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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://ianbazalgette.cbe.ab.ca/school

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Student academic achievement in Literacy will improve.

Outcome:
Student achievement in reading and writing will improve through a focus on inclusive and responsive teaching practices.

Outcome Measures
- CBE Decision Tree – Vocabulary, Spelling Inventory, Oral Reading Fluency, and MAZE
- English Language Arts Team – Common Reading and Writing Assessments
- Report Card Indicators Assessed and Reported by English Language Arts Team
- Provincial Achievement Test (PAT) English Language Arts Part A & Part B

Data for Monitoring Progress
- Teacher Perception data – Implement tasks that build understanding of complex and abstract reading and writing strategies
- Team calibration assessment data
- CBE Student Survey
  - I enjoy working on challenging…
  - I know what to do next to improve in…

Learning Excellence Actions
- Use the CBE's Reading Assessment *Decision Tree* to guide next steps to support students
- Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines
- Provide a variety of tools to support the reciprocal relationship between reading and writing
- Use Read Alouds and Think Alouds with different text genres
- Provide fluency protocols, including choral, echo, and whisper reading
- Provide students with learning opportunities that mirror the reasons, texts, and application of thinking skills that would

Well-Being Actions
- Create learning spaces that provide learners with a safe and respectful environment
- Encourage students to see themselves as growth-minded readers who can synthesize texts in various communication mediums, and who can create texts through various mediums. Particular attention will be focused on various forms of writing (ex. Narrative prose, expository prose, functional prose, et cetera.).
- Activate students as owners of their own learning by engaging learners in goal setting,

Truth & Reconciliation, Diversity and Inclusion Actions
- Decolonize curriculum by adding stories that challenge or question classical Western worldviews by introducing Indigenous, Eastern, and other alternative perspectives.
- Utilize scaffolding strategies to support multilingual learners
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind

- be found within a discipline
- Frame learning through essential disciplinary questions to guide students' authentic inquiry into issues that are relevant to student/discipline
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline
- Create learning tasks that provide multiple entry points and opportunities to explore abstract complex texts

- self-assessment, and/or reflection
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within different disciplines

Professional Learning
- CBE System Professional Learning
- High Impact Instructional Practices in Literacy, as highlighted in the CBE's Literacy Framework – Criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and conceptual understanding
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Suggested Topics:
  - Word study, disciplinary vocabulary, tier 2/3 vocabulary, concept sorts

Structures and Processes
- Specific Learner Targeted Intervention on Fridays, in addition to work done in the classes.
- Collaborative time in both curricular team and student support team
- Curriculum Specific Professional Learning Community (PLC)
- POD (Animal Families) team meetings
- Student Learning Team (SLT) to support implementation of Continuum of Supports
- Collaborative Response Meetings

Resources
- CBE Guiding Principles Assessment and Reporting – Assessment Practices are Fair, Transparent, and Equitable for all students
- CBE K-12 Literacy Framework - Literacy Teaching Practices
- Reading Assessment Decision Tree (RAD) Gr 4-12
- Indigenous Education Holistic Lifelong Learner Framework
- Text Calibration Protocol
- ELA/ELAL Insite | Teaching Practices
- Reading and Interventions:
- ELA/ELAL Insite | Equity & Interventions

Creating text sets across disciplines, concept-based learning, what is disciplinary literacy	EAL Benchmarking and implementing teaching practices through the lens of diversity and inclusion	

School Development Plan – Year 2 of 3

School Goal
Students will have a sense of belonging at school.

Outcome:
Students experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve.

Outcome Measures
- OurSCHOOL Survey (Sense of Belonging Summary measure)
- Alberta Education Assurance Survey: "At school I feel like I belong" and "I feel welcome at my school"
- CBE Student Survey questions: "I feel included at school" and "I feel welcome at school"

Data for Monitoring Progress
- Attendance Analytics Data – EAL and Students who Self-identify as Indigenous
- Teacher perception feedback using SEL Competencies
- Wellness Block check-ins

Learning Excellence Actions

- Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances with the use of CASEL sample teaching activities
- Utilize texts that highlight the concept of 'belonging'
- Work with students to develop structures to support connectedness between classes and grade groupings

Well-Being Actions

- Student Well-Being Action Team develops school-wide initiatives based on Middle School Well-Being Symposium Learning
- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces
- Review existing school-based policies that encourage connection, and those that might limit the ability for students to interact with each other (e.g., zones of the school

