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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

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 Improvement Results Report 204-2025

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School Development Plan – Year 2 of 3

School Goal
Student learning will move forward with responsive feedback from teachers.

Outcome:
Student written communication will improve by building teacher capacity to deliver quality feedback in the components of writing.

Outcome (Optional)
Students will have a strong sense of number by building teacher capacity to frame questions, deliver feedback that facilitates meaningful discourse, and scaffold student thinking to build shared understanding of mathematical ideas in numeracy.

Outcome Measures
- Grade 6 PATs writing
- Grade 6 PATs Math
- Numeracy assessment
- Report Card data (writing/numeracy)
- Alberta K-12 ESL Proficiency Benchmarks
- CBE student survey
- OurSCHOOL Survey

Data for Monitoring Progress
- School Based PLC common assessments (rubrics)
- Diagnostic data (Early Learning Assessments/Decision Tree)
- Professional learning data regarding impact on professional growth
- School Data Tracker: Indigenous and EAL cohorts

Learning Excellence Actions

- Students will receive feedback that aligns with the learning intentions and success criteria to move student learning forward.
- Mathematical academic language and vocabulary will be intentionally taught to support EAL students' comprehension to ensure they can understand and act on feedback.
- Increasing engagement by using varied strategies (visuals, gallery walks, "I can" statements) and making feedback timely and embedded in the learning process.
- Flexible Groupings will be extended for writing and math tasks.

Well-Being Actions

- Teachers will collaborate for Social and Emotional Learning and focus on competencies such as Self-Awareness and Self-Management to help students identify their learning strengths and areas for growth to increase literacy and mathematical competence and confidence.
- Teachers will explicitly teach SEL competencies from the SEL 3 Signature practices playbook.
- Teachers will include the Circle of Self within Wellness tasks and assessments.

Truth & Reconciliation, Diversity and Inclusion Actions

- *Okkakiosatoo* – Look Carefully: teachers will provide multiple entry points for tasks to encourage risk-taking and resilience and develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress.
- Teachers will use interactive writing tasks for EAL LP1 and LP2 learners.
- Teachers will modify academic vocabulary for EAL LP1 and LP2 learners to ensure understanding.
- Teachers will use graphic organizers or genre

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structures for IPP
learners.

Professional Learning
- Foundational Professional Learning in the Collaborative for Social Emotional Learning to increase student confidence as writers and mathematicians
- (HLAT) Writing Network Professional Learning Series
- Book Study: A path to better writing: Evidence-based practices in the classroom, Graham S & Harris K.R.
- New Curriculum Professional Learning Sessions: Assessment & Feedback

Structures and Processes
- *List of structures and SEL Elementary Designate to access and communicate tools/resources from the SEL for Well-Being Brightspace by D2L Resource.*
- Monthly PLCs within the focus on unified SEL instruction.
- Collaborative Response model focused through the lens of the 5 SEL competencies for literacy confidence.
- EAL Support Model

Resources
- *Okkakiosatoo* –Look Carefully: document
- Circle of Self
- MindUP
- *The Science of Learning:99 Studies that every teacher needs to know.*
- Math UP – Marion Small
- Dylan Willam Embedded Formative Assessment
- The writing rope: The strands that are woven into skilled writing: Sedita, J.
- The Writing Revolution 2.0

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School Goal:
Student sense of belonging will improve through the implementation of school-wide Social Emotional learning strategies.

Outcome:
Student sense of connection and belonging will increase as teachers learn, understand and apply SEL through the CASEL framework, 5 competencies and strategies.

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey – Well-being
- Assurance Measures Survey

Data for Monitoring Progress
- School Based PLC common assessments (rubrics)
- Diagnostic data
- Professional learning data regarding impact on professional growth
- Incident Reports and Log entry data

Learning Excellence Actions

- Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances.
- Students will explore the CASEL competencies to identify areas of strength and areas of growth for self-awareness and self-management from the CASEL Framework competencies in relation to their identities as learners.
- Students will use the Circle of Self to express their understanding of self-awareness and self-management.
- Students will engage in group activities to practice self-awareness and self-management, while also demonstrating social awareness through

Well-Being Actions

- Teachers will explicitly teach SEL competencies such as Self-Awareness, Self Management and Social Awareness.
- Teachers will engage in Relationship Mapping to ensure every student has meaningful connection with an adult within the school community.

