



King George 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

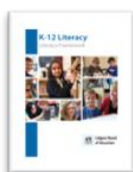
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://kinggeorge.cbe.ab.ca/documents/KingGeorge-School-Improvement-Results-Report-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Student achievement in French Language Acquisition will improve

Outcome:

Students will enhance their oral French comprehension and expression by engaging in purposeful, collaborative communication that develops their overall French language proficiency.

Outcome Measures

- June 2025 and June 2026 Report Card Indicator Improvement for French Immersion Language Arts and Literature in:
 - Understands and responds to oral language
 - Speaks to communicate information and ideas
- Percentage of students demonstrating improvement on a common oral language rubric comparing December 2025 and June 2026
- Teacher perception survey December 2025 and June 2026
- Student perception survey December 2025 and June 2026
- Classroom Look Fors related to actions

Data for Monitoring Progress

- Monthly or bi-monthly oral language samples captured through audio recordings to observe growth over time.
- Vocabulary/phrase acquisition trackers (high-frequency structures, key language patterns taught schoolwide Formative on your outcomes)
- Ongoing teacher observational notes using quick-check oral language checklists during daily routines (e.g., partner talk, group tasks, sharing circles).
- Anecdotal conferencing records documenting student comprehension and expression during 1:1 or small-group oral tasks.
- Exit slips or oral “quick assessments” (e.g., students recording a short response to a prompt using technology tools).

Learning Excellence Actions

- Teachers will build, share, and use French oral language exemplars with students to develop a clear understanding of success criteria for oral comprehension and expression.
- Teachers will provide students with frequent, purposeful opportunities to practice oral French (e.g., partner talk, collaborative tasks, structured dialogue) and to apply feedback to improve their oral communication.
- Teachers will provide explicit instruction of key

Well-Being Actions

- Activate students as owners of their oral learning- Students will engage in goal setting, self-assessment, and reflection specifically related to oral French communication (e.g., tracking personal speaking goals, reflecting on participation, identifying strengths and next steps). May continue an action taken in year 1 or be adjusted for years 2 and 3
- Provide safe, low-risk opportunities to practice oral French- Structured activities such

Truth & Reconciliation, Diversity and Inclusion Actions

- Integrate Indigenous perspectives into oral French tasks- Students will engage with oral storytelling, discussion prompts, and collaborative activities that incorporate Indigenous knowledge, stories, and ways of communicating, supporting both language development and cultural understanding.
- Learning experiences will include physical, place-based to connect the body and environment to strengthen oral language learning





vocabulary, high-frequency structures, and language frames to support students' oral comprehension and expression.

- *Teachers will triangulate a body of oral language evidence and collaborate with colleagues to calibrate assessment and design responsive instruction.*

as partner talk, small-group discussions, and oral games will be used to build confidence and reduce anxiety around speaking in French.

- *Support social-emotional skills that enhance oral participation - Continue implementation of programs such as MindUP or similar strategies to develop regulation, persistence, and resilience, which in turn support confidence in speaking French; and Leverage student voice and leadership in oral activities*

- *Use diverse Francophone texts and media- Teachers will intentionally select Francophone texts, audio, and video resources that represent multiple identities, cultures, and lived experiences to enrich oral language practice and promote inclusivity.*

Professional Learning

- *Yellow Steps Residency Professional Learning: Teachers will participate in three structured professional learning sessions with Yellow Steps facilitator to deepen understanding of place-based learning. Learning Leaders and Teachers will collaboratively develop and integrate whole-school vocabulary connected to the residency activities and use these experiences to enhance students' oral French speaking and listening skills through meaningful, physical, and culturally responsive tasks*
- *Teachers will engage in professional learning on high-impact oral language strategies (e.g., explicit vocabulary instruction, sentence frames, collaborative talk structures: Neurolinguistic approach to language learning, oral assessment calibration).*

Structures and Processes Whole School

- *Weekly K/1, 2/3 and 4/5 Team PLCs with Learning Leaders: Focused on oral language task design, triangulation of oral evidence, and assessment calibration.*
- *Monthly Collaborative Response Meetings: Mix-grade team meetings to support student progress, identify needs, and plan targeted instructional or well-being supports.*
- *Whole School Attendance Process: Continue to monitor attendance, as consistent participation impacts oral language development and engagement in collaborative learning tasks*
- *Dedicated Professional learning time as part of our Friday meeting cycle and on designated non-instructional days.*

