Janet Johnstone
224 Shawnessy Drive SW, Calgary, AB T2Y 1M1 t | 403-777-8670f | 587-933-9835 e | JanetJohnstone@cbe.ab.ca

cbe.ab.ca

Calgary Board of Education

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 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://janetjohnstone.cbe.ab.ca/documents/Janet_Johnstone-SIRR-24-25-docx.pdf

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School Development Plan – Year 2 of 3

School Goal
Student achievement in Literacy and Numeracy will improve.

Outcome:
Through the intentional design of the learning environment, students will improve in Literacy, Numeracy and Well-Being.

Outcome Measures
- *Report card data (writing and math)*
- *Summative assessment for writing and math*
- *Student perception data: Alberta Education Assurance Measures Survey: At school, are you encouraged to try your best? Is it easy to get help with school work at school if you need it?*
- *OurSCHOOL Survey: Goal Orientation category*
- *School-created survey: questions about resilience and growth mindset*

Data for Monitoring Progress
- *Collaborative Response Meeting data measuring the effectiveness of strategies to increase student resilience*
- *School-created Social-Emotional Learning screener*
- *Teacher perception data: Professional Learning Community reflections, pre- and post-assessment for Professional Development, use of read aloud strategy and formative assessment*
- *Formative Assessment in writing and math (i.e. checklists, rubrics)*

Learning Excellence Actions
- *Utilize consistent, specific and timely formative assessment practices to move student learning forward*
- *Consistently use success criteria to support students with self-assessments in writing and mathematics*
- *French Immersion teachers will consistently use the Neurolinguistic Approach (NLA) in designing engaging math tasks*
- *Consistently use mentor texts as explicit instruction of Social Emotional Learning competencies, to model writing and mathematical concepts*

Well-Being Actions
- *Use school-created Continuum of Success for Collaborative Response Meetings and add interventions related to developing resilience and a growth mindset*
- *Set goals with students related to resilience in learning*
- *Explicitly teach Social-Emotional Learning competencies in classroom and school-wide events*

Truth & Reconciliation, Diversity and Inclusion Actions
- *Use culturally diverse resources as read alouds across curricular areas*
- *Connect resilience to nature and the Holistic Lifelong Learning Framework*
- *Design learning opportunities to explore resilience in Indigenous people in past and present and French-Canadian culture*

Professional Learning

- *Professional learning on CBE's High Quality Summative Assessment and Universal Calibration Protocol*
- *Book study on writing strategies: Powerful Writing Strategies by Adrienne Gear*
- *ATA Indigenous Education Professional Learning session*

Structures and Processes

- *Professional Learning Community learning sprints for writing and mathematics with common tasks and assessments*
- *Making exemplars visible*
- *Making learning intentions visible*
- *Collaborative Response Meetings focusing on developing resilience*
- *School-wide Social-Emotional Learning through assemblies and Family Groups*

Resources

- *CBE High Quality Summative Assessment*
- *CBE Universal Calibration Protocol*
- *La progression en grammaire de M à 6 avec la littérature jeunesse*
- *NLA for FSL – Designing a Literacy Loop*
- *ACPI A+ and IDELLO – French Literacy Resources*
- *French System Assistant Principal and Learning Leader*
- *Powerful Writing Strategies by Adrienne Gear*
- *The Ramped Up Read Aloud by Maria P. Walther*
- *MathUP*
- *Teaching Sprints protocols by Simon Breakspear www.teachingsprints.com*
- *CBE Student Well-Being Framework*
- *Jigsaw Learning*
- *Ensouling Our Schools by Jennifer Katz and Kevin Lamoureaux*

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in Literacy and Numeracy will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in Literacy, Numeracy and Well-Being.

Celebrations

- Students' achievement in writing improved when comparing January to June 2025 report cards for grade 1, 3 and 4 students in the Regular program and grade 1 and 2 in the French Immersion program.
- Students' achievement in number and patterns in mathematics improved when comparing January and June report cards for Kindergarten and grade 1 students in the Regular program and Kindergarten, grade 1, 2 and 3 students in the French Immersion program.
- Improved feelings of safety, belonging and positive friendships of grade 4 students on the OurSCHOOL Survey: safety from 68% to 71%, belonging from 83% to 86% and positive friendships from 75% to 93%.
- Increased feelings of engagement in Language Arts for grade 4 students on the Alberta Education Assurance Measure survey from 70% to 78%.

Areas for Growth

- Increasing student involvement in assessing and improving their writing.
- Increasing student involvement in assessing and improving their communication of mathematical understanding in numbers and patterns.
- Building students' awareness of how they can approach learning and relationships with a growth mindset.

Next Steps

- Use success criteria, exemplars and mentor texts to design engaging writing tasks where students can take ownership.
- Use success criteria, exemplars and mentor texts to design engaging math tasks that allow for multiple entry points and various means of representation.
- Explicitly teach Social-Emotional competencies and goal-setting using mentor texts.