

Ecole Tuscany 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

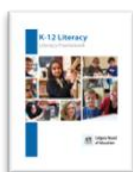
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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



**School Goal**

Student foundational skills in literacy and mathematics will improve.

Outcome:

Students will improve in phonological awareness and decoding skills in English and French.

Outcome

Student procedural fluency will improve through a focus on number sense.

Outcome Measures

- LeNS, CC3, PAST and RAN assessments for K-3 students
- Provincial Numeracy Assessment Gr. 1-3
- Report card data – reading and number
- Perception data from Our School Survey, CBE Student survey, Alberta Assurance Survey.
- Data dashboard data including demographics, EAL etc.

Data for Monitoring Progress

- Intervention groups – tracking sheet.
- EAL benchmarks analytics
- Teacher perception data: teacher confidence in implementing University of Florida Literacy Institute, Morpheme Magic, MathUP
- Collaborative response and continuum of supports
- PLC data

Learning Excellence Actions

- Early years (K-2) explicit instruction using UFLI. Grade 3-5 explicit instruction about morphemes. Vocabulary building by using morphemes to understand new words. Leçons par phonème (French language scope and sequence)
- Small group reading instruction to support all readers with symbol-sound correspondence, phoneme-grapheme correspondence, comprehension, fluency and vocabulary development. Make connection to decodable texts.
- Strategically teach high-frequency words (heart words)
- Building, modeling and using classroom sound walls, sentence frames and word walls

Well-Being Actions

- Making intentional connections between the four Zones of Regulation, the Medicine Wheel concepts, STOP protocol and the 4-point scale of seed, sprout, sapling and tree, to help students identify when they are becoming dysregulated
- Use goal setting and self-assessment
- Utilize flexible groupings for specific learning needs
- Celebrate and use mistakes as opportunities for learning.
- Communicate everyone can do well in mathematics
- Create a culture that values the thinking process and strategies over speed and algorithms.
- Clearly display learning expectations for all learners
- Co-create success criteria

Truth & Reconciliation, Diversity and Inclusion Actions

- Using the Medicine Wheel concepts to help students understand the importance of having balance between the mind, spirit, body and heart.
- Using reading as a way for students to explore truth, build empathy and consider Truth and Reconciliation
- Intentionally choosing more diverse texts to support learning in the classroom so that students see their cultures and themselves, represented more frequently and more authentically
- Know learners cultural background, life experiences, and learning needs
- Continue authentic work with Knowledge keepers and Elders, land-based teaching and learning, and natural





- Provide examples and non-examples
- Connect conceptual understanding to procedural fluency using visual models, base-ten blocks and other mathematical tools and manipulatives
- Explicit teaching of fluency strategies through daily use of mental math strategies such as Daily 30s, Math talks/number talks, Power of Ten, Number strings/problem strings

- Regular well-being check-ins with students and colleagues

curricular connections to learning on and from the land

Professional Learning

- CBE K-6 Professional learning series
- Staff run PD on UFLI, strategies for decoding/building phonological awareness/using the Medicine Wheel concepts to support social emotional learning, assessing reading
- ELA/ELAL Insite Professional Learning
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy)
- Calibrated assessment practices

Structures and Processes

School wide:

- Clear PLC processes that allow for focused work utilizing pre-assessment, interventions, monitoring using tuning protocols, and post assessments
- Intentional time for calibration amongst teachers who teach the same grade and language program
- Collaborative Response structures
- SLT process and following ALT process when needed
- Sharing circles

Classroom:

- Manipulatives – whiteboards, Elkonin boxes, base ten blocks, letter tiles,
- Games and routines – word ladders, puzzles, Daily 30
- Literacy centres
- Sound walls

Resources

- UFLI resources
- MathUp
- Daily 30
- Power of 10
- Words Their Way
- Morpheme Magic
- Decodable books
- Tuscany School continuum of supports with non-negotiable Tier 1 universal strategies
- Reading assessment decision tree and accompanying assessments such as Maze, Acadience
- Leçons par phoneme
- L'approche neurolinguistique
- SEL Brightspace d2l platform
- SEL school designate
- Intervention Lead Teacher with Professional learning
- Build Procedural Fluency from Conceptual Understanding Document



School Development Plan – Data Story

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

Outcome one: Students will improve in phonological awareness and decoding skills in English and French.

Outcome two: Student procedural fluency will improve through a focus on number sense.

Celebrations

- The proportion of students requiring literacy or numeracy support declined post-intervention in all streams. For example, 30.9% of English students requiring support on their LeNS, in January 2025 reduced to 2.17% in June 2025.
- 82% earning high reading indicators and 85% earning high math indicators in number.
- Students report high levels of understanding in reading (97.4%)
- ELL and special education students showed significant improvement on early years' assessments between pre and post tests. For example, 53.85% of English Language Learners required support on their LeNS, in January 2025 reduced to 23.08% in June 2025.

Areas for Growth

- Reading performance among EAL students declines at higher grades.
- 61% have books they find interesting, down from 2024.
- 78% feel their culture is visibly represented at school.
- While 88% think deeply in math, only 73% enjoy working on challenging problems and 15% continue to struggle on core outcome measures

Next Steps

- Expand structured, data informed literacy instruction in English and French - UFLI, Morpheme Magic, Words Their Way, sound walls, small group reading, culturally responsive texts. Grade 5 team to work on using knowledge of phonemes to start to increase vocabulary.
- Continue daily mental mathematics strategies - Daily 30, Number Talks, Power of Ten, Math Talks.
- Refine PLC process: focus on collaborative problem solving, assessment calibration, and reflection cycles.