Classroom

Resources

- *Yellow Steps Residency Support: Access to facilitators, Learning Leaders, curriculum materials, and learning guides for place-based oral language tasks.*
- *Oral Language Assessment Tools: Common rubrics, checklists, exit slips, student progress monitoring spreadsheet, and exemplars for oral comprehension and expression tasks.*
- *Diverse Francophone and Indigenous Resources: Texts, multimedia, stories, and oral language materials representing multiple perspectives and cultures.*
- *MindUP Program*
- *CBE Guiding Documents: Task Design Template, Universal Calibration Protocol, CBE Education Plan, School Development Planning, School Improvement Results Report, Assessment and Reporting in the CBE, CBE*





- Teachers will continue to use the *Mind Up* program to support student regulation, confidence, and engagement in oral communication tasks

- Designated Space for Regulation: Maintain safe spaces for students to self-regulate and prepare for participation in learning, supporting confidence and engagement in oral communication tasks.*
- Visible Learning Intentions & Success Criteria: Teachers ensure oral language learning goals and success criteria are explicitly communicated to students, supporting reflection, self-assessment, and goal-setting.*
- Mind Up core practices daily, and lessons*
- Classroom attendance 8:00 AM and after lunch.*
- Sharing circles*

- Literacy Framework, CBE Indigenous Education Holistic Lifelong Learning Framework, CBE Student Wellbeing Framework, Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource, CBE Languages team and resources*
- Technology Supports: Audio/video recording devices, tablets, platforms, such as Google Classroom and Iris, to capture oral language samples.*



School Development Plan – Data Story

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CBE 2024-27 Education Plan



2024-25 SDP GOAL ONE: Student achievement in French Language Acquisition will improve.

Outcome one: Student writing in French will improve by making explicit connections to intended learning goals and by being actively involved in the assessment process.

Celebrations

- Students demonstrated an increased ability to use feedback to improve their work, as reflected in teacher perception data, showing significant growth in teacher confidence creating feedback-rich classrooms and in students' understanding of success criteria.
- Students reported a stronger belief that their reading and writing skills support their future goals, increasing from 82.98% (Spring 2024) to 91.67% (Spring 2025).
- Students showed improved achievement in writing, with FLA writing indicator 4 increasing from 27.43% (January 2025) to 36.01% (June 2025).
- Students' ability to set goals and create plans to achieve them grew, rising from 58% to 72.56%.
- Students expressed a stronger connection to school, with those feeling welcomed rising from 70% (Spring 2024) to 88.17% (Spring 2025).
- Students demonstrated increased confidence in overcoming learning challenges, with positive perception rising from 84.91% to 92%.
- Student perception data indicates meaningful growth in students' ability to make connections to their learning and to be active participants in assessing their progress.

Areas for Growth

- Students reported feeling less cared for by their teachers, decreasing from 86% (Spring 2024) to 76.6% (Spring 2025), indicating a need to strengthen relational trust and teacher-student connection. This directly impacts our writing goal as students' willingness to take risks, engage with feedback, and participate in co-constructing success criteria depends on strong relational trust. When students feel less connected to their teachers, they are less likely to confidently share their writing, seek clarification, or act on feedback, which is reflected in the following data.
- Students indicated they receive less help with their problems, dropping from 71% to 59.57%, showing a need for improved access to supports.



- Students expressed a decreased understanding of strategies available to manage stress at school, suggesting a need for explicit SEL instruction and consistent routines.
- Writing Indicators 3 and 4 showed slight declines (-0.71 and -0.85 , respectively), suggesting the need for continued focus on improving writing quality, clarity, and complexity. However, this may also reflect increased accuracy and consistency in assessment resulting from teachers' calibration work within school teams and with colleagues from other schools.

Next Steps

- Focus on communicating key regulation strategies using MindUp curriculum.
- Providing opportunities for regular data review for teachers to analyze writing indicator progress throughout the year.
- Due to the significant decline in students feeling like teachers care about them, teachers will collaboratively review data, discuss, and implement strategies that will increase student's perception in this area.
- Regularly scheduled whole school meetings (staff meetings, NID time, system learning day opportunities, etc.) to review professional learning provided and adapt to school context.
- Provide ongoing, regular opportunities for students to act upon teacher- and peer-provided feedback, to improve confidence and achievement in relation to French writing skills.
- A focus on Oral Language skills (French vocabulary, speaking, and listening) in French will increase student confidence and achievement in French language acquisition in all areas.
- Work with students to provide opportunities for student advocacy and engagement (co-designing tasks, talk time, feedback circles, etc.)