Truth & Reconciliation, Diversity and Inclusion Actions
- *Okkakiosatoo* – Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress.
- Apply Circle of Self

collaborative tasks and
social stories

Professional Learning
- *New CBE Staff will complete the CASEL – Fundamentals of SEL – 60 min course,*
- *Well-Being and Truth & Reconciliation, Diversity, and Inclusion Professional Learning connected to actions above*

Structures and Processes
- SEL Elementary Designates will access and communicate tools/resources from the Social Emotional Learning (SEL) for well-Being Brightspace by D2L
- Monthly PLCs within the focus on unified SEL instruction Collaborative Response model focused through the lens of the 5 SEL competencies.
- EAL Support model

Resources
- Okkakiosatoo –Look Carefully: document
- Circle of Self
- *MindUP*
- *CASEL: SEL Three signature practices playbook*
- *Growth Mindset. Dweck* 2015*.*
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Calgary Board of Education | School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Student learning will move forward with responsive feedback from teachers*

Outcome one: Student written communication will improve by building teacher capacity to deliver quality feedback in the components of writing

Outcome two: Students will have a strong sense of number by building teacher capacity to frame questions, deliver feedback that facilitates meaningful discourse, and scaffold student thinking to build shared understanding of mathematical ideas in numeracy.

Celebrations

- More students felt they received helpful feedback to improve their writing (CBE Survey: 49.09% → 64.39%) and knew what to do next (85% → 88%).
- More students reported having the opportunity to receive feedback and know what to do next to improve their next steps in math (CBE Survey: 85.57% → 89.23%), showing better instructional clarity.
- Division 1 EAL students showed a 16.6% gain in writing indicators; Division 2 saw an 11.1% gain. Targeted feedback helped students take meaningful next steps.
- Common writing tasks showed a 19.9% increase in positive indicators. Teacher collaboration and clear criteria boosted student confidence and expression.

Areas for Growth

- Student engagement in mathematics fell from 78% to 62% (Assurance Survey), suggesting a need for more meaningful learning or clearer math vocabulary.
- Teacher perceptions of how students use self- and peer-assessment are inconsistent across classrooms.
- Only 55.3% of students feel they learn with different people in different spaces (CBE Survey), highlighting a need to strengthen flexible, collaborative environments.

Next Steps

- Boost student ownership of learning by using speaking strategies, like back-and-forth dialogue, in Division 1 and purposeful questioning in Division 2—to deepen engagement with feedback.

- Support EAL learners in math by reviewing how academic vocabulary builds across grades, helping teachers give targeted support during tasks and feedback.
- Track long-term impact by creating a Grade 1 cohort to monitor growth in math and writing over time.

Strengthen teacher feedback practices through professional learning focused on co-created rubrics, self/peer assessment, mastery examples, and timely, visible feedback.

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2024-25 SDP GOAL TWO: *Student social emotional well-being will improve though the implementation of school-wide Social Emotional learning strategies.* Outcome one: Student sense of connection and belonging will increase as teachers learn, understand and apply SEL through the CASEL framework, 5 competencies and strategies.

Celebrations:

•   Meaningful improvement in sense of belonging (OURSchool Survey 72.22% →78.4%) and the confidence in skill set to make friends easily (OURSchool 67.36 →76.42 %) indicating they are developing the skills and understanding needed to build strong peer relationships.

•   Strong student perception data that teachers treat students fairly (Assurance Survey 90.91%), that teachers care about their students (Assurance Survey 96.97%) suggests that early implementation of CASEL SEL lessons is clearly helping to foster strong, supportive connections between students and staff.

•   An increase in students' perception of helping one another(CBE Student Survey 70% →87.69%), highlights meaningful growth in their ability to build strong, supportive peer relationships.

Areas for Growth

•   70.23% (CBE Student Survey) of students reporting they talk to caregivers, friends, classmates, or teachers about how they feel, indicates the need to continue growing emotional literacy and open communication.

•   School based data around students with limited connections with a staff or peer decreased by 10%.

•   Gains in student perception that rule-following (CBE Student Survey 50% →71.21%), and peer respect (CBE Student Survey 50% - 69.70%) alongside increased Log Entries and Incident Reports, suggest that intentional work on respectful community practices—grounded in SEL competencies like self-awareness and self-management is needed.

Next Steps:

•   Continue to engage in SEL social awareness and social story tasks, specifically in the areas of self-awareness and self-management.

•   Explore ways to embed SEL competencies (Self-awareness and self-management) throughout Wellness curriculum task design and assessment planning.

•   Explore ways to embed Circle of Self throughout curriculum task design and assessment planning.

Apply serve-and-return oracy development (Div 1) and questioning strategies(Div 2) to strengthen students' social-emotional growth by fostering meaningful dialogue, active listening, and confident self-expression.