

## Evergreen 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

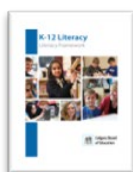
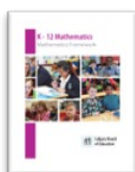
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

## Outcome:

Through the intentional design of the learning environment and explicit instruction in linguistic vocabulary, all students will improve in literacy and well-being.

## Outcome:

Through targeted professional learning, teacher capacity to address the language learning needs of all learners, particularly English as an Additional Language (EAL) learners will improve.

## Outcome Measures

- Reads to explore and understand report card stem
- Writes to express information and ideas report card stem
- Alberta K–12 English as an Additional Language Proficiency Benchmarks:
- **Listening** – Linguistic: Vocabulary (knowledge of words and their meaning)
- **Speaking** – Linguistic: Vocabulary (knowledge of words and their meaning)
- **Reading** – Linguistic: Vocabulary (knowledge of words and their meaning)
- **Writing** – Linguistic: Vocabulary (knowledge of words and their meaning)
- **CBE Reading Assessment Decision Tree:** Core Vocabulary Screening Test (gr. 1-5)
- **School-Based Survey:** Teacher Practice Continuum for Teaching Linguistic Vocabulary Pre and Post survey analysis
- OurSchool Survey Question:
  - “What makes it easier for you to communicate with your peers or teachers?”

## Data for Monitoring Progress

- Revised Alberta Education English as an Additional Language (EAL) Proficiency Benchmarks Tracking Sheets: Grades K, 1–3 and 4-6 (linguistic vocabulary sections)
- [ELL I Can Statements Kindergarten, grade 1-3 and grade 4-6](#)
- Teacher Practice Continuum for Teaching Linguistic Vocabulary survey
- Teaching and Learning Sprints

## Learning Excellence Actions

*Utilize high impact strategies to engage students.*

- Teach Academic Vocabulary: Pre-teach vocabulary in all subjects, covering definitions, examples and contexts, including decoding and

## Well-Being Actions

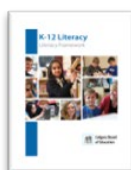
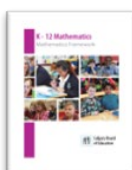
*Create learning spaces that provide learners with safe and respectful environments.*

- Support Functional and Social Language Development: Help students learn how to

## Truth & Reconciliation, Diversity and Inclusion Actions

*Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.*

- Use Diverse Texts: Offer inclusive and culturally





etymology. Model and Scaffold Vocabulary: Consistently use discipline-specific vocabulary and scaffolds like word walls, concept maps, and Frayer charts etc. to help students understand new words.

- Reinforce Vocabulary: Integrate and repeat key discipline-specific vocabulary to enhance retention.

connect with peers and manage conversations.

- Use Technology Purposefully: Integrate technology that enhances literacy and English language development.
- [Understanding how Social and Academic Language Develops \(Learn Alberta, n.d.\)](#)
- [Understand the Factors that Influence how English Language Learners \(Learn Alberta, n.d.\)](#)

diverse texts that reflect student identities.

- Consider Student Identity: Incorporate student identity in task design and resource selection.
- Know your Learner PL: [Get to Know Your Learner, Foundational Series 2 | Getting to Know your Learner through E1/T1](#)
- Diagnostic Data Support students to use their home language & Translanguaging

### Professional Learning

- English as an Additional Language (EAL) Foundations Series (5 sessions)
- Calibrate understanding using the CBE K-12 English as a Second Language (ESL) Proficiency Benchmarks (with examples), focusing on the competency of Linguistic Vocabulary
- Use resources from the English as an Additional Language Toolkit (i.e. Watch the English as an Additional Language (EAL) Quick Byte Video “Pre-Teaching Vocabulary”)

### Structures and Processes

#### Classroom-Based:

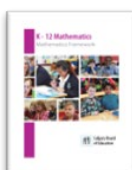
- Use classroom routines to create a vocabulary-rich learning environment
- Explicit linguistic vocabulary instruction
- Flexible groupings for targeted microteaching

#### School-Based:

- English as an Additional Language (EAL) Designate and Learning Leader
- Professional learning Mondays
- Professional learning days
- Professional Learning Communities
- Collaborative Response Meetings
- Grade team meetings

### Resources

- [ELA/ELAL Insite | Teaching Practices](#)
- [EAL Toolkit - Vocabulary](#)
- [Vocabulary in Context Capacity Building Series: A World of Words](#)
- [Chapter 6 - Vocabulary Instruction and ELs](#)
- [Learn Alberta Vocabulary Development: Academic Language](#)
- [Chapter 2 – Choosing Words to Teach](#)
- [Vocabulary Continuum](#)
- [Content Area Vocabulary Study Strategies](#)
- [Academic Language Toolkit: Functions and Sentence Frames](#)
- [EAL Toolkit – Welcoming EAL students and their families](#)
- [EAL Toolkit - Intake](#)



## School Development Plan – Data Story

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

**Outcome one:** Through the intentional design of the learning environment and explicit instruction in linguistic vocabulary, all students will improve in literacy and well-being.

