

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.

[LINK TO SIRR 2024-25](#)

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

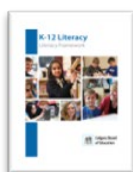
Strong student achievement for lifelong learning and success

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





School Development Plan – Year 2 of 3

School Goal

Students' perceptions of School Connectedness and Belonging will improve.

Outcome #1:

Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Outcome #2

The number of students that are designated as requiring additional support in literacy will be reduced over the school year.

Outcome Measures

- Student Surveys – Well-Being
 - Sense of belonging (Our School Survey)
 - I feel included at school (CBE Survey)
 - I can see my culture reflected in my school (CBE Survey)
 - I can successfully solve problems (Our School Survey)
 - I have strategies to help myself that I use if I feel stressed about school (CBE Survey)
 - Positive self-regulation (Our School Survey)
 - Heart-To belong (%) Overall agreement to question "My teachers care about me" (CBE Survey)
 - OurSCHOOL Survey-student problem solving questions
- Alberta Education Assurance Measures Results Report (Well-Being & Literacy)
- CBE Survey – Literacy measures
- Alberta Government Assessment scores for LeNS and CC3
- Local data on literacy

Data for Monitoring Progress

- OurSCHOOL Fall and Spring data
- PowerSchool - Incident Report and Log Entry Data
- Attendance Data Analytics
- Collaborative and Proactive Solutions (Ross Greene) conversations
- Collaborative Response documentation
- PLC discussion notes

Learning Excellence Actions

- Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances using CASEL sample teaching activities
- Students will explore the CASEL competencies to

Well-Being Actions

- Teachers will explicitly teach the five SEL competencies to increase understanding of the impact of their words and actions
- Explore the CASEL resources for SEL strategies

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





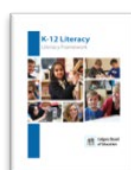
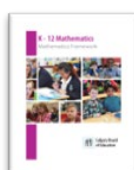
identify areas of strength,
and areas of growth

- Explicit instruction using UFLI program to improve regarding phonological awareness and decoding text
- Coordinating division 2 student assessment practices using the Grades 4-12 Decision Tree

- Learn and practice Collaborative and Proactive Solutions (Ross Greene) conversation methods to improve student social-emotional skills
- Begin to implement Collaborative and Proactive Solutions (Ross Greene) methodology within routine school structures

progress

- Implement the Indigenous Holistic Lifelong Learning Framework
- Intentional use of culturally & neurodiverse diverse texts to build a deeper understanding of student belonging, anxiety and emotional regulation





Professional Learning

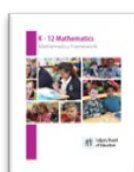
- Teachers will continue to refine practice on Collaborative and Proactive Solutions (Ross Greene) addressing collaborative problem solving
- Staff introduced to the CASEL Fundamentals
- Well -Being PLC to start a book study on Proactive and Collaborative Solutions (Ross Greene)
- Literacy PLC to continue the best practices with the Science of Reading and start the implementation of the Grades 4 -12 Decision Support Tree
- Mathematics PLC to further explore the MathUP program to implement best practices with mathematics teaching and learning

Structures and Processes

- Dedicated professional learning to continue with Well-Being specific to Social Emotional Learning (SEL).
- All PLCs address SEL principles to support task design (monthly)
- Monthly Collaborative Response Team Meetings exploring effective Tier 2 strategies
- Continue to refine student leadership opportunities to meet the needs of younger students and the school community

Resources

- Okkakiosatoo –Look Carefully from the Indigenous Education Holistic Lifelong Learning Framework
- Social Emotional Learning (SEL) for Well -Being Brightspace by D2L Resource
- Lost & Found: Helping behaviorally challenging students (and, while you're at it, all the others)
- CASEL sample teaching activities
- Student Well -Being Framework
- Indigenous Education & Well -Being PLCs combined learning
- ELAL K-3 scope & sequence
- UFLI Foundations Resource
- MathUP
- CBE Mathematics: Equity Identify Guide
- New Curriculum





School Development Plan – Data Story

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CBE 2024-27 Education Plan



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2024-25 SDP

GOAL ONE: Students' perceptions of School Connectedness and Belonging will improve

Outcome one: Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Outcome two: The number of students that are designated as requiring additional support in literacy will be reduced over the school year.

Celebrations

- *Thematic analysis of teacher qualitative feedback noted a strong and valued commitment to teaching and learning using a collaborative problem-solving framework (Ross Greene, 2025) from a structured 16-hour professional development session.*
- *Student problem solving skills improved.*
- *Successful teacher collaboration and professional growth in the science of reading.*
- *The number of Grades 1–3 students classified as at-risk (requires additional support or RAS) in literacy decreased.*

Areas for Growth

- *Building students' reading fluency and comprehension in grades 4-6.*
- *Continuation with the collaborative problem-solving methodology (Ross Greene, 2025).*
- *Explore other complimentary SEL approaches to improve connectedness and belonging.*

Next Steps

- **Structures:** *Introduce a structured 6-week teacher collaborative response learning cycles that identify tier 2 strategies to track and support student progress in the areas of literacy and well-being.*
- **Professional learning:** *Continue with Ross Greene's collaborative and proactive solutions approach to improve student collaborative problem-solving abilities.*
- **Literacy:** *Continue with the implementation of the SVS Reading Instructions Expectations for K-6 students established in May 2025.*

