Georges P. Vanier
509 32nd Ave NE, Calgary, AB T2E 2H2 t | 403-777-7460 e | caedmonds@cbe.ab.ca
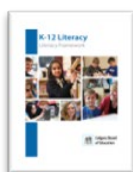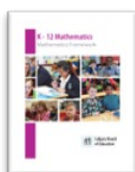
School Development Planning

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.

https://georgespvanier.cbe.ab.ca/documents/a6a1ceac-4b2c-4d7f-9396-240472ef60ff/School-Improvement-Result-Report.pdf

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School Development Plan – Year 2 of 3

School Goal
Students and Teachers will continue to identify student's achievement by outcome in Literacy and Numeracy and identify next steps for student's growth.

Outcome:
If we continue to use Outcomes Based Assessment to track student achievement and teach students at their appropriate level then we will see year over year academic growth for all students.

Outcome Measures
- *Outcomes from Program of Studies*
- *Report Card Stems*
- *Student self confidence in learning*

Learning Excellence Actions

- *Use of flexible grouping by all teachers to address learning needs*
- *Staff will create units aligned with progressions that are differentiated and allow students to access materials and share learning with peers at their level*
- *Showing students and families growth in multiple ways*

Data for Monitoring Progress
- *Outcomes based assessment spreadsheets*
- *Diagnostic tests*
- *School surveys*

Professional Learning
- *Continued support differentiating work for our Literacy and Learning students*
- *Familiarization of French staff with the new Local Developed Course for French Language Arts in Grade 7 and 8 late immersion students*
- *align outcomes in the new curriculum with progressions existing in grade 7-9 curriculum*

Well-Being Actions

- *Teachers will design tasks promoting students to work with a broader range of peers*
- *Direct instruction on wellness and connection for all students*

**Truth & Reconciliation, Diversity and Inclusion Actions**
- *Work with Indigenous Diversity and support worker and other resources to increase self-confidence and self-identity of Indigenous students*
- *Utilize student voice to create a more inclusive and aware school*

Structures and Processes
- *Student connection and wellness surveys twice a year*
- *students achieving below grade level will have independent tracking sheets and specific goals*
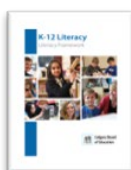
Resources
- *Alignment documentation from new curriculum to existing grade 7-9 program of studies*
- *Networking time to work with other schools/system leaders to build capacity in the staff*

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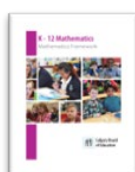
|	- *Collaborative Response Meetings* - *Professional Learning Communities* - *Structures and Processes connected to actions above*	- *Improve reading for older students* - *Resources connected to actions above*
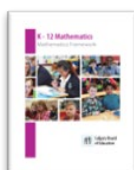
School Development Plan – Data Story

2024-25 SDP GOAL ONE:

Outcome one: Students and Teachers will continue to identify student's achievement by outcome in Literacy and Numeracy and identify next steps for student's growth.

Celebrations *(copy from SIRR)*

- **Targeted Intervention Success:** Outcome-based assessment and diagnostic tools successfully identified student needs, leading to clear academic growth.

- **Improved Literacy Achievement:** Below-grade-level reading declined from 1.1% (2023) to <1% (2025), with writing proficiency also rising across (ELA, FLA, LL, EFI, LFI).

- **Strong Numeracy Gains:** Students below grade level in Number decreased from 7.5% to 3%, and Shape & Space improved from 9% to 6% over three years.

- **Positive Student Well-Being Trends:** Increased sense of belonging, safety, and connection (e.g., belonging 45.8% → 54.6%; welcome 71% → 73%).

- **Decreased Student Isolation:** Fewer students identify as isolates and more reporting they have a trusted adult in the school.

- **Improved Diversity & Inclusion Measures:** Increase from 52.13% → 60.83% on diversity and inclusion indicators.

- **Growing School Community:** Increased enrolment while maintaining strong programming and supports.

- **Retention in French in High school:** Retained 79% of students in French moving to high school.
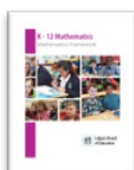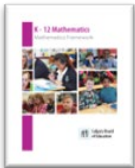
Areas for Growth *(copy from SIRR)*
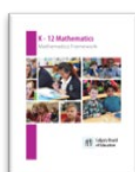
- **Consistent Support for Students with Learning Gaps:** Students with literacy/numeracy gaps often report lower academic self-perception and require ongoing confidence-building and targeted support.
- **Cultural Representation:** "I see my culture reflected" remained static at 43%, showing a need for deeper cultural inclusion.
- **Cross-Program/Grade Connections:** Students expressed wanting stronger connections outside their own program or grade level, indicating room to grow in whole-school community building.
- **Sustaining Staff Capacity:** As enrolment increases and demographics change, maintaining high-quality differentiation, intervention cycles, and UDL practices will require ongoing professional learning.
- **Monitoring Attendance Equity:** Continued focus is needed to sustain gains and support other attendance-vulnerable groups, not only Indigenous learners.

Next Steps *(copy from SIRR)*

- **Enhance RTI and Targeted Intervention Cycles:** Use diagnostic data multiple times per year and formally monitor intervention impact for literacy and numeracy.

- **Expand UDL and Differentiation Practices:** Provide targeted PL on multiple means of engagement, representation, and expression to support diverse learners.

- **Increase Cultural Visibility and Inclusion:** Strengthen classroom resources, celebrations, and visuals that reflect the diverse cultural backgrounds of students.

- **Scale Student Belonging Initiatives:** Continue expanding Lynx Dens, cross-grade programs, and extracurricular opportunities to build whole-school connection.

- **Continue Supporting Indigenous Students:** Enhance partnerships with Indigenous Education Teams, embed land-based learning, and strengthen communication with families.

- **Plan for Population Growth:** Adjust structures staffing, supervision, supports to ensure high-quality learning as enrolment increases.

- **Strengthen Teacher Collaboration:** Continue PLC cycles focused on diagnostics, data analysis, and instructional adjustments.

- **Ensure Every Student Has a Trusted Adult:** Maintain and reinforce intentional relationship-building strategies across all grade levels and programs.

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K - 12 Mathematics

K-12 Literacy

Student Well-Being Framework

Holistic Lifelong Learning Framework

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Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report.

Note | You must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. Data from a previous year outcome measure that is highlighted in your data story as an area for improvement should continue to be included.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. There would be an expectation that actions are continually refined and adjustments made over the course of the three-year plan.

Ongoing Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected. The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.
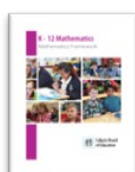
Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. Ensure that you are engaging in professional learning that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include**: whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes**: Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- CBE Education Plan | 2024-2027
- School Development Planning
- School Improvement Results Report
- SDP Data Plan- Data Process within School Development Planning
- Assessment and Reporting (including the Reporting and Expectations Timeline)
- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Inclusive Education
- Core Curriculum
- CBE Student Well-Being Framework
- Diversity and Inclusion