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Calgary Board of Education

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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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

SIRR 2025/2026

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal
Academic achievement in literacy will improve.

Outcome:
Student achievement in reading and writing will improve

Outcome:
Student resiliency will improve.

Outcome Measures

- ELA Report Card Stems
  - *Reads to explore and understand*
  - *Writes to express information and ideas*
- ELA Report Card Stems
  - *Reads to explore, construct and extend understanding*
  - *Writes to develop, organize and express information and ideas*
- Provincial Achievement Tests
  - *ELA Part A & B Results*
- Reading Screener Data Tracker
  - *October, February, June*
- Student Perception Data
  - ***CBE Student Survey Results***
    - *I have the opportunity to learn with*
    - *different people in different spaces to improve my reading and writing*
    - *I have confidence in myself as a student*
    - *I have the opportunity to receive feedback from others to improve my writing*
    - *I know what to do next to improve my reading skills*
  - ***CBE Wellness Survey Results***
    - *Do you see yourself, your interests, experiences, and ideas reflected in the work you are asked to do at school? Explain why or why not and share an example if you can.*
    - *What does resilience in learning mean to you? Explain in your own words what it looks like when you face a challenge, make a mistake, or struggle with something new at school.*
    - *I can bounce back after a setback in my learning.*
    - *When I struggle with my school work, I can get through it and fix it.*
    - *I can be flexible to meet the needs of new situations at school.*

Data for Monitoring Progress

- Reading Assessment Decision Tree
  - *Core Vocabulary, Core/Dibels Maze, Spelling Inventory*
- Attendance
- January/June report card indicators
- June 2026 PAT Results
- SLT/ALT Referrals
- Perception Data
  - *Surveys*
  - *Collaborative Response*
  - *PLC*
- Reading Screener Data Tracker
  - *November, February, June*






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Learning Excellence Actions

- Strengthen inclusive, arts-integrated task design that honours learner diversity, removes barriers to curriculum access, and provides multiple pathways for students to engage in and demonstrate literacy learning across disciplines.
- Use the Reading Screener Data Tracker to guide next steps in literacy and disciplinary literacy instruction
- Utilize high-impact strategies for reading, writing, and vocabulary development across all disciplines

Well-Being Actions

- Foster student well-being through inclusive, relationship-centred learning experiences that promote belonging, student voice, emotional safety, self-confidence, and a positive identity as a learner.
- Intentionally embed opportunities to develop emotional regulation, self-awareness, resilience, and positive relationships within literacy learning
- Engage learners in meaningful goal setting, self-assessment, and reflection

Truth & Reconciliation Actions

- *TRC Commitment to Action*
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points into a task to encourage risk taking

Professional Learning

- Middle Years System Professional Learning
- Arts-based Professional Learning
- School Inclusion Learning Leader-led PD

Structures and Processes

Classroom

- *Incorporate student voice, interests, and feedback into intentional task design.*
- *Provide choice in meaningful reading, writing, and arts-integrated learning tasks.*
- *Engage students in selecting diverse, relevant, and engaging classroom and library resources.*

School

- *PLCs: Use student feedback and perception data to inform instructional practices.*
- *Collaborative Response: Include student perspectives when identifying strengths, barriers, and supports.*
- *Literacy Interventions: Engage students in goal setting, self-assessment, and reflection on progress.*
- *Regulation and Support Spaces: Seek student input to create safe, welcoming, and supportive environments.*

Resources

- Reading Assessment Decision Tree
- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework
- CBE Rubrics
- CASEL






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	○ *Attendance Processes: Use student voice to better understand barriers to attendance, belonging, and engagement.*	









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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Academic achievement in literacy will improve

Outcome one: Student achievement in reading and writing will improve

Outcome two: Student resiliency will improve

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CBE 2024-27 Education Plan



Celebrations

- Strong Relationships: 95% of students believe teachers want them to succeed, with high expectations and positive peer relationships evident across the school.
- Student Resilience: Over 83% of students report persevering through challenging learning tasks in reading, writing, and mathematics.
- Positive School Culture: Students demonstrate strong personal responsibility (97%), willingness to help others (96%), and appreciation for diversity (96%)
- Literacy Achievement: 67% of students achieved READ categories 3–4, and 60% achieved WRITE categories 3–4 in June 2026.
- Safe and Accessible Learning: 86% of students feel learning and extracurricular opportunities are safe and accessible

Areas for Growth

- Literacy and Numeracy Achievement: PAT results indicate a need to strengthen reading comprehension, written expression, mathematical understanding, and disciplinary literacy.
- Belonging and Inclusion: Only 72% of students feel included and 73% feel welcome, with lower results in younger grades.
- Student Well-Being: Only 44% report regular well-being check-ins, while 49% experience anxiety that frequently interferes with learning.
- Student Voice and Confidence: Opportunities exist to strengthen student agency, with 63% reporting confidence as learners and 69% feeling their ideas influence school decisions.
- Representation and Safety: Greater attention is needed to cultural representation (55%) and feelings of safety in washrooms and hallways

Next Steps

- Intentional Task Design: Strengthen inclusive, arts-integrated learning experiences that provide multiple entry points and meaningful opportunities for student success.
- High-Impact Literacy Instruction: Embed explicit reading, writing, and vocabulary strategies across disciplines, using assessment data to guide instruction and interventions.
- Well-Being and Belonging: Prioritize relationship-centred practices, regular student check-ins, emotional regulation, and safe, inclusive learning environments.
- Student Voice and Agency: Incorporate student feedback, choice, goal setting, and reflection into classroom instruction and school-wide decision-making.
- Collaborative Response: Use PLCs, PAT results, literacy screeners, perception data, and attendance patterns to monitor growth, identify barriers, and respond to diverse learner needs




