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Calgary Board of Education

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School Development Planning

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

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.

School Improvement Results Report 2025-26






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School Development Plan – Year 3 of 3

School Goal
Student academic achievement will improve through varied assessment practices.

Outcome:
Student learning will improve through fair, transparent, and equitable assessment practices that intentionally cultivate student agency and embed assessment throughout cycles of learning.

Outcome:
Students will thrive in a learning environment that fosters inclusion, connectedness, and belonging by promoting citizenship, strengthening parental involvement, and increasing student engagement in learning.

Outcome Measures
- CC3, Acadience
- Numeracy Screening Assessment
- K-3 school generated survey
- CBE Student Well-Being Survey
- Alberta Education and Childcare Assurance Measures Survey (AECAM)

Data for Monitoring Progress
- PLC Formative Assessment data
- Collaborative Response Meeting data
- Staff feedback regarding student feelings of connections, relationships, and community
- SLT meetings in response to academic/well-being concerns

Learning Excellence Actions
- Align practices with the K-12 five guiding principles of assessment and reporting
- Explicit instruction using UFLI program and MathUP
- Task design with multiple entry points

Well-Being Actions
- Sustained focus on implementation of the Student Well-Being Framework
- Student Well-Being Action team develops school-wide initiatives

Truth & Reconciliation Actions

TRC Commitment to Action

- Provide professional learning and resources to build and apply culturally responsive teaching and learning
- Recognizing days of significance that reflect our school demographic
- Classroom calls to action that reflect our TRC: 63.3

Professional Learning
- K-9 key contact sessions
- SEL Middle Years Working group
- SILL/ILT literacy work

Structures and Processes
- PLC work on formative assessments and feedback
- System Intervention Learning Leader (SILL)
- Grade team meetings to create authentic tasks that include low floor and high ceiling and align flex entry tasks to student need
- Collaborative Response meetings and action items to meet students where

Resources
- MathUP
- UFLI Foundations
- CBE Well-Being Framework






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	they are in learning, ensuring multiple entry points ▪ School-wide buddy system to support school vision of belonging and community ▪ School-wide committee work in Literacy, Numeracy, Well-Being, and Land-Based to reflect holistic approaches to teaching and learning	









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School Development Plan – Data Story

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CBE 2024-27 Education Plan



2025-26 SDP: Student academic achievement will improve through varied assessment practices.

Outcome one: Student learning will improve through fair, transparent, and equitable assessment practices that intentionally cultivate student agency and embed self-assessment as part of ongoing learning.

Outcome two: Students will increasingly thrive in a learning environment that promotes culture, connectedness, and belonging by fostering citizenship, strengthening parental involvement, and increasing student engagement in learning.

Celebrations

- Increased student clarity about learning expectations across all grade levels, especially in K-3, as noted in the school generated survey
- Growth in students' sense of belonging, connection, and confidence in their learning as noted in the CBE Survey
- Evidence that Collaborative Response interventions are leading to stronger early years literacy and numeracy outcomes
- Notable increases in student self-assessment and reflection in grades 4 and 5, as noted in the OurSCHOOL Survey
- Notable increases in goal setting and responding to feedback in grades 6 through 9, as noted in the OurSCHOOL Survey

Areas for Growth

- Strengthen opportunities for students in Grades 4 and 5 to set meaningful learning goals and respond effectively to feedback
- Continue to develop students' self-assessment and reflective learning skills in Grades 6 through 9
- Enhance family engagement and partnerships to strengthen parental involvement, as identified through the Alberta Education Childcare Assurance Measures (AECAM)

Next Steps

- Refine and strengthen targeted numeracy supports for Grade 1 students to ensure timely and responsive interventions
- Continue focused literacy and numeracy interventions across all grade levels to support student growth and achievement
- Expand opportunities through Student Well-Being Action Committee initiatives that foster inclusion, connection, and a strong sense of belonging within the school community
- Increase intentional sharing of formative assessment information and student work with families to strengthen home and school partnerships and engage families in their child's learning journey




