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Calgary Board of Education

Simon Fraser School
5215 33 Street NW, Calgary, AB T2L 1V3 t | 403-777-7290 f | 403-587-933-9894 e | gmclark@cbe.ab.ca

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.

LINK TO 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 academic achievement in literacy and numeracy will improve.

Outcome:
Student achievement in "Reading" and "Number" will improve through intentional instructional design and assessment.

Outcome Measures
- *ELA Report Card Indicator Achievement*
  - *Reads to explore, construct and extend understanding*
- *Mathematics Report Card Indicator Achievement*
  - *Number*
- *Provincial Achievement Test (PAT) Grades 6 and 9 ELA Part B*
- *PAT Mathematics Part A & Part B Grades 6 & 9*

Data for Monitoring Progress
- *Reading Assessment Decision Tree (CORE, Maze, Spelling)*
- *Report Card Data*
- *PAT Data*
- *Reading intervention progress (RADT)*
- *Student participation in mathematical discourse (NSAT),*
- *Grade 9 mathematics skill development*

Learning Excellence Actions
- *Utilize high-impact strategies to engage students in reading, vocabulary across all disciplines*
- *Utilize a variety of text sets, both linguistically and culturally diverse, that align with disciplines*
- *Design and implement tasks that promote reasoning in mathematics to support building conceptual understanding in "Number"*
- *Incorporate low-floor high ceiling tasks to engage all learners at their "just right" level*
- *Build direct literacy instruction to incorporate strategies such as morpheme recognition to understand academic terms, and a focus on fostering comprehension, conceptual understanding of vocabulary to allow transfer across subjects and disciplines*

Well-Being Actions
- *Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection*
- *Provide repeated opportunities for learners to practice and consolidate literacy/numeracy skills and knowledge across disciplines*
- *Create learning spaces that provide learners with safe and respectful environments*
- *Encourage students to see themselves as confident problem solvers and readers*
- *Create a culture that values the thinking process and strategies over speed and algorithms*

Truth & Reconciliation Actions
TRC Commitment to Action
- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts*
- *Consider relevancy and representation in text selection*
- *Use scaffolded learning intentions to reflect that students may have different learning goals*
- *Find opportunities to tap knowledge and experiences related to students' culture, community, family, and history as resources*
- *When possible, connect learning to responsibilities of being a treaty person*
- *Actively create opportunities for students, staff, and families to learn about and engage in Indigenous land-based and place-based learning*






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Professional Learning

- *Middle Years System Professional Learning*
- *Intentional collaborative instructional design and assessment focused on meeting the needs of all learners*
- *Coaching targeted differentiation*
- *Leveraging Literacy, Mathematics, and Well-Being Frameworks*
- *High impact instructional practices in Mathematics – Criteria for implementing rich tasks/assessments that develop and evaluate fundamental skills and conceptual understanding*
- *Access to EAL Strategist and System sessions to provide responsive support focused on EAL foundations, structures/processes, and programming*

Structures and Processes

- *Classroom:*
  - *Include meaningful reading/math tasks at student "just-right" levels*
- *School:*
  - *PLCs*
  - *Collaborative Response and Continuum of Supports*
  - *Varied text sets*
  - *Community of interdisciplinary team meetings*
  - *Student Learning Team (SLT) processes to support implementation of Continuum of Supports*
  - *Access to CBE EAL Support Model initiative*

Resources

- *Reading Assessment Decision Tree*
- *Improving access to varied text sets*
- *ELA/ELAL Insite | Teaching Practices*
- *ELA/ELAL Insite | Equity & Interventions*
- *Complex English as an Additional Language Learners (CELLs)*
- *Continuum of Supports*
- *CBE Guiding Principles Assessment and Reporting - Assessment Practices are Fair, Transparent and Equitable for all students*
- *CBE Frameworks & Companion Guides*
- *Middle Years Learner Resources*






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School Development Plan – Year 3 of 3

School Goal:
Students' experience of feeling safe and welcome at school will increase

Outcome:
Students' sense of belonging will improve

Outcome Measures
- *CBE Student Surveys*
  - *"My School makes me feel like I belong"*
  - *"My teacher(s) care about me (Heart to Belong)"*
  - *"I feel included at school"*
  - *"I feel welcome at school"*
- *Alberta Education Assurance Survey:*
  - *"At school I feel like I belong"*
  - *"I feel welcome at my school"*

4S Interview Question regarding adult connection

Data for Monitoring Progress
- *Attendance Analytics Data including EAL, Coded Students, and Students who self-identify as Indigenous*
- *CBE Student Survey and Well-Being Student Survey*
- *Alberta Education and Childcare Assurance Survey*
- *Participation rates in extracurricular offerings*
- *Student feedback*

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' and culture*
- *Work with students to develop structures to support connectedness through the Well-Being Symposium and beyond*

Well-Being Actions
- *Student Well-Being Action Team, School Council and Student Leadership classes develop 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 and micro transitions that encourage connection, and those that might limit the ability for students to interact with each other positively (e.g., zones of the school grounds, time tabling, etc.)*
- *Continuation of multigrade "dragon" houses to increase connections and the number of teacher advocates*
- *Establish a Wellness Centre for student access*

