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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 | 2025-2026

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
Academic Excellence and a Sense of Well-Being Will Improve.

Outcome:
Students will achieve higher levels of academic excellence and report an increased sense of well-being.

Outcome Measures
- Provincial Numeracy Assessments (Gr. 1-3)
- Report Card Data
- CBE Student Survey November 2026
- CBE Student Survey March 2027
- Goal Specific School-Wide Tracking Tool

Data for Monitoring Progress
- School-Wide Tracking Tool
- Student Exit Slips
- Computational Agility Assessments
- Teacher Perception Data

Learning Excellence Actions
- Collaborative creation of outcome-aligned math assessments focused on procedural automaticity with staff.
- Incorporate use of multiple modalities to solve tasks.
- Established success criteria for writing in science.

Well-Being Actions
- Create a culture that prioritizes Social Emotional Learning and its core components.
- Activate students as owners of their own learning in self-assessment and reflection.
- Provide actionable feedback that moves learners forward.

Truth & Reconciliation Actions

TRC Commitment to Action

- Teachers design tasks and assessments that are inclusive and accessible to all learners.
- Learning from Indigenous Elders and Knowledge Keepers
- Indigenous Land-Based and Place-Based Learning

Professional Learning
- System Professional Learning – Math/Science - https://insite.cbe.ab.ca/teaching/core-curriculum/Pages/default.aspx
  - **https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Pages/professional-learning.aspx**
  - **https://insite.cbe.ab.ca/teaching/core-**

Structures and Processes
- Professional Learning Focus On: 1) designing scaffolded tasks to increase student skills; 2) Designing Computational Agility Assessments
- Common Assessments
- Collaborative Response structures and processes used to

Resources
* CBE Mathematics: Equity and Identity Guide
* CBE Implement Tasks that Promote Reasoning and Problem Solving
* MathUp
* Alberta Education Math and Science Resources
* Alberta Education Numeracy Progressions
* CBE Numeracy Resources






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curriculum/science/Pages/default.aspx • CBE Early Years Literacy & Numeracy Intervention Initiative - https://insite.cbe.ab.ca/teaching/student-supports/early-childhood-services/Pages/early-years-assessment-initiative.aspx • Social Emotional Learning CBE Professional Development - https://insite.cbe.ab.ca/health-security/student-safety-health-wellness/Pages/default.aspx • CASEL Guide to Schoolwide SEL • CBE Indigenous Education Professional Development - https://insite.cbe.ab.ca/teaching/student-supports/indigenous-education/Pages/default.aspx • Professional Learning Communities, Collaborative Response Meetings and Staff Meetings at Bel-Aire School	increase student engagement • Random Groupings of students • Positive Classroom Norms • CASEL Implementation Timeline • Guided practice in use of Tools and Manipulatives • Routine Student Voice Interviews with Leadership Team	* NEW! Hiroko Warshauer's Strategies to Support Productive Struggle * *SEL From the Start* by Sara E. Rimm-Kaufman **Sitting Still Like a Frog* by Eline Snel **Braiding Sweet Grass for Young Adults by* Robin Wall Kimmerer *CASEL Website






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School Development Plan – Year 3 of 3

School Development Plan – Data Story

2025-26 SDP GOAL ONE: Academic Excellence and a Sense of Well-Being Will Improve.

Outcome one: *Students will achieve higher levels of academic excellence and report an increased sense of well-being.*

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CBE 2024-27 Education Plan



Celebrations from 2025-2026

- Students' numeracy skills have improved in Procedural Fluency and Computational Agility. In September 2025, 29.9% of students achieved a 3 or 4 in the SDP Goal for numeracy and by June 2026, 55.7% of students achieved a 3 or 4 in the SDP Goal for numeracy – an improvement of 25.8%.
- Students' ability to "communicate meaningful ideas and results derived from scientific observations" improved over the course of the 2025-2026 school year. In September 2025, 17.3% of students achieved a 3 or 4 in the SDP goal for Science Literacy and by June 2026, 53.5% of students achieved a 3 or 4 in the SDP goal for Science Literacy – an improvement of 36.2%.
- Students and families reported a smooth transition from Windsor Park School to Bel-Aire School where the CBE values of safe, welcoming and caring communities, continues to embody our new school community.
- Students feel that the values of diversity and inclusion are important and nurtured in the Shared Responsibility School Community. Our commitment to Indigenous Sharing Circles and Acknowledgement of the Land practices have become a fixed tradition and area of comfort for staff and students at Bel-Aire School.

