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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.

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
Student Achievement in literacy will improve

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

Outcome Measures
- Report Card Data: ELAL (Reading, Writing, and Representing)
- LeNS (K–2)
- CC3 (Grades 1–3)
- Words Their Way Spelling Inventories (Division II, Grades 4 - 6), using Fall and Spring assessments to measure growth

Data for Monitoring Progress
- UFLI assessments and progress monitoring (Division I)
- Words Their Way spelling inventories and word Dibels (Division II)
- Targeted literacy intervention data and ongoing assessment of student growth
- Student self and peer assessment, reflections, and work samples
- Teacher observations, collaborative analysis of student work, and professional learning reflections
- Student Voice: Student confidence, engagement, and ownership of learning, measured through student perception questions

Learning Excellence Actions

- *Strengthen Student Ownership of Learning: Deepen the consistent use of explicit modelling, self and peer assessment, learning intentions, and success criteria throughout the learning cycle, supporting students in using feedback to identify and act on their next steps.*
- Refine Evidence - Informed Literacy Instruction: *Continue implementing high-impact literacy strategies grounded in the science of reading, including UFLI (Division I) and Words Their Way (Division and Dibels Div II).*
- *Use ongoing assessment evidence and collaborative professional learning to inform whole-*

Well-Being Actions

- *Strengthen Safe and Caring Learning Environments: Continue creating intentional opportunities for students to share, model, and respond to feedback within a safe, caring, and respectful learning environment, fostering positive relationships, confidence, and a sense of belonging.*
- *Deepen Social-Emotional Learning and Growth Mindset: Strengthen explicit teaching and modelling of social-emotional learning, self-regulation, resilience, and growth mindset strategies to support students in navigating challenges, taking risks in their*

Truth & Reconciliation Actions

TRC Commitment to Action
Truth and Reconciliation Commitment | 2026-2027

- *Deepen Land-Based Learning: Build upon existing land-based learning experiences, including Pond School, to strengthen students' connections to the land, community, and environment while honouring Indigenous ways of knowing, being, and learning.*
- *Strengthen Relationships, Reciprocity, and Intercultural Understanding: Continue building authentic relationships with Elders, Knowledge Keepers, and Indigenous community members to deepen understanding of Indigenous perspectives and diverse cultures, fostering empathy, reciprocity, and mutual respect.*
- *Foster Diversity, Inclusion, and Student Voice: Create meaningful opportunities for*






group instruction, flexible groupings, and targeted interventions responsive to diverse student learning needs.	*learning, and developing positive relationships.* ▪ *Foster Critical Thinking and Meaningful Learning Experiences: Explore the purposeful and responsible integration of emerging technologies, including AI, while maintaining a thoughtful balance between digital consumption, student creation, and experiential and land-based learning. Support students in becoming critical consumers and creators of information and technology.*	*students to see their identities, cultures, and experiences reflected and valued in their learning. Honour diverse ways of knowing and provide equitable opportunities for students to share their voices, make choices, and demonstrate their understanding through a variety of approaches.*

Professional Learning

- *Professional Learning (PL) on effective assessment that moves learners forward*
- *Professional Readings: articles, excerpts, and books related to assessment and literacy*
- *CCT Teacher/Team system professional learning series for support in identifying High Impact strategies to support targeted instruction*
- *LL/Teachers attend system curriculum professional learning sessions*
- *Ongoing professional learning rooted in implementation of The Science of Reading*
- *Professional learning connected to CASEL Fundamentals*

Structures and Processes

- *Teachers to establish routines and protocols with students to support with self and peer assessment*
- *Explicit instruction and modelling of using success criteria for self-assessment or to provide and receive peer feedback*
- *Opportunities for staff to collaboratively develop success criteria, use of exemplars, checklists, rubrics, etc.*
- *Dedicated time for staff to work together to design tasks that incorporate*
- *opportunities for feedback (self and peer)*
- *Opportunities to meet in cross-grade professional learning communities (PLCs) focused self and peer assessment*
- *School Wide Common Literacy Block*

