

Stanley Jones

950 – 6 St NE, Calgary, AB T2E 8M3 t | 403-777-6800 f | 587-993-9900 e | stanleyjonesl@cbe.ab.ca

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.

SIRR 2024 - 2025

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 Plan – Year 2 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 self-assessment as part of ongoing learning.

Outcome (Optional)

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.

Outcome Measures

- Teacher self-assessment tool
- LeNS, CC3, PAST, RAN
- Numeracy Screening Assessment
- Grades 5-9 school generated diagnostic numeracy assessment
- OurSCHOOL Survey
- K-3 School generated survey
- CBE Student Survey
- Alberta Education Assurance Measures Survey (AEAM)

Data for Monitoring Progress

- Teacher perception data from school administered survey
- PLC Common Assessment data
- Student self-assessment data
- Collaborative Response Meeting data
- Circle meetings protocol feedback from teachers relating to work with students
- 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
- School-wide conflict resolution protocol

Truth & Reconciliation, Diversity and Inclusion Actions

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

Professional Learning

- System Professional Learning Series
- Community of Practice
- SEL Middle Years Working group

Structures and Processes

- PLC work on common assessments, and student self-assessment, to support student involvement and response to success criteria

Resources

- ELAL K-3 scope and sequence
- MathUP-Online Resource
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource





- New curriculum implementation
- Early years assessment training (Acadience)

- 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 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

- CBE Literacy Framework
- CBE Mathematics Framework
- Assessment and Reporting guide
- Assessment Practices
- IPP document and supporting guide
- Continuum of Supports
- CBE Well-Being Framework
- CBE Holistic Lifelong Learning Framework
- Student Well-Being Framework Companion Guide
- SEL Brightspace by D2L shell
- Indigenous Insite page



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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2024-25 SDP GOAL ONE:

Student academic achievement will improve through varied assessment practices

Outcome one: *Teachers will employ assessment practices that are fair, transparent, and equitable for all students*

Outcome two: *Student overall sense of belonging and confidence in learning will improve through student agency*

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 outcomes
- Notable increases in student engagement with assessment, including the ability to explain and demonstrate their learning as noted in the OurSchool Survey

Areas for Growth

- Declines in numeracy achievement across Grades 1-3 demonstrate the need for deeper support, as noted in the Provincial Numeracy Assessment
- CC3 results show improvement in Grade 2 but a decline at Grade 3, highlighting a critical transition point
- Parental involvement remains an area to strengthen, even though it has improved from the previous year, as noted in the Alberta Education Assurance Measures (AEAM)

Next Steps

- Revisit and redesign targeted supports for Grade 3 through Collaborative Response intervention
- Implement focused numeracy interventions across Grades 1-3 to reverse declining trends
- Adapt well-being initiatives and expand professional learning through the Social Emotional Lead (SEL) Teacher
- Strengthen self-assessment practices to deepen student agency and learning engagement
- More intentionally share assessment information and student work with families to strengthen home-school partnership

