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Calgary Board of Education

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School Development Planning

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

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 2025-2026






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School Development Plan – Year 3 of 3

School Goal
Collaborative response, focused tiered interventions, and focus on intellectual engagement will improve student achievement while also maintaining student well-being.

Outcome:
Students will demonstrate enhanced reading skills across the core curriculum as focus on intellectual engagement and targeted interventions will address diverse learning needs.

Outcome (Optional)
Through fostering a supportive and responsive environment, students will continue to enhance social connectedness, contributing to their sense of belonging at school.

Outcome Measures

- Grades 7-9 ELA Report Card Indicator Achievement: Reads to explore, construct and extend understanding
- Grades 5-6 ELAL Report Card Indicator Achievement: Reads to explore and understand
- Provincial Achievement Test – Grade 6 and 9 ELA Part B
- Student Perception Data - CBE Student Survey Results (K-12): Correlating questions include: “I understand what I read”; “My reading and writing skills help me achieve my future goals”; “I Know What to Do to Improve My Reading Skills”
- Alberta Education Assurance Survey: “At school I feel like I belong” and “I feel welcome at my school”
- CBE Student Survey questions: "I feel included at school” and “I feel welcome at school”

Data for Monitoring Progress

- Reading Assessment Decision Tree Tools:
- Div II and III: Dibels Maze
- Div II and III: Dibels ORF
- Div II and III: CBE Vocabulary Screener
- Div II and III: Words Their Way Screener
- SEL Story Mentors participants attitude surveys
- RTI Tracking Sheet

Learning Excellence Actions

- Strengthen literacy instruction and intervention through a comprehensive Response to Intervention (RTI) approach by utilizing the Reading Assessment Decision Tree (RADT), collaboratively calibrating reading achievement data, and implementing targeted, evidence-informed supports to improve

Well-Being Actions

Guided by the revised CBE Student Well-Being Framework, we will strengthen student voice, belonging, connectedness, and positive relationships to ensure students feel safe, valued, and supported in their learning and well-being.

- Work with students to develop structures that support connectedness between partner homeroom groupings during CREW time.

Truth & Reconciliation Actions

TRC Commitment to Action

- Embed Indigenous ways of knowing, being, doing, and relating across learning experiences by intentionally incorporating Indigenous perspectives, texts, histories, and contemporary voices throughout the school year.






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reading comprehension and achievement for all learners. ▪ Increase student engagement and success in reading through purposeful access to diverse, relevant, and meaningful texts, including short, complex, and rich passages that promote intellectual engagement, deepen understanding, and expand students' perspectives through texts that act as mirrors, windows, and sliding glass doors. ▪ Develop strategic, independent readers by embedding visible thinking routines and explicit literacy instruction across disciplines, empowering students to understand when, why, and how to apply effective reading strategies, strengthen metacognition, and comprehend increasingly complex texts.	▪ Create learning spaces that provide a safe, respectful, and inclusive environment. ▪ Provide easy access to a variety of organized learning materials and responsive learning spaces. ▪ Student Well-Being Action Team develops school-wide initiatives based on student voice and learning from the Middle School Well-Being Symposium. ▪ Intentionally create opportunities for student voice to inform classroom, CREW, and school-wide decision-making. ▪ Strengthen positive relationships and school connectedness by fostering meaningful connections between students, staff, and the broader school community, ensuring every student has access to a trusted adult within the school.	▪ Engage students and staff in ongoing learning, reflection, and action to promote understanding, respect, and reconciliation.

Professional Learning	Structures and Processes	Resources
▪ Data-informed Decisions with the RADT ▪ Visible Thinking ▪ Truth and Reconciliation	▪ Small Group Work RTI ▪ Student Wellbeing Action Team ▪ CREW ▪ PLCs ▪ CRM ▪ Instructional Rounds	▪ Literacy Framework ▪ Wellbeing Framework ▪ UFLI Lessons ▪ Bug Club Morphology ▪ Morpheme Magic ▪ System Rubrics ▪ Indigenous Education Lifelong Learning Framework

School Development Plan – Data Story









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CBE 2024-27 Education Plan



2026-27 SDP GOAL ONE: Collaborative response and focused tiered interventions will improve student achievement while also maintaining student well-being.

Outcome One: Students will demonstrate enhanced reading skills across the core curriculum as focus on intellectual engagement and targeted interventions will address diverse learning needs.

Outcome Two: Through fostering a supportive and responsive environment, students will continue to enhance social connectedness, contributing to their sense of belonging at school.

Celebrations

- Grade 9 reading performance exceeded the provincial average at the Acceptable Standard. 78.5% of Grade 9 students who wrote the PAT achieved the Acceptable Standard in reading, compared with 77.0% provincially, indicating that a greater proportion of students met provincial expectations.
- Grade 9 had fewer students below the Acceptable Standard than the province. 21.5% of Grade 9 students scored below the Acceptable Standard in reading, compared with 23.0% provincially, suggesting stronger overall reading achievement.
- Grade 6 reading achievement closely matched provincial results. 79.1% of Grade 6 students achieved the Acceptable Standard in reading, compared with 79.5% provincially, demonstrating performance that is essentially on par with the province.
- Grade 6 had a slightly higher percentage of students reaching the Standard of Excellence in reading. 25.7% of Grade 6 students achieved Excellence in reading.
- Classroom achievement remains strong and aligned with PAT performance. In 2026, 67.3% of students received Proficient or Excellent ratings on report cards, compared with 79.1% of Grade 6 students and 78.5% of Grade 9 students achieving the Acceptable Standard in PAT reading. This suggests that the majority of students are demonstrating reading success both in daily classroom learning and on provincial assessments.
- Growth is evident in students meeting expectations. Report card data shows a 5.7% increase in students achieving the Proficient level, while PAT reading results improved substantially, with Grade






6 Acceptable Standard increasing from 73.6% to 79.1% and Grade 9 increasing from 68.6% to 78.5%. Together, these results indicate that more students are moving into successful levels of achievement.

- Student perception data reflects growing literacy confidence and ownership of learning. More students reported that reading skills help them achieve future goals and that they know what they need to do to improve their literacy skills.
- Students reported stronger feelings of belonging within the school community. School pride increased from 76.6% to 82.7%, and perceptions of feeling welcome at school increased by more than five percentage points.
- Strong teacher-student relationships remain a significant school strength, with 95.1% of students reporting that teachers want them to be successful and 93.3% reporting that teachers care about them.

Areas for Growth

- Grade 6 and 9 reading excellence remains an area for growth compared to provincial results. While more students are meeting the acceptable standard than the provincial average, students achieving the standard of excellence is lower than the province by approximately 5% each.
- Report card data indicates a reduction in Indicator 4 (Excellent) achievement in reading. Continued attention is needed to ensure more students are challenged and supported to achieve at the highest levels.
- Student engagement, citizenship, and perceptions of educational quality declined across several Alberta Assurance Measures and require continued attention.

Next Steps

- Strengthen evidence-informed literacy instruction and intervention practices.
- Increase student engagement and achievement through purposeful, high-quality literacy experiences.
- Build student agency and metacognitive awareness as readers and learners.
- Foster a cohesive and responsive learning culture through collaborative instructional practices and shared experiences.






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