



Braeside School

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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.

Link Here: https://braeside.cbe.ab.ca/documents/b7008dc3-69d6-40b5-bc85-4ea18d49b652/Braeside_School-SIRR-24-25-3.pdf

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

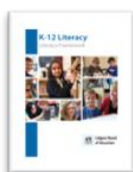
Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection





School Development Plan – Year 2 of 3

School Goal

Students' achievement in Literacy will improve.

Outcome:

Through the intentional design of the learning environment, students will know what to do next to improve in literacy.

Outcome Measures

Report Card Indicators:

- ELAL – Reads to explore and understand.
- ELAL – Writes to express information and ideas.

Provincial Assessments:

- CC3, LeNS, PAST

Surveys:

- Calgary Board of Education (CBE) Student Survey:
 - "I have opportunity to receive feedback from others to improve my writing."
 - "I know what to do to improve my writing skills."
- Alberta Education Assurance (AEA) Survey:
 - "Your child clearly understands what they are expected to learn at school."
- OurSCHOOL Survey – Percentage of students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them.

Data for Monitoring Progress

Internal Tracking:

- Professional Learning Communities (PLC) common writing assessments
- MAZE, Vocabulary and Words Their Way

Formative Assessment:

- Clear learning intentions (NewLearn Alberta KUSPs) linked to success criteria

Perception Data:

- Professional learning data regarding impact on professional growth (SDP Teacher Survey)

Learning Excellence Actions

Utilize high impact literacy strategies to engage students:

- Use of gradual release strategy (I do, We do, You do)
- Clearly articulate learning intentions
- Build, share and use exemplars with students to enrich students' understanding of success criteria
- Utilize consistent, specific and timely formative assessment practices to move student learning forward

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments:

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessments, and / or reflection
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources:

- Use scaffolded learning intentions (i.e. learners may have different learning goals)
- Empower students to have voice in learning and assessment practices
- Consider student identity in task design and text selection




Professional Learning
CBE Professional Learning:

- *Intervention Lead Teachers Session*
- *Assessment and Reporting Insite*
- *English Language Arts Insite*

Structures and Processes
School-Based:

- *PLCs*
- *Collaborative Response*
- *Student Learning Team*
- *Team Meetings*
- *Document and support instruction and learning in intentional ways*
- *Post learning intentions and clearly display expectations, instructions and purposes for work*
- *Make exemplars, success criteria and mentor texts visible*

Resources

- *Reading Assessment Decision Tree Gr. 4 – 12*
- *ELA/ELAL Insite*
- *Teacher Self-Assessment Tool*
- *Assessment and Reporting Insite*
- *Diversity and Inclusion Insite*
- *K – 9 Universal Calibration Protocol*
- *The Writing Revolution by Judith C. Hochman and Natalie Wexler*
- *The Writing Rope by Joan Sedita*



School Development Plan – Data Story

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2024-25 SDP GOAL: Students' achievement in Literacy will improve.

Outcome: Through the intentional design of the learning environment, students will know what to do next to improve in literacy.

Celebrations

- Increase in the percent of students who agree with the statement, "I have the opportunity to receive feedback from others to improve my writing". (48.48% in Spring of 2024, 63.86% in Spring of 2025)
- Spring 2025 AEA Survey results – "Students at your school clearly understand what they are expected to learn" – 100% agreement
- Sprint 2025 AEA Survey results – "Your child clearly understands what they are expected to learn at school." – 100% agreement
- Teacher Self-Assessment Tool for the CBE Guiding Principles of Assessment and Reporting indicated that 87.5% of teachers feel, 'Assessment is ongoing and embedded throughout cycles of learning' and 94% of teachers feel, 'Assessment makes explicit connections to the intended learning goals'.

Areas for Growth

- Improvement in students' ability to express (in writing) their thoughts, ideas and understanding (I.e. Increasing the percentage of students receiving a 3 or 4 indicator in the Report Card stem 'Writes to Express Information and Ideas').
- Increase in student agreement with the statement, "I know what to do next to improve my writing skills" (Survey Statement).

Next Steps

- 6-week PLC cycles for all students focusing on the Seven Teaching Principles (from the resource *The Writing Rope, A Framework for Explicit Writing Instruction in All Subjects* by Joan Sedita).
- Teacher calibration using the new CBE Rubric for Writing.
- Continued focus on the CBE's Guiding Principles of Assessment and Reporting.

