



## University School

3035 Utah Drive NW Calgary, AB T2N 3Z9 t | 403-777-6240 f | 587-933-9914 e | [University@cbe.ab.ca](mailto:University@cbe.ab.ca)

### 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

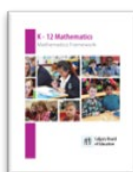
### Introduction

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 Development Plan – Year 2 of 3

## School Goal

*Student achievement in literacy will improve*

## Outcome:

*Students' achievement in literacy will improve through self and peer assessment.*

### Outcome Measures

- Report Card Data - ELAL (Writing and Reading Stems)
- CC3 (Grade 1-3)
- LeNS (K-2)
- CBE Student Survey and OurSchool Survey (related to Literacy and Assessment)

### Data for Monitoring Progress

- Teacher perception data - regarding impact on professional growth in Science of Reading and in the area of Writing
- Observations and Look Fors connected to student self and peer assessment
- Words Their Way (Div 2)

### Learning Excellence Actions

- Direct teaching and modelling of self-assessment and peer assessment strategies
- Opportunities for students to engage self and peer assessment throughout a learning cycle
- Self and peer assessment aligns with the learning intentions and success criteria of a given literacy task for next steps for improvement
- Teachers will integrate high impact strategies to support targeted and whole group instruction in literacy
- Professional learning grounded within the Literacy Framework focused on the Science of Reading

### Well-Being Actions

- Teachers will create opportunities for students to actively share and model feedback in a safe and caring learning environment
- Teachers will explicitly teach Social Emotional Learning to model and increase growth mindsets

### Truth & Reconciliation, Diversity and Inclusion Actions

- Provide opportunities for students to have a voice in their learning and through the assessment process
- Focusing on spirit of reciprocity through all cultures
- Provide opportunities where students can showcase their learning in a variety of ways and have choice in representing their learning
- Provide opportunities for Land Based Learning and authentic connections to the community around us. Continue building upon Pond School.
- Walk alongside and build new relationship with knowledge Keeper to support in building Indigenous ways of knowing

### Professional Learning

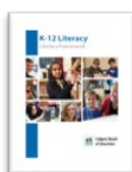
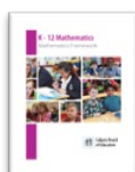
- Professional Learning (PL) on effective formative assessment and providing feedback that moves learners forward

### Structures and Processes

- Teachers to establish routines and protocols with students to support with self and peer assessment

### Resources

- CBE K-12 Literacy Framework
- Indigenous Education Holistic Lifelong Learning Framework
- CBE Wellbeing Framework





- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Professional Readings: articles, excerpts, and books related to assessment and literacy</li> <li>Intervention Lead Teacher system professional learning series for support in identifying High Impact strategies to support targeted instruction</li> <li>Ongoing professional learning rooted in implementation of The Science of Reading</li> <li>Professional learning connected to CASEL Fundamentals</li> </ul> | <ul style="list-style-type: none"> <li>Explicit instruction and modelling of using success criteria for self-assessment or to provide and receive peer feedback</li> <li>Opportunities for staff to collaboratively develop success criteria, use of exemplars, checklists, rubrics, etc.</li> <li>Dedicated time for staff to work together to design tasks that incorporate opportunities for feedback (self and peer)</li> <li>Opportunities to meet in cross-grade professional learning communities (PLCs) focused self and peer assessment in the area of writing</li> </ul> | <ul style="list-style-type: none"> <li>CBE K-9 ELAL Assessment and Reporting Guide</li> <li>UFLI Foundations Teaching Manual</li> <li>Words their Way Assessments</li> <li>Grading From the Inside Out: Bringing Accuracy to Student Assessment Mindset by Tom Schimmer</li> <li>Grading for Equity by Joe Feldman</li> </ul> |
|---|--|---|

## School Development Plan – Data Story

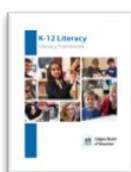
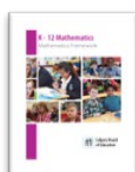
2024-25 SDP GOAL ONE: Student achievement in literacy will improve

Outcome one: Students' achievement in literacy will improve through self and peer assessment.

### Celebrations

- Students had more opportunities to receive feedback on their learning and provided more opportunities to represent their learning through classroom observations
- Based on parent survey results (Alberta Education Assurance Measures -AEAM) there was a 7% increase in agreement in 2025 compared to 2024 regarding the statement "*The literacy skills your child is learning at school are useful.*" This represents a 22% improvement since 2023.
- Students had improvement in peer support and collaboration as well as growing accountability, self-awareness, and adherence to school rules
- From June 2024 to June 2025, there was a decrease of the number of students achieving the indicator, *ELL* across the Grades 1-6 Literacy stems:
  - *Reads to Explore stem* (decrease of 5.7 percentage points)
  - *Writes to Develop information and ideas stem* (decrease of 4.4 percentage points)
  - *Represents ideas through a variety of media* (decrease of 5 percentage points)

### Areas for Growth





- Continue to develop assessment practices so that they are transparent, fair, and equitable
- Increase student involvement in assessment through opportunities for them to give and receive feedback
- Continue to seek ways of targeting intervention for students who are not yet meeting grade level expectations
- Examine data to help determine if there are subsets of the student population who would benefit from greater intervention

### Next Steps

- Continue designing literacy-rich learning tasks that involve collaboration, peer feedback, and authentic audiences across classes and settings
- Support teachers integrating literacy across subject areas and learning spaces
- Make literacy learning goals and opportunities more explicit to students to enhance their awareness and engagement

