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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 foundational skills in literacy will improve.

Outcome:
Student achievement in reading will improve through targeted instruction and teacher use of high interest texts.

Outcome Measures
- *Alberta Education Provincial Literacy Screeners*
- *Report Card Data - ELAL stem: Reads to explore, construct and extend understanding*
- *Provincial Achievement Test - ELAL Part B*
- *CBE Student Survey - "I feel a connection to the texts (books, land, pictures, videos) I read and hear in class"*
- *Alberta Education Assurance Measures Results Report - Engagement in learning measure*

Data for Monitoring Progress
- *CBE Reading Assessment Decision Tree whole class screening*
- *Ongoing Level Up flexible grouping progress monitoring*
- *Teacher perception*
- *PLC calibration*

Learning Excellence Actions
- *Teachers will implement targeted literacy instruction through cross-grade flexible groupings*
- *Teachers will integrate high impact strategies to support whole group instruction to improve literacy skills*
- *Teachers will design learning tasks that utilize conventional and unconventional (books, land, pictures, videos) high interest texts to enhance engagement*

Well-Being Actions
- *The Well-being Action Team will use student voice to guide school-wide reading focused on well-being*
- *Teachers will engage in the relationship mapping exercise and implement strategies to foster effective relationships*
- *SEL designate will collaborate with grade teams on SEL lessons*
- *Teachers will use documentation boards to make the learning process visible, highlighting student voice and engagement in reading tasks*

Truth & Reconciliation Actions
TRC Commitment to Action
- *Indigenous voices and stories embedded across curricular areas*
- *Utilizing the land around the school (including the school garden) as text to build connection and understanding*
- *Collaboration with City of Calgary Koko'sinooniks after school program*

Professional Learning
- *School-based professional learning on the science of reading inclusive of all strands of the reading rope*
- *School-based professional learning on holistic and engaging literacy blocks and integrated literacy*
- *Professional Learning on Metis Digital Storytelling as text*

Structures and Processes
- *PLCs structured around specific aspects of the reading rope*
- *CRMs structured around Student Well-being Framework*
- *Daily targeted literacy instruction to cross-graded flexible groupings*
- *Bi-weekly SLTs within the teacher timetable*
- *Whole school home literacy initiative*

Resources
- *UFLI Foundations*
- *RADT Screeners*
- *CBE Student Literacy & Well-Being Frameworks*
- *Indigenous Education Holistic Lifelong Learning Framework*
- *Ramped-up Alouds*
- *Reading Strategies 2.0*
- *The Reading Rope*






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student foundational skills in literacy will improve

Outcome one: Teachers will implement targeted instruction to improve student literacy skills

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CBE 2024-27 Education Plan



Celebrations

- *Students receive explicit and targeted reading instruction within their Level Up Groups*
- *Teachers' skills in teaching reading have increased and re-grouping for reading across the whole school is an embedded practice*
- *Progress monitoring for Level Up groups is an embedded practice*
- *Students' decoding skills have improved*
- *Connecting with Elders and community supports is an embedded practice in the school*

Areas for Growth

- *Foundational literacy skills*
- *Student engagement in learning and student connection to texts*
- *Teacher understanding of all areas of the reading rope and the strategies that support learning in each strand*
- *Increased data collection and data analysis*

Next Steps

- *PLC cycles focused on our next steps in professional learning about the reading rope: comprehension, vocabulary, and fluency*
- *Assessment cycle data collection based on Alberta Learning Assessments, RADT (Words Their Way, Core, MAZE)*
- *Improved task design to improve comprehension and engage learners in joyful literacy using high-interest texts*




