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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 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://cappysmart.cbe.ab.ca/documents/Cappy_Smart-SIRR-24-25.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, Diversity and Inclusion
Students and employees experience a sense of belonging and connection

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School Development Plan – Year 2 of 3

School Goal
Student language comprehension and communication will improve.

Outcome:
In K-6, students will improve their reading comprehension by integrating explicit reading instruction with language comprehension.

Outcome Measures
- Report Card Measures: Reading, Oral Language
- EAL Speaking Benchmarks – E1 & Y1
- Grade 6 Provincial Achievement Test data (reading)
- OurSCHOOL Fall and Spring data

Data for Monitoring Progress
- Acadience reading assessments
- Ongoing PLC data
- Teacher perception survey
- K-6 wellbeing survey (internal)

Learning Excellence Actions
- Engage students in authentic reading and oral communication activities through explicit instruction to improve comprehension.
- Build vocabulary knowledge across disciplines through explicit vocabulary instruction.
- Collect diagnostic information to assess students' background knowledge about upcoming concepts, skills and processes.

Well-Being Actions
- Identify social learning criteria and share learning intentions and success criteria with students.
- Foster a classroom environment that emphasizes belonging and respectful communication during reading activities and classroom discussions.
- Provide clear and predictable routines and structures for learning to support students' feelings of safety and confidence when engaging with challenging literacy tasks.

Truth & Reconciliation, Diversity and Inclusion Actions
- Provide opportunities for students to learn and use Tier 2 vocabulary across contexts, including oral and written work.
- Embed Indigenous perspectives, ways of knowing, and voices across curriculum though authentic texts and stories.
- Provide opportunities for students to engage in acts of reciprocity through land-based learning experiences and learning during "adopt-a-class" experiences.

Professional Learning
- System Professional Learning – System Intervention Professional Learning Network
- Ongoing professional learning focused on language comprehension and oral language development

Structures and Processes
- Literacy blocks that include daily explicit reading instruction focused on language comprehension
- Collaborative Grade Team planning and Collaborative Response meetings

Resources
- K-12 Literacy Framework and CBE Scope and Sequence
- CBE K-9 Universal Calibration Protocol
- Indigenous Education Lifelong Learning Framework (IEHLLF)

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- Professional Learning Communities
- Strive for Five Conversations by Tricia Zucker and Sonia Cabell

School Development Plan – Year 2 of 3

School Goal
Student language comprehension and communication will improve.

Outcome:
Student communication will improve through a continuum of communication support in Enhaced Education Supports (EES), Specialized Setting.

Outcome Measures
- Communication Matrix (non-verbal students)
- Modified Bridge Assessment – early literacy and language assessment

Data for Monitoring Progress
- "Look for" observations of universal strategies focused on use of visuals, hands free, processing time
- Ongoing PLC data
- IPP data (communication goals)

Learning Excellence Actions
- Use explicit instruction to provide developmentally appropriate literacy learning and oral language with frequent opportunities of practice and repetition
- Calibrate learning outcomes demonstrated by students.
- Collaborate with the multidisciplinary team to provide personalized, targeted language support and track progress of individual students.

Well-Being Actions
- Focus on increasing student autonomy through targeted learning experiences to help students communicate their basic needs, opinions, perspectives, and/or feelings.
- Provide clear and predictable routines and structures to support students' feelings of safety and regulation.

Truth & Reconciliation, Diversity and Inclusion Actions
- Provide ongoing and personalized opportunities for integration with the wider school community to develop a sense of belonging and community.
- Provide opportunities for students to engage in acts of reciprocity through land-based learning experiences and learning during "adopt-a-class" experiences.

Professional Learning
- System Professional Learning (Inclusive Education)
- Multi-Disciplinary Team Meetings

Structures and Processes
- Collaborative team planning and Collaborative Response Meetings
- Professional Learning Communities.

Resources
- Comprehensive Literacy for All: Teaching students with Significant Disabilities to Read and Write (Erickson & Koppenhaver, 2020)
- Diversity & Inclusion Professional Learning Series Modules and videos (D2L)

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School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Student language comprehension and communication will improve.*

Outcome one: *In K-6, student comprehension will improve through the development and application of background knowledge*

Outcome two: *Student communication will improve through a continuum of communication supports in Enhanced Education Supports (EES).*

Celebrations

- Students demonstrated strong growth in oral language skills, with notable improvement in Indicators 2 and 3. English as an Additional Language learners (EAL) made significant progress in speaking. Enhanced Education Supports (EES) students demonstrated growth in communication skills, moving towards more symbolic communication.
- Reading report card data shows steady improvement across grades, with many students moving from Indicator 2 (Basic) to Indicator 3 (Good). Early years assessments confirm stronger decoding and word recognition skills, laying the foundation for comprehension growth.
- Writing results indicate progress in Indicator 3 (Good) across most grades, with students increasingly applying writing strategies more independently, supported by explicit instruction and modeled exemplars.

Areas for Growth

- Slower progression in advanced oral language skills, particularly for EAL learners, highlighting the need for explicit instruction in vocabulary and structured opportunities for speaking and listening.
- Limited growth in higher-level comprehension skills, signaling the need for explicit instruction in all aspects of language comprehension (background knowledge, vocabulary, syntax, semantics, and discourse) to support deeper understanding of complex texts.
- Decline in sense of belonging and increase in anxiety across several grades, indicating a need for stronger classroom community and strategies to support emotional regulation and engagement.

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Next Steps

- Strengthen the connection between explicit reading skills and language comprehension through explicit instruction focused on reading comprehension.
- Strengthen assessment practices in reading by implementing Acadience reading assessments K-6 and using assessment data to monitor progress and inform instruction.
- Ensure students have daily opportunities to practice oral language skills and engage in rich conversations that model more formal and academic language structures.

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