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Calgary Board of Education

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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 (SIRR) 2025-26

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 mathematics will improve.

Outcome:
Students will improve their reading comprehension across all subject areas.

Outcome Measures

- ELA(L) report card reading stems, grades 5-9
- Grade 6 and 9 ELA(L) PAT results Part B
- Math 6 and 9 PAT results

Data for Monitoring Progress

- RADT data and Grade 5 provincial screeners
- PLC literacy and math data
- Task Design Professional Learning – cross-grade calibration
- Staff feedback on Mental Health Implementation Plan professional learning
- Student voice data from Student Voice Council and perception data of literacy and student well-being
- School-based student voice data from Literacy – My Reading Check-in

Learning Excellence Actions

- Implement intentional literacy interventions
- Implement close reading strategies in grades 5-9 (PLC)
- Implement grade level strategies to promote meaningful math discourse such as; Math Talks

Well-Being Actions

- Implementing new strategies from the Collaborative Response Model focused on Well-Being
- Integrate SEL competencies into core curriculum instruction
- Integrate SEL rubrics into Health and Wellness classes

Truth & Reconciliation Actions

- Balmoral School's Commitment to Truth and ReconciliAction
- Provide access to inclusive and culturally diverse texts
- Continue to connect learning to culture and foster student identity

Professional Learning

- Professional Learning about RADT and resources to support literacy intervention
- Truth and Reconciliation Commitment with ongoing Staff check-ins
- System Intervention Learning Leader (SILL) and Social Emotional Lead Teacher (SELT) PL for the Mental Health Implementation Plan

Structures and Processes

- PLC structure (literacy and numeracy) to support reading comprehension
- Common assessment and planning with calibration with grade teams 5-9
- Literacy Intervention Model
- Collaborative Response – Mental Health Implementation Plan

Resources

- Reading Assessment Decision Tree (RADT)
- Understanding Reading Grades 4-9
- CBE Literacy and Math frameworks
- Student Well-Being Framework
- Indigenous Education Holistic Lifelong Learning Framework






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- Language Acquisition Through Intentional Task Design
- Literacy Supports and Strategies | Grades 4-9









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School Development Plan – Data Story

2025-26 SDP GOAL: Student achievement in literacy and mathematics will improve.

Outcome: Students will improve their reading comprehension across all subject areas.

Celebrations

- The establishment of a school-wide literacy block with structured, evidence-based reading instruction.
- Staff professional learning for RADT implementation, the science of reading, and effective reading interventions.
- Successful implementation and continuation of structured assessments, PLC collaboration, and targeted interventions supporting student growth.
- Continued strong and steady student performance in literacy and mathematics report card and PAT data.
- Student perception data indicates students are gaining confidence in their interactions with texts and knowing themselves as learners and what they need next.

Areas for Growth

- Implementation of numeracy screeners school-wide to support evidence-based numeracy intervention.
- Developing grade level appropriate close reading strategies to support literacy in grades 5-9.
- Supporting student well-being with universal strategies across grades.
- Grade team learning cycle common assessment and calibration across grades 5-9.

Next Steps

- Restructuring Collaborative Response as the Mental Health Implementation Plan supporting universal strategies for student well-being.
- Continued work with the System Intervention Learning Leader (SILL) and Social Emotional Lead Teacher (SELT) to support student well-being through universal strategies.
- Staff professional learning for student mental health and well-being.
- Continued data monitoring of the RADT data and tweaks of the Literacy Intervention Model

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