reading and writing.
- Increase the number of Indigenous and Specialized Education students achieving at or above grade level in reading and writing.
- Increasing the number of students achieving at proficiency level 3 and 4 in French Immersion Language Arts and Literature.

### *Next Steps*

- Regular classroom opportunities where French language learning activities are focused on the connections between listening, speaking, reading and writing (Neurolinguistic Approach).
- Intentionally design reading tasks that balance reading strategies and skills such as decoding, comprehension, and fluency, in relation to grade level outcomes.
- Implement common tracking tools in guided reading sessions across the school.