Resources

- *CBE Literacy Framework*
- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *CBE Student Well Being Framework*
- *Inclusive Education*
- *CBE K-9 ELAL Assessment and Reporting Guide*
- *UFLI Foundations Teaching Manual*
- *The Megabook of Fluency, 2nd Edition by Dr. Timothy V. Rasinski*
- *Word Origins Level 1 – UFLI*






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: *Student Achievement in literacy will improve*

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CBE 2024-27 Education Plan



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

Celebrations

- **Improved Literacy Achievement:** June 2026 report card data demonstrates growth in reading and writing, with the percentage of students achieving Indicators 3 and 4 increasing by 3.66 percentage points in reading and 3.10 percentage points in writing compared with June 2025.
- **Fewer Students Receiving Indicators 1 and 2:** The percentage of students receiving Indicators 1 and 2 decreased in both reading (22.66% to 19.63%) and writing (25.33% to 23.70%), reflecting progress toward our school literacy goal.
- **Professional Learning and Assessment Practices:** Staff continued to engage in collaborative professional learning focused on clear learning intentions, success criteria, feedback, and self and peer assessment. These practices supported ongoing reflection and responsive instructional planning.
- **Provincial Literacy Screening Results:** The 2025 LeNS and CC3 assessments demonstrated improvement between pre- and post-assessments, with the percentage of students identified as requiring additional support decreasing from 30.80% to 17.31% in LeNS and from 23.60% to 8.81% in CC3.
- **Positive School Climate and Citizenship:** Spring 2026 Alberta Education Assurance Measures identified Citizenship (90.1%) and Welcoming, Caring, Respectful and Safe Learning Environments (93.1%) as areas of strength. Both measures improved from the previous year, exceeded provincial results, and received overall evaluations of Excellent.

Areas for Growth

- While reading and writing achievement has improved, approximately 20% of students continue to receive Indicators 1 and 2 in reading, and 24% in writing. Continued attention to foundational literacy skills and responsive instruction is needed to support students in meeting grade-level expectations.






- Writing Achievement: Although writing results demonstrate growth, achievement continues to be lower than reading. Strengthening explicit writing instruction, opportunities for practice, and the use of feedback will remain an important areas of focus.
- Student Ownership of Learning: Continue strengthening opportunities for students to engage meaningfully in self and peer assessment, use success criteria, reflect on feedback, and identify their next steps in learning.
- Access to Supports and Services: Alberta Education Assurance Measures identified a decline in perceptions of access to supports and services, with overall results decreasing from 82.3% in 2025 to 64% in 2026. Parent responses reflected a more significant decline, from 83% to 45.3%. While the relatively small number of parent respondents (19 in 2025 and 13 in 2026) and disruptions associated with the provincial teachers' strike provide important context, these results highlight the need to better understand families' experiences and identify opportunities to strengthen communication and access to appropriate supports.
- Family Engagement: Parental Involvement decreased from 88.6% in 2025 to 81.6% in 2026. Continued attention to meaningful family engagement, communication, and opportunities for collaboration will help strengthen partnerships between home and school.

Next Steps

- **Strengthen Literacy Achievement:** Continue refining evidence-based literacy instruction, with particular attention to foundational reading skills, explicit writing instruction, and targeted interventions to support students in meeting grade-level expectations.
- **Build Student Ownership of Learning:** Strengthen the consistent use of clear learning intentions, success criteria, descriptive feedback, and self and peer assessment to help students reflect on their progress and identify next steps.
- **Responsive Assessment and Professional Learning:** Continue using multiple sources of assessment evidence and collaborative professional learning cycles to monitor student growth, refine instructional practices, and respond to diverse learning needs.
- **Improve Access to Supports and Strengthen Family Partnerships:** Examine Assurance Measures and stakeholder feedback to better understand barriers to accessing supports and services. Continue strengthening communication, collaboration, and meaningful opportunities for family engagement.
- **Inform Future School Improvement Planning:** Build on the learning from our three-year School Development Plan to identify priorities for continued growth. As we move into our next improvement cycle, we will explore how innovation and emerging technologies, including artificial intelligence (AI), can enhance student learning while fostering critical






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thinking, creativity, and responsible digital citizenship. We will also continue to value experiential and land-based learning, helping students develop a thoughtful balance between technology, their connections to the natural world, and authentic learning experiences.