**Outcome two:** Through targeted professional learning, teacher capacity to address the language learning needs of all learners, particularly English as an Additional Language (EAL) learners will improve.

### Celebrations

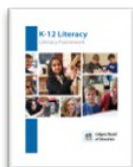
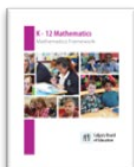
#### Report Card Data:

- Evergreen students showed a strong shift into higher-level reading skills, with the percentage of students achieving excellence (indicator 4 on the report card) increasing from 19.46% to 26.73% (+7.27%). The English as an Additional Language (EAL) cohort of students demonstrated the most substantial gains, with the percentage of students achieving an indicator of 3/good achievement rising from 6.67% to 31.96% (+25.29%) and the percentage achieving an indicator of 4/excellent achievement increasing from 13.33% to 21.13% (+7.8%).
- In writing, Evergreen students demonstrated meaningful improvement, with the percentage of students achieving excellence (indicator 4) increasing from 10.46% to 26.73% (+16.27%). EAL learners again showed significant progress, with the percentage of students achieving excellence (indicator 4) rising from 7.34% to 21.13% (+13.79%).

#### Alberta K-12 English as an Additional Language Proficiency

**Benchmarks:** Students across grades 1–5 demonstrated consistent growth in language proficiency (LP), with average LP levels rising in all grades. The proportion of students achieving LP4–5 also increased notably across grades.

- **CBE Reading Assessment Decision Tree – Core Vocabulary Screening Test (Gr. 4-5):** The percentage of Grade 4 and 5 students meeting benchmark expectations in core vocabulary increased from 59.3% in September to 74.7% in June, while the number of students requiring strategic and intensive support decreased.



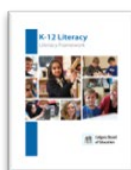
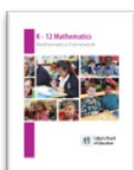
- **School-Based Survey: Teacher Practice Continuum for Teaching Linguistic Vocabulary:** By year-end, there was clear growth in teacher knowledge and practice around teaching linguistic vocabulary; many teachers moved from an emerging understanding to a clear and confident grasp of vocabulary instruction. Instruction shifted away from basic contextual teaching toward authentic, embedded approaches that connect vocabulary to reading, writing, and real-world applications.

### Areas for Growth

- **Report Card Data:** The proportion of students not yet achieving grade level (indicator 1) in reading and writing, especially among Indigenous students and students formally identified with special education needs (SPED), remains significantly higher when compared against all students (Reading overall cohort: 3.41% in January → 3.00% in June (slight improvement). SPED, and Indigenous cohorts remain significantly higher (Indigenous: 12.5% unchanged; SPED: 6.15% in January → 5.88% in June).
- **Alberta K-12 English as an Additional Language Proficiency Benchmarks:** Across the grades, the data highlights a continued need to strengthen foundational literacy and expressive language skills, particularly in the areas of writing, reading comprehension, and oral fluency.
- **CBE Reading Assessment Decision Tree – Core Vocabulary Screening Test (Gr. 4-5):** A small group of learners with Individualized Program Plans (IPPs) did not demonstrate measurable growth.
- **School-Based Survey: Teacher Practice Continuum for Teaching Linguistic Vocabulary:** While significant progress has been made in teacher knowledge, instructional practice, and assessment strategies, continued focus is needed to support teachers at foundational levels and deepen authentic vocabulary integration.

### Next Steps

- **Report Card Data:**
  - Monitor trends regarding students who are not yet achieving grade level (indicator 1) to ensure early literacy gaps are closing.
  - Provide targeted interventions for students formally identified with special education needs (SPED) and Indigenous students to improve proficiency and reduce the number of students not yet achieving grade level (indicator 1) in reading and writing.
- **Alberta K-12 English as an Additional Language Proficiency Benchmarks:**
  - Implement targeted scaffolding and differentiated instruction in writing and reading, and integrate structured oral language and listening activities across grade levels.
  - Focus professional learning on enhancing strategies for expressive language development and academic vocabulary.





- **CBE Reading Assessment Decision Tree – Core Vocabulary Screening Test (Gr. 4-5):** Strengthen targeted vocabulary instruction by maintaining a consistent small-group vocabulary program for students requiring intensive supports.
- **School-Based Survey: Teacher Practice Continuum for Teaching Linguistic Vocabulary:** Provide targeted professional learning and coaching for teachers at the foundational level to advance their practice and continue to model and share best practices for authentic vocabulary instruction, encouraging collaboration and peer mentoring.

