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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 and Social Emotional Learning will improve.

Outcome:
Student foundational skills in literacy will improve.

Outcome (Optional)
Students will demonstrate improvement in their Social Skills.

Outcome Measures
- *Literacy Benchmarking (Acadience –3 times per year)*
- *Social Skills Inventory System data (2 times per year)*
- *SEL target data (IPP's, every 6-8 weeks)*

Data for Monitoring Progress
- Weekly progress monitoring of literacy targets
- Weekly progress monitoring of SEL data and individual targets

Learning Excellence Actions
- *Strengthen reading and writing skills through explicit instruction of foundational literacy skills as well as comprehension skills such as identifying key points, summarizing, and outlining.*
- *Design literacy and SEL tasks with clear learning intentions and success criteria.*
- *All instruction will align with the NeuroSequential Model Core Concepts as well as key concepts from the Science of Learning.*

Well-Being Actions
- *3-4 daily check-ins to monitor well-being, engagement and regulation*
- *Embed self-regulation strategies and SEL practices in all structured and unstructured learning blocks throughout the school day.*

Truth & Reconciliation Actions
<2026.27 TRC Commitment to Action>
- *Explicitly teach and provide opportunities for students to practice skills needed to engage in respectful dialogue, including listening to diverse perspectives, expressing ideas, navigating disagreement, and participating meaningfully in learning*
- *Embed opportunities across the school for students and staff to engage in respectful dialogue that honors Indigenous ways of being, belonging, doing and knowing and strengthens identity, relationships, connection and understanding.*






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Professional Learning

- *Language and Literacy System Professional Learning*
- *Professional learning on specific concepts from the Science of Learning such as cognitive load, programming with the Working Memory in mind, and the importance of practice in skills development.*

Structures and Processes

- *Collaborative response meetings*
- *Student Learning Team*
- *Routines for goal setting, self-assessments and check-ins*
- *Structured time to review data and plan intervention.*

Resources

- *K-12 Literacy Framework*
- *CBE Assessment and Reporting Guide*
- *Student Well-Being Framework*
- *Indigenous Education Holistic Lifelong Learning framework*









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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student Achievement will improve in both Literacy and Social Emotional Learning.

Outcome one: Student foundational skills in literacy will improve.

Outcome two: Students will demonstrate improvement in their Social Skills.

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CBE 2024-27 Education Plan



Celebrations

- 82% of students demonstrated improved literacy skills as indicated in IPP targets and measures.
- 92% of students demonstrated improved social skills as indicated using the Social Skills Inventory System (SSIS).
- The same 92% of students demonstrated improved overall SEL skills as indicated in IPP targets and measures.

Areas for Growth

- Building students' reading fluency including reading rate, accuracy, and expressive intonation to support overall comprehension with text.
- Re-examine Tier III supports, including wrap-around services and community supports, for those students who are not responding to our interventions

Next Steps

- Address how to infuse our data collection and planning model to improve writing and math outcomes.

  Investigate possible system partnerships within existing ministries (Child Welfare and Health Care)




