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Calgary Board of Education

Captain Nichola Goddard
405 Panatella Blvd NW, Calgary, AB T3K 0P3 t | 403-817-3300 e | captainnicholagoddard@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 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

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:
Student achievement in reading and writing will improve through a focus on vocabulary development.

Outcome Measures
- *PAT Results ELA Part B*
- *Report Card Indicators Reading*
- *LP level progression*
- *AECAM Survey: Correlating questions include:*
  - *The language arts I am learning at school is interesting to me*
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:*
  - *I know what to do to improve my understanding of what I read*
  - *I have the opportunity to receive feedback from others to improve my writing*
  - *I have the opportunity to read interesting books*

Data for Monitoring Progress
- *Reading assessment decision tree (Core vocabulary maze results)*
- *Teacher perception data on use of diagnostic reading assessments and teaching identified vocabulary strategies*

Learning Excellence Actions
- *Use the Reading Assessment Decision Tree to guide next steps to support students*
- *Build vocabulary by providing rich and varied language experiences by making use of word walls, concept maps, graphic organizers, peer-practice and pre-teaching vocabulary*
- *Model and scaffold how to record knowledge and vocabulary from content matter in an authentic and recursive way*
- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts*

Well-Being Actions
- *Create learning spaces that provide learners with a safe and respectful environment*
- *Provide easy access to a variety of organized learning materials and responsive spaces*
- *Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge*

Truth & Reconciliation Actions
TRC Commitment to Action
- *Embed Indigenous perspectives, ways of knowing, and voices in literacy instruction through authentic texts, stories, and classroom discussions*
- *Consider relevancy and representation when selecting texts*
- *Provide students with opportunities to interactively and collaboratively construct text(s)*

Professional Learning
- *System Professional Learning*

Structures and Processes
Classroom:

Resources
- *Understanding Reading Gr 4-9 (CBE Resource)*

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- *Culturally Responsive Professional Learning*
- *Middle School Professional Learning Series*
- *Social Emotional Learning (SEL) Middle Years working group*

- *Use classroom routines to create a vocabulary-rich learning environment*
- *Document and support instruction and learning in intentional ways*

School:

- *PLCs*
- *Collaborative Response*
- *Grade team meetings*

- *Reading Assessment Decision Tree (RAD) Gr 4-12*
- *ELA/ELAL Insite | Teaching Practices (scroll to Comprehension for resources and professional readings)*
- *EAL Strategist*
- *Reading and Interventions:*
- *ELA/ELAL Insite | Equity & Interventions*

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School Development Plan – Year 3 of 3

School Goal
Working and learning environments promote well-being and a sense of belonging.

Outcome:
Students experience inclusive teaching and learning that reflects and celebrates their identities.

Outcome Measures
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include*
  - *I can see my culture reflected in my school*
  - *My school is a place where learning and extra-curricular activities are safe and accessible to all students*
  - *I feel welcome at school*
  - *I am proud to be a part of my school*

Data for Monitoring Progress
- *Professional Learning Implementation Plan*
- *Task design student exit slips based on curriculum audit*
- *Curriculum Audit: Regularly audit the curriculum to ensure it includes diverse perspectives and materials that reflect various cultures and histories (for example, each grade/discipline team/department can conduct an equity audit and/or resource assessment and/or schools can connect with specialists, strategists, and cultural liaisons to help support and guide the audit).*
- *Resource Allocation Audit: Regular tracking of resources (e.g., books, media, teaching aids) reflect and support diversity and inclusion and are accessible, culturally responsive, and promote multiple backgrounds, identities, and experiences of students.*

Learning Excellence Actions
- *Have students provide feedback on tasks and texts and have students assess texts based on inclusivity criteria to ensure representation, appropriateness, and effectiveness of materials*
- *Work with students to provide opportunities for student advocacy and engagement (co-designing tasks, talk time, feedback circles, etc.).*

Well-Being Actions
- *Consistently collaborate with students using high impact student voice strategies to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom.*
- *Highlight a different cultural celebration each month (or more depending on cultural*