Areas for Growth for 2026-2027

Numeracy: The 2023-2026 school years quantitative and qualitative data indicate that our students have improved in solving multi-step math problems (2023-2024), have made gains in foundational math skills (2024-2025) and are improving in Procedural Automaticity and Computational Agility (2025-2026). What continues to be a challenge and what is required for this current school year (2026-2027) is continued growth in computational agility and procedural automaticity. Students will continue to improve procedural automaticity and computational agility in foundational math skills, which should continue to increase their speed, performance and confidence in solving advanced summative math assessments.









Procedural Automaticity: The ability to recall and execute procedures or basic facts quickly and accurately without conscious effort.

Computational Agility: The ability to choose and flexibly use efficient strategies for computation depending on the problem.

Science Literacy: The 2023-2026 school qualitative and quantitative data indicates that our students have improved in the areas of: 1) Organizing to write: The pre-writing process (2023-2024 Goal), 2) identifying relevant information for use in scientific writing (2024-2025 Goal) and 3) communicating meaningful ideas and results from scientific observations and evidence (2025-2026 Goal). Teachers feel that continued growth is required in "Communicating meaningful ideas and results from scientific observations and evidence" for the 2026-2027 school year.

Well-Being: The 2025-2026 school qualitative and quantitative data indicates that our students continue to report that they feel their school is a safe, welcoming and caring community. Students are, however, reporting higher levels of struggle in the area of, "Self-Regulation." We will work on more direct teaching and learning in Social and Emotional Learning (SEL) and its Core Components: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills and Social Awareness.

Truth and Reconciliation, Diversity and Inclusion: The 2023-2026 school survey data indicates that our students continue to feel that Diversity and Inclusion are values that are fostered and encouraged at CBE Shared Responsibility Program. Students and staff feel that we could better engage in conversations and actions that show our commitment and support of The Truth and Reconciliation Commission of Canada's Calls To Action. Specifically, our students, staff and families would like opportunities to learn from Indigenous Elders and Knowledge Keepers and participate in learning that reflects Indigenous Land-Based and Place-Based Learning.

Next Steps for 2026-2027

Numeracy:

- Provide daily short fluency and regular retrieval practice
- Integrate strategy reflection to provide students the opportunity to explain which method was most efficient and why
- Track both speed and efficiency
- Provide spiraled review so that mastered facts remain fluent over time
- Increase the use of kinesthetic activities, manipulatives and visual models






Science Literacy:

- Provide daily review and practice on disciplinary specific writing in science.
- Continued use of “scaffolds” to assist students in step-by-step writing practice in science.
- Continued use of collaborative rubrics to build student knowledge and confidence in scientific writing

Well-Being:

- Schoolwide Implementation of CASEL Schoolwide Guide to SEL
- Creation of Movement Pathways in the hallways of Bel-Aire School
- Continued advancement of the Student Well-Being Space

Truth and Reconciliation, Diversity and Inclusion:

- **Spirit-To Be**: Learn and work with Indigenous Elders and Knowledge Keepers to deepen Indigenous students’ relationships to language, culture, community and learning through songs, stories and ceremonies shared according to local protocols (TRC Calls to Action 62.1, 62.3, 63.1, 63.2)
- **Body-To Do**: Actively create opportunities for students, staff and families to learn about and engage in Indigenous land-based and place-based learning (TRC Calls to Action 62.2)
- Schoolwide Implementation of CASEL Schoolwide Guide to SEL
- Continued development and practice of Indigenous Sharing Circles

Links to Insightful Resources on Insite

- CBE Education Plan | 2024-2027
- School Development Planning
- School Improvement Results Report
- SDP Data Plan- Data Process within School Development Planning
- Assessment and Reporting (including the Reporting and Expectations Timeline)
- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Inclusive Education
- Core Curriculum
- CBE Student Well-Being Framework