Truth & Reconciliation, Diversity and Inclusion Actions
- Engage in whole school planning to develop robust extended programs (e.g. clubs, teams, safe space offerings, etc.) that are based on student voice and encompass diverse students' skills and interests
- Create school wide and classroom learning environments that are supportive, culturally responsive, and focused on
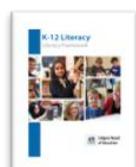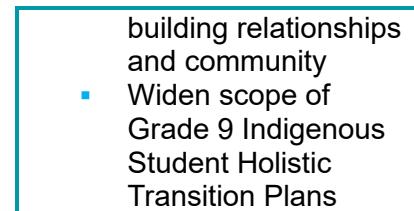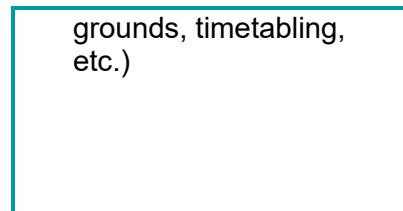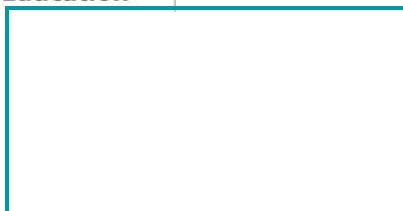
| grounds, timetabling, etc.) | building relationships and community
▪ Widen scope of Grade 9 Indigenous Student Holistic Transition Plans |

| *Professional Learning*
▪ Middle Schools SEL Working Group
▪ Well-Being break out session for Middle Years
▪ Middle Schools Student Well-Being Symposium | *Structures and Processes*
▪ Student Well-Being Action Team
▪ Monthly Holistic Student Support (Animal Families) meetings
▪ Collaborative Team Meetings | *Resources*
▪ Student Well-Being Framework & Companion Guide (middle years)
▪ SEL Brightspace by D2L
▪ Dates of Significance
▪ Learning Leader of School Culture and Holistic Student Well-Being |

School Development Plan – Data Story

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
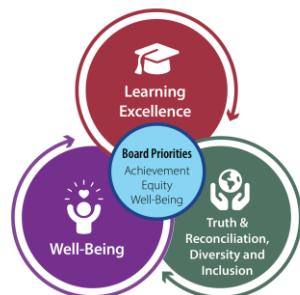
2024-25 SDP GOAL ONE:
Student academic achievement in Literacy will improve.
Outcome one:
Student achievement in reading and writing will improve through a focus on inclusive and responsive teaching practices.

Celebrations

- In English Language Arts, there was an increase of Gr. 8 & 9 students achieving indicators of '2' and '3' on the "Reads to explore, construct and extend understanding" stem on report cards from June 2024 to June 2025:
  - 80% of students achieved 2 or 3 in Gr. 8
  - 90% of students achieved 2 or 3 in Gr. 9
- In English Language Arts, there was an increase of 11.64% in Gr. 7 students achieving an indicator of '4' on the "Reads to explore, construct and extend understanding" stem on report cards from June 2024 to June 2025.
- The number of students at the acceptable or above achievement level in English Language Arts PAT at 70%

Areas for Growth

- Increase the amount of targeted literacy intervention to students based on identified learner needs as noted on data gathered through CBE Decision Tree – Vocabulary, Spelling Inventory, Oral Reading Fluency, and MAZE.
- Continuation of building students' phonological awareness and phonics skills of students achieving indicator of '1' on the "Reads to explore, construct and extend understanding" stem on report cards.
- Increase the number of total students achieving acceptable and/or standard of excellence in English Language Arts PAT results (Ian Bazalgette rate is 70% and the Provincial rate is 80% of students achieving acceptable or above).

Next Steps

- Expand targeted literacy intervention through intervention period in weekly schedule.
- Continue work with EAL (English as Additional Language) Specialist support to build capacity of teachers' language acquisition and using benchmarks to program for students.
- Connect Core subject teachers to Complimentary subject teachers to design integrated inquiry learning tasks.

2024-25 SDP GOAL TWO:

Students will have a sense of belonging at school.

Outcome one:

Students' experiences in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve.

Celebrations

- 7 percentage point growth by students when responding to "I feel included at school…" on CBE student Survey, from June 2024 to June 2025.
- 3 percentage point growth by students when responding to "I feel welcome at school…" on CBE student Survey, from June 2024 to June 2025.
- Successful implementation of school spirit activities throughout the year.

Areas for Growth

- Alberta Education Assurance Measure Survey - Welcoming, Caring, Respectful Learning Environments - Declined to an overall Concern.

Indicates a need for further work within our learning community to create a safe environment.

- It is interesting to note that percentage decrease in percentage of teacher, parent, and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school, is most significant in parental response as compared to student and teacher response.
- Decline in the number of students reporting that they feel like they belong, as reported in the Alberta Education and Childcare Assurance Measure Results.
- Decline in the number of students reporting that "…students respect each other," as reported in the Alberta Education and Childcare Assurance Measure Results.

Next Steps

- Expand the scope of the Principal's Student Advisory Group with a continuing focus on building a safe, caring, and welcoming school.
- Further expand and develop the student well-being action team first piloted last year.
- Addition of .5 Social Emotional Lead Teacher building capacity of staff and targeting students in support of safety and well-being.
- Addition of .5 School Psychologist in support of Tier 3 Strategies outlined in CBE Continuum of Behavioral Supports.