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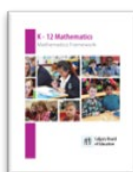
School Development Planning

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 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.

School Development Plan – Year 2 of 3

Calgary Board of Education

School Goal
Students will show increased achievement in literacy.

Outcome:
Students will demonstrate increased skill in interpreting, analyzing, and connecting to a variety of texts (written, visual, oral, and multimedia), expressing understanding through discussion, writing, and representation.

Outcome Measures
- *Report Card Data – ELAL Reading Stem: Increase in the percentage of students achieving indicators 3 and 4 ("good" and "excellent").*
- *SDP Sprint Data: Improvement from pre- to post-test scores demonstrating growth in comprehension strategy use.*
- *CBE Student Survey – Increase in student agreement the statements "I feel a connection to the texts (books, land, pictures, videos) I read and hear in class" and "My reading and writing skills help me achieve my future goals."*
- *Teacher Tracking Sheets: Documented growth in student application of strategies across multiple reading contexts.*

Data for Monitoring Progress
- *Sprint formative assessments*
- *Running records and comprehension checks*
- *Literacy group progress tracking sheets*
- *Teacher anecdotal notes and observations*
- *PLC analysis of student work samples*
- *EAL Benchmark analytics*


Learning Excellence Actions

- *Continue explicit instruction of high-impact reading comprehension strategies (summarizing, annotating, concept mapping, questioning, reciprocal teaching).*
- *Embed strategy instruction across all subject areas, not limited to ELAL.*
- *Use common formative assessments during literacy sprints to identify growth and next steps.*
- *Strengthen teacher capacity in analyzing and using literacy data to inform instruction through PLC collaboration.*
- *Staff book study "Shifting the Balance"*

Well-Being Actions

- *Design classroom learning that allows for differentiated entry points and promotes confidence in reading and comprehension tasks.*
- *Incorporate opportunities for choice and voice in how students demonstrate their understanding.*
- *Continue to embed self-regulation strategies and SEL practices during literacy instruction to promote persistence and engagement.*
- *Maintain "CommUnity Time" gatherings to build belonging and confidence as learners.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Continue to design learning tasks through the lens of the Holistic Lifelong Learning Framework, connecting literacy to Heart, Mind, Body, and Spirit.*
- *Integrate Indigenous and culturally diverse texts to support deeper understanding and multiple perspectives.*
- *Provide opportunities for student voice and storytelling through cultural narratives and local land-based connections.*
- *Engage Elders and community members to co-create authentic literacy experiences rooted in identity and belonging.*

K - 12 Mathematics   K-12 Literacy   Student Well-Being Framework   Holistic Lifelong Learning Framework

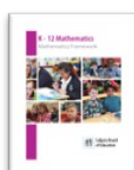**Calgary Board of Education**
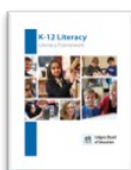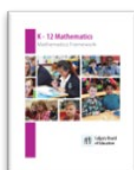
Professional Learning

- *Ongoing professional learning in the Science of Reading with a focus on comprehension.*
- *Collaborative inquiry through PLCs examining student work for evidence of deep comprehension.*
- *Professional learning on effective formative assessment practices and data-informed instruction.*
- *Continued participation in CBE Literacy Framework and Assessment & Reporting Insite professional learning sessions.*
- *Staff book study "Shifting the Balance"*

Structures and Processes

- *Maintain daily small-group literacy instruction for Grades 1–4 focused on comprehension.*
- *Continue structured Friday PLC time dedicated to analyzing student work and literacy sprint data.*
- *Use the Reading Assessment Decision Tree to guide targeted instruction.*
- *Sustain the Collaborative Response Model and Student Learning Teams (SLTs) to identify and support students requiring targeted interventions.*
- *Incorporate the Look Fors document to align instructional practice with SDP outcomes.*

Resources

- *Visible Learning for Literacy (Hattie, Fisher, Frey)*
- *Science of Reading resources and CBE Insite modules*
- *Reading Eggs and UFLI for targeted instruction*
- *EAL Toolbox (D2L)*
- *Ensouling Our Schools and CBE Holistic Lifelong Learning Framework*
- *Culturally responsive text collections and dual-language resources*
- *Shifting the Balance (Burkins & Yates)*

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Students will show increased achievement in literacy.*

Outcome one: *Students' comprehension will progress from surface to deeper knowledge through increased connection and use of effective reading strategies.*

Celebrations

- Significant increase in the proportion of students achieving level 4 on report cards.
- Sprint results show sustained improvement in literacy achievement from pre- to post-assessment.
- CBE Student Survey data shows a 5% gain in students feeling connected to texts.
- Strong evidence of transfer of literacy skills across content areas.
- Effective implementation of small-group instruction and targeted intervention.

Areas for Growth

- Continue to refine instructional strategies for deep comprehension, especially inferencing and synthesis.
- Support consistency of reading instruction across upper grades (4–6).
- Expand cross-curricular reading opportunities that connect texts to real-world contexts.
- Maintain focus on increasing connection to text for multilingual learners through explicit vocabulary and schema-building activities.

Next Steps

- Continued use of Reading Assessment Decision Tree and Science of Reading-based practices.
- Extend "Look Fors" document for comprehension strategies to guide classroom walkthroughs.
- Deepen teacher collaborative inquiry on metacognitive reading strategies.
- Continue to monitor sprint and report card data to inform Tier 1 and targeted literacy supports.
- Plan 2026–27 literacy goal to extend from comprehension into written response and critical analysis of text.