Truth & Reconciliation Actions

TRC Commitment to Action
- *Provide professional learning and resources to build and apply culturally responsive teaching and learning with set focus on students who identify as Indigenous.*
- *Engage in whole school professional learning around the Holistic Lifelong Learning Framework*

	context of the school and students and their families) with a classroom activity, discussion, or project as a class or school community ▪ *Whole school activities through Odyssey time with a focus on well-being and belonging that allow for student voice to be collected*	▪ *Develop capacity of educators on building meaningful, intentional, and foundational knowledge on Truth & Reconciliation*
Professional Learning ▪ *Culturally Responsive Professional Learning* ▪ *Middle School Professional Learning Series* ▪ *Social Emotional Learning (SEL) Middle Years working group.* ▪ *Professional Learning on applying Indigenous pedagogical approaches*	**Structures and Processes** ▪ *Regularly scheduled whole school professional learning within the school context and learning environment to review progress.* ▪ *Establishing a school-based professional learning committee to guide implementation and extension of Professional Learning series* ▪ *Team Development Planning with a focus on Tier 2 supports for student success* ▪ *Collaborative Response* ▪ *Establish student voice high impact strategy: Pulse Check*	**Resources** ▪ *CBE Student Well-Being Framework* ▪ *CBE CARES: What We Heard Report* ▪ *CBE Indigenous Education Holistic Lifelong Learning Framework* ▪ *High Impact Strategies to Collect Student Voice*

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School Development Plan – Data Story

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

Outcome one: Student achievement in reading and writing will improve through a focus on vocabulary development.

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CBE 2024-27 Education Plan

Celebrations

- Grade 6 students outperformed provincial results in English Language Arts PATs, exceeding the provincial average by 5.3 percentage points at the Acceptable Standard and 9.7 percentage points at the Standard of Excellence.
- Reading achievement improved across the school, with Grade 6 students demonstrating an 8.9 percentage point increase and Grade 8 students a 4.4 percentage point increase at the highest level of reading proficiency.
- Reading Language Proficiency Level 5 increased from 13% to 23%, and students reported greater confidence in understanding how to improve their reading (78% to 85%).

Areas for Growth

- Strengthen Grade 9 literacy achievement, particularly increasing the percentage of students achieving the Acceptable Standard and Standard of Excellence on PATs.
- Increase student engagement in Language Arts, as positive responses to "The language arts I am learning at school is interesting to me" declined from 62% to 52%
- Continue accelerating reading growth for multilingual learners who have not yet reached the highest levels of reading proficiency.

Next Steps

- Continue collaborative literacy planning focused on reading comprehension, vocabulary development, and disciplinary literacy strategies across subject areas.
- Use common formative assessments and targeted intervention to identify and support students requiring additional literacy instruction, with particular attention to Grade 9 learners.
- Increase opportunities for student choice, authentic reading and writing experiences, diverse texts, and descriptive feedback practices to strengthen both achievement and engagement.

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2025-26 SDP GOAL TWO: *Working and learning environments promote equity, diversity and inclusion.*

Outcome one: *Students experiencing inclusive teaching and learning that reflects and celebrates diverse cultures and identities.*

Celebrations

- The percentage of students who reported seeing their culture reflected in the school increased from 55% to 69%, representing a 14 percentage point increase.
- Positive responses to "I feel accepted" increased from 62% to 71%, indicating growth in students' sense of belonging and inclusion.
- Students reported increased perceptions of safety and accessibility (82% to 87%) and continued growth in valuing learning from different cultures (69% to 72%).

Areas for Growth

- Continue increasing opportunities for students to see their identities, cultures, and lived experiences reflected in learning environments and instructional resources.
- Deepen student understanding of diverse perspectives and experiences through culturally responsive learning opportunities across subject areas.
- Further strengthen students' sense of belonging so that all learners consistently experience acceptance, inclusion, and connection within the school community.

Next Steps

- Expand the use of diverse and representative learning resources that reflect the cultures, identities, and experiences of students within the school community.
- Continue professional learning focused on culturally responsive and inclusive instructional practices.
- Increase opportunities for student voice through surveys, focus groups, and leadership opportunities to inform future equity, diversity, and inclusion initiatives.