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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.

School Improvement Results Report | 2025-2026

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 achievement in literacy will improve.

Outcome:
Student achievement in reading will improve through disciplinary literacy.

Outcome (Optional)
Students' reported sense of belonging will improve through meaningful connections to learning, culturally responsive texts, and school-wide well-being supports.

Outcome Measures
- CBE report card stem "Reads to explore, construct, and extend understanding"
- Provincial Achievement Test results- Grade 9 ELA (Part B, Reading)
- CBE Survey question: "I feel a connection to the texts (books, land, pictures, videos) I read and hear in class"
- CBE Survey question: "My teachers check in with me often about my well-being"
- CBE survey question: "My teachers care about me"
- CBE Survey question: "I feel welcome at school."

Data for Monitoring Progress
- Reading Assessment Decision Tree assessments (CORE, Maze, Spelling) for benchmarking, planning for and monitoring efficacy of interventions
- Ongoing review of reading assessment data to inform universal task design
- Student perception data (CBE Survey, Assurance Survey)
- EAL benchmarking data
- Student reflection on learning to understand active reading strategies, engagement, and interest
- Teacher reflection on the impact of universal supports for well-being implemented across classrooms
- Student feedback on school-wide well-being initiatives (Connect blocks, Student Well-being Action Team, Student Council)

Learning Excellence Actions
- Utilize high impact strategies for before, during, and after reading (vocabulary, text features, annotation, and connections to texts) across disciplines
- Utilize high interest multi-modal text sets that

Well-Being Actions
- Create opportunities for student voice and choice in learning and assessment across disciplines
- Explicitly teach, model and practice universal strategies to support self-regulation and

Truth & Reconciliation Actions
HDC TRC Commitment 2026-27
- Facilitate learning through inclusive, linguistically and culturally diverse texts
- Connect time and teacher learning around Indigenous holistic life-






represent diverse view points and perspectives on issues
- Provide structured opportunities for targeted reading intervention

readiness for learning across disciplines
- Provide direct teaching to support understanding of and check ins around holistic well-being (spirit, heart, body and mind)

long learning and well-being (Spirit, Heart, Body, Mind)
- Share staff and student land acknowledgments to build understanding of Blackfoot language

Professional Learning
- Middle Years system professional learning
- SELT professional learning
- Participation in the CBE's well-being symposium
- L and L professional learning
- Math and Science key-contact professional learning

Structures and Processes
- Learning tasks involving active reading across disciplines
- Monthly Collaborative Team Meetings to build out school-wide universal supports (and common language) for well-being
- Professional learning communities (PLC) focused on universal supports for reading (before, during, and after reading) across disciplines
- Weekly reading intervention blocks for targeted support for struggling readers
- Student Well-being Action Team

Resources
- CBE Indigenous Holistic Lifelong Learning, Literacy and Well-being Frameworks
- Reading Assessment Decision Tree
- CBE's Middle School Well-being Symposium
- CASEL Framework






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Celebrations

- A high percentage of students report knowing that their teachers care about them and their learning at HDC
- Improvement in students' perception that racism and discrimination are addressed when reported at school
- Growth in student reading results across the course of the school year (based on report card data)
- Increased teacher familiarity with and confidence administering "Reading Decision Tree" (diagnostic) assessments (decoding, spelling, vocabulary measures) to inform targeted reading intervention
- Active and engaged student well-being action team (to capture student voice and inform well-being actions across the school)

Areas for Growth

- Student achievement in reading at the acceptable standard on the grade 9 ELA (reading) Provincial Achievement Test
- Students understanding how their teachers "check in with them" around their "well-being" (what this might look/sound like and when it happens at school)
- Students reporting a "connection" to the texts they read/engage with at school across disciplines (including representation of diverse voices and perspectives)
- Implementation of "universal supports" for well-being across grade teams (common language and approach)

Next Steps

- Continue to implement high impact strategies for reading, vocabulary and word learning across disciplines
- Implementation of targeted reading intervention across all grades (in response to diagnostic assessments administered)
- Implementation of universal high impact strategies to support student regulation and readiness for learning (explicit instruction, modelling, and practice across classroom settings)




