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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.

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

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 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:

Students will identify that they are more connected to their peers and more have a trusted adult to seek help from.

Outcome Measures

- *Outcomes from Program of Studies*
- *Report Card Stems*
- *PAT scores*

Outcome Measures for Connection

- *Student self confidence in learning*
- CBE Survey

Data for Monitoring Progress

- *Outcomes based assessment spreadsheets*
- *Diagnostic tests*
- *School surveys*

Learning Excellence Actions

- Use of flexible grouping by all teachers to address learning needs
- Staff will use diagnostics to guide next steps in programming
- 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

Well-Being Actions

- Teachers will design tasks promoting students to work with a broader range of peers
- Direct instruction on wellness and connections for all students
- Creating a tiered level of support to ensure that all students feel like they belong in their classrooms

Truth & Reconciliation Actions

TRC Commitment to Action

- 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
- Harmonize our tiered levels of support with the Medicine Wheel

Professional Learning

- Continued support differentiating work for our Literacy and Learning students
- French staff using the Local Developed Course for French Language Arts in Grade 7 and 8 late immersion students

Structures and Processes

- Student connection and wellness surveys twice a year
- Students achieving below grade level will have independent tracking sheets and specific goals
- Collaborative Response Meetings

Resources

- Document aligning 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 connected to






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- align outcomes in the new curriculum with progressions existing in grade 7-9 curriculum
- Grade 7 staff will be piloting the new Math curriculum to better prepare students for the new curriculum roll out

- Professional Learning Communities
- All classes will use a holistic approach to support that focuses on being and belonging before academics

actions above
- Improve reading for older students
- Resources connected to actions above
- CASLT assessment documents






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School Development Plan – Data Story

2025-26 SDP GOAL ONE:

Outcome one: *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.*

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Celebrations

- **Targeted Intervention Success:** Outcome-based assessment and diagnostic tools successfully identified student needs, next steps in learning and lead to clear academic growth over time.
- **Improved Literacy Achievement:** Below-grade-level reading remains < 1.3%, with writing proficiency continuing to rise across (ELA, FLA, LL, EFI, LFI).
- **Strong Numeracy Gains:** Students below grade level in Number continues to decrease from 3% (2025) to 2.2% (2026)
- **Strengthened Access to Inclusive Learning Environments:** Positive perceptions of safe and accessible learning and extracurricular opportunities increased from 83.00% to 84.98%, reflecting continued progress toward creating opportunities for student participation and engagement.
- **Increased Cultural Representation and School Pride:** Students reporting that they see their culture reflected in school increased from 48.53% to 51.60%. Grade 8 students demonstrated particularly strong gains in school pride (+13.22), inclusion (+13.24), and feeling welcome (+14.20) over the course of two years.
- **Improved Student Well-Being and Adult Support:** Students reporting that teachers regularly check in about their well-being increased from 43.97% to 53.02%, while students reporting that they communicate their feelings with others increased from 63.89% to 69.55%.
- **Positive Trends in School Safety:** Student perceptions of school efforts to prevent and reduce bullying increased from 63.33% to 68.26%.
- **Decreased Student Isolation:** Fewer students identify as isolates and more reporting they have a trusted adult in the school.
- **Growing School Community:** Increased enrolment while maintaining strong programming and supports.

Areas for Growth

- **Meaningful Adult Connections:** Despite improvements in overall belonging, the percentage of students identifying a trusted adult at school decreased from 68.92% to 66.95%, highlighting the need for more intentional relationship-building.
- **Cultural Identity and Representation:** With only 51.60% of students reporting that they see their culture reflected at school, further work is needed to ensure diverse identities, languages, and perspectives are meaningfully represented.
- **Equitable and Responsive School Environments:** Only 57.73% of students agree that the school takes steps to address racism and






discrimination, identifying a need to strengthen students' confidence in broad and responsive practices.

- **Consistent Student Confidence and Engagement:** While academic outcomes have improved, student confidence remains an area for growth, particularly for learners requiring additional literacy, numeracy, or well-being support.
- **Connections Across Programs and Grade Levels:** Continued opportunities are needed to strengthen peer relationships and student voice across English, French Immersion, and Learning and Literacy programming.

Next Steps

- **Strengthen Intentional Relationships and Belonging:** Expand structured check-ins (SEL and Holistic Lifelong Framework), Student Council, Cross-program learning opportunities, and student connection surveys to ensure every student has access to a trusted adult and meaningful peer relationships.
- **Embed the Holistic Lifelong Learning Framework:** Continue professional learning focused on Spirit to be, Heart to be belong, Body to do, and Mind to know, emphasizing listening before responding, understanding behaviour as communication, and protecting student dignity through equitable pathways back to learning (Attendance Framework, Vanier Continuum of Supports, One pagers, School wide framework to Student Regulation).
- **Advance Truth and Reconciliation Through Meaningful Practice:** Deepen opportunities for Indigenous perspectives, circle processes, land-based learning, and collaboration with Elders, Knowledge Keepers, and Indigenous Education supports.
- **Strengthen Cultural Representation and Student Voice:** Intentionally incorporate diverse student identities, languages, and perspectives into classroom learning, school-wide initiatives, and decision-making processes.
- **Continue Responsive Instruction and Targeted Intervention:** Use outcomes-based assessment, diagnostic data, collaborative response meetings, and One Pagers to monitor student growth and strengthen both academic achievement, learner confidence, and student well-being

Quick Reference Guide

Glossary

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 your 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.



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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




