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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
Students' achievement in Literacy will improve.

Outcome:
Students will engage in the writing process in order to communicate ideas and information accurately, with clarity, and imaginatively.

Outcome Measures
- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey (Writing, Regulation)
- CBE Student Well-Being Survey (Regulation)
- Alberta Education and Childcare Assurance Measure Survey Results
- Kindergarten to Grade 5 Alberta Education Literacy Assessments

Data for Monitoring Progress
- Student writing samples analyzed for evidence of accurate, clear and imaginative writing (pre and post)
- "Okkakiosatoo – Look Carefully" School Leadership Reflection Rubric
- Data from Collaborative Response Meetings
- Data from Professional Learning Sprints
- Teacher Perception Data - Survey

Learning Excellence Actions
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization and revision
- Use interactive writing, collaborative construction of texts, mentor texts, exemplars, graphic organizers and genre structures to make writing processes, decisions and thinking visible.
- Use consistent formative assessment practices (i.e., observations, conversations and products) to identify strengths, provide actionable feedback and determine instructional next steps.

Well-Being Actions
- Teachers will explicitly model self-regulation (goal setting, self-talk, monitoring) as part of the writing process.
- Use strengths-based feedback and reflection to make growth visible and strengthen students' confidence, persistence and identity as writers.
- Create safe, respectful writing environments where students can take risks, share developing ideas and receive feedback without fear of judgment.

Truth & Reconciliation Actions

TRC Commitment to Action
- Use assessment evidence and the continuum of supports to provide targeted writing instruction and intervention for students who self-identify as Indigenous, when an identified need exists.
- Collaborate with Indigenous Elders, Knowledge Keepers and community members when writing experiences involve Indigenous stories, languages or cultural knowledge, respecting appropriate local protocols.

Professional Learning
- School Based Professional Learning (PL) - Explicit writing instruction focused on revision and providing specific, actionable feedback

Structures and Processes
Classroom:
- Provide explicit, systematic, and evidence-based writing instruction.
- Build in regular opportunities for feedback,

Resources
- Inclusive Education Specialist
- Writing Revolution 2.0
- SEL Designate
- Intervention Lead Teacher






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▪ ELA Insite | Professional Learning - Self-regulated Strategy Development (SRSD on SAM) ▪ Use of SEL for Well-Being Brightspace by D2L ▪ Book Study	revision, reflection, and sharing. ▪ Provide regular, protected time for structured and supported writing. ▪ Clarify writing purposes, learning intention, and criteria for success. ▪ Make writing supports readily available (i.e., exemplars, anchor charts, word banks, sentence frames, checklists). School: ▪ PLCs, Collaborative Response, Grade team meetings	▪ ELA/ELAL Insite |Teaching Practices









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School Development Plan – Year 3 of 3

School Development Plan – Data Story

2025-26 SDP GOAL ONE: Students' achievement in Literacy will improve
Outcome one: Students will engage in the writing process in order to communicate ideas and information accurately, with clarity, and imaginatively.

Alberta Education Outcomes

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CBE 2024-27 Education Plan



Celebrations

- Writing achievement remained consistently high across Grades 1-6. Based on June 2025 and June 2026 report card data, the percentage of students demonstrating good or excellent achievement of grade-level expectations in writing increased by 3.3 percentage points, from 58.9% to 62.2%.
- Pre- and post-assessment results from the Alberta Early Learning Literacy Assessments demonstrate growth in foundational literacy skills among students in Grades 1–3. The percentage of students identified as Requiring Additional Support (RAS) decreased from 14.1% to 10.4%, representing a 3.7 percentage-point reduction, reflecting stronger decoding and word recognition that support greater writing fluency and confidence.
- Survey results reflect positive student perceptions of teacher support, with 97.4% of students agreeing that "My teachers want me to be successful" (CBE Student Survey, Spring 2026) and 91.9% indicating "My teachers care about me" (AECAM Survey, Spring 2026).

Areas for Growth

- According to the Spring 2026 OurSchool Student Well-Being Survey, 26% of Grade 4 students, 23% of Grade 5 students, and 32% of Grade 6 students did not report positive self-regulation. These findings highlight the need to continue strengthening universal self-regulation supports across Grades 4–6.
- While overall Grade 6 PAT writing achievement was strong, results for students with a Special Education code (IPP) highlighted gaps. Of these students, 57.1% achieved the Acceptable Standard (8 percentage points below the provincial result), and none achieved the Standard of Excellence.
- CC3 RAS results show minimal change in the number of students requiring support with irregular word recognition from fall to spring (11.1%, in both testing periods), highlighting an opportunity to strengthen automatic word recognition to support spelling accuracy and writing fluency in early writers.






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Next Steps

- Implement Self-Regulated Strategy Development (SRSD) to strengthen writing skills, self-regulation, and independence for students, providing explicit strategies to support planning, organizing, and expressing ideas in writing.
- Strengthen teacher capacity to model revision strategies and establish consistent classroom practices to provide regular opportunities for students to practice writing skills and foster student independence.
- Strengthen teacher capacity through collaborative analysis and calibration of student writing, developing shared expectations and expertise in providing targeted instruction and actionable feedback that supports revision and improves writing quality.




