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Calgary Board of Education

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SchoolSchool 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.

https://colonelsanders.cbe.ab.ca/school (once on this page, scroll to the bottom to locate the School Improvement Results Report)

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School Development Plan – Year 3 of 3

School Goal

Students achieve excellence in literacy and mathematics

Outcome:

Students will use specific vocabulary when representing their understanding.

Outcome Measures

- Assurance Framework Survey
- Report Card Proficiency Levels
- EAL Benchmarks

Data for Monitoring Progress

- For each Science Organizing Idea (i.e.: Matter, Energy, Earth Systems, Living Systems, Computer Science and Scientific Method) teachers will evaluate their students' use of vocabulary at the beginning and end of the teaching
- Teachers will post their Scientific Vocabulary per Organizing Idea into the Colonel Sanders SharePoint
- Look Fors – Anchor Charts within classrooms; Explicit Vocabulary Instruction using the Four Step Method and the grade selected strategies
- Teacher collected pre and post data per grade level per Organizing Idea

Learning Excellence Actions

- Sustained focus on implementation of the Literacy Framework, including Orthographic Mapping
- Providing professional time for grade level teams to work together, as assigned in Assignable Time
- Clearly articulative Learning Intentions and Success Criteria
- Use of the Four Step method and the specific strategies each grade level selected

Well-Being Actions

- The 2026-2027 CBE Well-Being Framework highlights an Enabling Condition for Well-being as Student Centered Practice. The four Step Method for Orthographic Mapping aligns with supporting student needs and maintaining high expectations for all learners.
- Support students academically through targeted programming, structures and common vocabulary

Truth & Reconciliation Actions

TRC Commitment to Action
https://colonelsanders.cbe.ab.ca/school

- Engaging students in land-based learning though visits to Egert's Pak and Nose Hill Park to deepen understanding of place, strengthen relationships with the land, and support learning through Indigenous ways of knowing

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Professional Learning

- Review of Orthographic Mapping Professional Learning from the 2025-2026 School Year
- Maatoomsii'Pookaiks (Indigenous Day of Learning) April 25, 2026 began our work of learning from the land with teachers engaging with this work; Okkakiosatoo [oh-kia-kio-sii-toap] 'Look Carefully'

Structures and Processes

- Assignable time includes team planning time for grade levels
- Staff Association members are attending all professional learning that the Learning Leaders are providing
- There is Word document in SharePoint, teachers communicate student pre and post assessment data for each Organizing Idea
- Grade level teams have selected strategies for each of the Steps in the Four Part Method; if they notice that the ones they selected are not supportive of student learning

Resources

- CBE Literacy Framework
- EAL D2L Shell
- Social Emotional Learning D2: Shell
- Stepping into Science – New Learn Alberta Website
- ATA Group Funding Request – see below
- Assessment and Reporting D2L Shell

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School Development Plan – Year 3 of 3

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

2025-26 SDP GOAL ONE:

Students achieve excellence in literacy and mathematics.

Outcome one:

Students will use specific vocabulary when representing their understanding.

Celebrations

- Grade 1 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Living Systems showing a 24%age point increase
- Grade 2 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Matter showing a 31%age point increase
- Grade 3 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Earth Systems showing a 27.5%age point increase
- Grade 4 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Earth Systems showing a 65%age point increase

Areas for Growth

- When we analyzed our EAL student's Language Proficiency Level (LP 1 and 2) with their Proficiency Level (numerical indicator) in Science, we noticed that our Students who are newer to acquiring English needed different supports than those that were originally identified (see SIRR for detailed information).

Next Steps

- In August 2026, grade level teachers were provided time to review their targeted words for each Organizing Idea, discussion regarding each word occurred as well as discussions regarding pre and post assessment data collection
- In August 2026, grade level teachers reviewed the specific strategies they selected for Orthographic Mapping, grade levels discussed if these were the strategies that they wanted to continue for the 2026-2027 school year

- Implementation of the 4-step orthographic mapping process for selected words for each organizing idea will continue for the 2026-2027 school year
- Kindergarten was just added to our school in August 2026-2027, the new Kindergarten teachers worked with administration as well as the Class Size Reduction Teacher to begin to identify words from the kindergarten science curriculum which they will target for the SDP

ATA Group Funding

Teachers who would like to participate in the ATA's Group Funding will have the opportunity to select professional books which will enhance their understanding across the CBE's Education Plan. If accepted by ATA, each group of five teachers will receive $500 for professional books.

Book selections include:

Learning Excellence

- Math Workshop in Action: Strategies for Grades K-5
- Figuring Out Fluency – The Foundations for Reasoning Strategies with Whole Numbers: A Classroom Companion
- Guided Math in Action: Building Each Student's Mathematical Proficiency with Small-Group Instruction
- Strive for Five Conversations: A Framework that gets Kids Talking to Accelerate their Language Comprehension and Literacy
- The Station Rotation Model & UDL
- Rock You Literacy Block: Mighty Moves to Organize Your Day and Optimise Student Learning
- Small Groups, Big Results: Evidence-Based Routines to Get Every Child Reading Evidence-Based Routines to Get Every Child Reading
- Know Better, Do Better: Comprehension Fueling the Reading Brain with Knowledge, Vocabulary, and Rich Language
- The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades
- Unlocking Multilingual Learners' Potential

Well-Being

- Pedagogies of Voice: Street Data and the Path to Student Agency
- Reclaiming out Students: Why Children are more Anxious, Aggressive, and Show Down than Ever – And What we can do about it
- One Without the Toher: Stories of Unity through Diversity and Inclusion
- Teaching to Diversity: The Three-Block Model of Universal Design for Learning
- Culturally Responsive Teaching & the Brain

Truth & Reconciliation

- Medicine Wheel for the Planet: A Journey toward personal and ecological healing
- Truth and Reconciliation in Canadian Schools
- 21 Things you need to know about Indigenous Self-Government: A Conversation about dismantling the Indian Act
- 21 Things you may not know about the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a reality
- Resurgence: Engaging with Indigenous Narratives and cultural expressions in and beyond the classroom