Truth & Reconciliation Actions
TRC Commitment to Action
- *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 building relationships/ community.*
- *Support effective holistic transitions and collaboration for Indigenous students across grades and learning pathways*






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Professional Learning

- *Well-Being break out session for Middle Years*
- *Middle Schools Student Well-Being Symposium*
- *Build teacher capacity to reflect on social and emotional competencies in ways that are culturally responsive*

Structures and Processes

- *Student Well-Being Action Team*
- *Collaborative Team Meetings*
- *Grade Team Meetings*
- *Wellness & Dragon Houses*
- *PLCs*

Resources

- *Social Emotional Learning Resources via Insite*
- *CBE Dates of Significance*
- *CBE Indigenous Education Resources*









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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement in “Reading” and “Number” will improve

Outcome one: Student achievement in “Reading” and “Number” will improve through intentional instructional design and assessment.

Celebrations

- *Grade 6 and Grade 9 students performed well on the reading Provincial Achievement Test (PAT). In our school, 85.1% and 85.3% met or exceeded the acceptable standard, compared with 79.5% and 77.0% across Alberta.*
- *More reading results in Grades 5–8 were at Indicator 4, the highest report card level, at year-end than in Semester One. The increase ranged from about 6 to 11 percentage points.*
- *Grade 7 students showed stronger achievement in “Number”. The proportion of numbered report card results at Indicators 3 or 4 increased from about 61.6% to 76.3%.*
- *Grade 9 students performed above provincial results on the mathematics PAT: 76.2% met or exceeded the acceptable standard, compared with 59.8% across Alberta. Excellence was 27.2%, compared with 17.7% provincially.*
- *Students reported confidence in their learning: 84.93% felt confident as readers and 85.36% felt confident they could learn mathematics on the spring CBE Student Survey.*

Areas for Growth

- *Some students continued to need extra reading support. At year-end, 93 of 607 students assessed needed targeted or intensive help with comprehension. This included 28 of the 77 Grade 5 students assessed.*
- *We need to help more Grade 6 students reach excellence. On the PAT, 13.0% achieved excellence in mathematics, compared with 21.1% provincially; reading excellence was 23.0%, compared with 30.9%.*
- *Grade 9 students had more difficulty with mathematics Part A than Part B: 62.6% met the acceptable standard in Part A, compared with 82.3% in Part B. Teachers will examine the skills that need further practice.*
- *Students need more opportunities to connect with classroom texts and take part in mathematics discussions. In the CBE survey, 67.68% felt connected to texts and 70.16% said they shared ideas and asked questions in mathematics.*

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CBE 2024-27 Education Plan








Next Steps

- *Provide targeted reading intervention based on assessment of multisyllabic word reading, fluency, and comprehension. Use approximately six-week assessment cycles to monitor progress and adjust instruction.*
- *Strengthen vocabulary and morphology—the study of roots, prefixes, and suffixes—across subjects. Explicitly model annotation, summarizing, and the use of text evidence to support interpretations.*
- *Strengthen conceptual understanding of "Number" through explicit instruction, guided practice, and connections among concrete materials, pictorial models, number lines, and symbolic representations.*
- *Build cumulative retrieval practice into mathematics lessons. Use collaborative whiteboard discussions and formative assessment, including exit questions, to identify misconceptions and guide reteaching or extension.*

2025-26 SDP GOAL TWO: Students' experience of feeling safe and welcome at school will increase

Outcome one: *Students' sense of belonging will improve.*

Celebrations

- *More Grades 7–9 students reported belonging at school on the Alberta Assurance Survey: agreement increased from 77% in 2025 to 82% in 2026.*
- *Students reported stronger peer relationships. Agreement that students care about each other rose from 65% to 78%; agreement that students respect each other rose from 66% to 79%.*
- *More students reported feeling safe at school, increasing from 85% to 89%. The broader Welcoming, Caring, Respectful and Safe Learning Environments measure rose from 86.6% to 91.6% and was rated Excellent.*
- *Students reported strong teacher support on the CBE survey: 92.29% agreed their teachers care about them and 96.61% agreed their teachers want them to succeed.*

Areas for Growth

- *Feeling welcome needs attention. Alberta Assurance agreement fell from 90% to 86%. On the separate CBE survey, 80.67% felt welcome and 76.85% felt included.*
- *Some students need a stronger personal connection with an adult. Of 426 CBE survey respondents, 141 reported no such connection. Only 57.70% agreed teachers regularly check in about their well-being.*






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- *More students need to see their cultures represented in school. On the CBE survey, 66.74% agreed they could see their culture reflected.*

Next Steps

- *Identify students who report limited adult connection and arrange a consistent staff contact, with regular check-ins and follow-up.*
- *Use explicit social-emotional learning in Wellness lessons and classroom routines to practice self-regulation, perspective-taking, conflict resolution, and help-seeking.*
- *Strengthen Dragon Houses through recurring small-group activities, consistent adult involvement, and meaningful opportunities for every student to contribute.*
- *Use student feedback to improve cultural representation in everyday learning. Revisit questions about welcome, inclusion, and adult connection, and share the changes made in response.*




