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Calgary Board of Education

Cambrian Heights 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 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://cambrianheights.cbe.ab.ca/school

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 will improve.

Outcome:
Students will improve their reading comprehension by using teacher feedback, self-assessment and high-impact strategies to make deeper meaning and personal connections with engaging texts.

Outcome Measures

- Report Card Data
  - ELAL stem: Reads to explore and understand
- CBE Student Survey
  - "In my classes, I have the opportunity to read interesting books."
  - "I have strategies to help myself that I use if I feel stressed about school."
  - "I can see my culture reflected in my school."
- Alberta Education Assurance Measures Results Report
  - The percentage of students that agree they are engaged in their learning at school.
- Provincial Achievement Test
  - Grade 6 ELAL Reading: percentage achieving the Acceptable Standard
  - Grade 6 ELAL Reading: percentage achieving the Standard of Excellence.

Data for Monitoring Progress

- Collaborative Response Meeting Data
- PLC commitments and analysis of teaching effectiveness
- Mid-year and year-end local measures reading comprehension data reviews
- February & June Report card data review

Learning Excellence Actions

- Explicitly teach and model high-impact reading comprehension strategies, including predicting, questioning, summarizing, inferencing and using textual evidence, through consistent literacy routines.
- Use formative assessment, common success criteria and student self-assessment to provide actionable feedback, guide flexible small-group instruction and respond to students' individual comprehension needs.
- Provide high-interest, culturally representative texts and design engaging literacy tasks that incorporate student voice, choice, discussion and varied ways of responding.

Well-Being Actions

- Establish regular student check-ins and strengthen relationships with trusted adults to ensure students feel supported and confident accessing help when needed.
- Explicitly teach emotional awareness and self-regulation strategies through meaningful texts, collaborative discussions and opportunities for students to reflect on and manage their challenges.
- Create inclusive literacy experiences that strengthen identity, connection and belonging by encouraging students to share their cultures, perspectives and personal experiences.

Truth & Reconciliation Actions

2026-27 TRC Commitment to Action

- Embed Indigenous texts, stories, and perspectives into literacy instruction to deepen comprehension of Indigenous ways of Being, Belonging, Doing and Knowing.
- Engage Indigenous Elders, Knowledge Keepers and community members in meaningful learning experiences that strengthen students' connections to Indigenous cultures and knowledge.
- Integrate land-based learning, seasonal teachings and cultural experiences that connect literacy to story, place and community.






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Professional Learning

- Professional Learning (PL) in the Neuro-linguistic Approach (NLA), oral-first literacy routines and the science of reading comprehension.
- Professional Learning Network (PLN) series: Literacy Intervention Teacher shares key learning from her PLN sessions during Friday PL.
- Assessment and Calibration PL to strengthen success criteria, formative assessment, feedback and teacher moderation through PLCs, student work analysis and data reviews.
- Regular Friday PL rotations in Literacy, SEL and Resource to strengthen collaborative planning, shared instructional practices and student progress.
- Indigenous and Place-Based Learning PL in Indigenous ways of Being, Belonging, Doing and Knowing, including Maatoomsii'Pookaiks and land and place-based learning led by Indigenous community members, Knowledge Keepers and Elders.

Structures and Processes

- Monthly PLCs focused on consistent literacy routines, high-impact comprehension strategies, common success criteria, assessment calibration and analysis of student work.
- Monthly CRMs focused on using assessment evidence to identify student needs, plan targeted interventions, establish flexible groupings and monitor literacy growth.
- Ongoing grade-team collaboration, professional learning and classroom Look-For feedback to support implementation of the CBE Literacy Framework, oral-first instruction and effective assessment practices.

Resources

- CBE Literacy Framework
- CBE Social-Emotional Learning (SEL) Framework
- Indigenous Education Holistic Lifelong Learning Framework
- Understanding Reading (Grades 4–9)
- ELA/ELAL Insite: Teaching Practices and Reading Comprehension
- Reading Assessment Decision Tree (RADT)
- ELA/ELAL Interventions
- Neuro-Linguistic Approach (NLA) resources
- Cambrian Heights School TRC Commitment to Action (2026–27)






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement in Literacy will improve.

Outcome one: Students will improve their reading comprehension by using teacher feedback, self-assessment, and high-impact strategies to make deeper meaning from texts they read.

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CBE 2024-27 Education Plan



Celebrations

- Reading achievement improved across Grades 1–6, with the percentage of students receiving Indicators 3 and 4 on the English Language Arts and Literature (ELAL) Reading report card stem, *Reads to explore and understand,* increasing by 4.4 percentage points, from 59.8% to 64.2%. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency results also showed growth for 86.5% of assessed students
- Grade 6 English Language Arts and Literature Provincial Achievement Test (PAT) results showed 83.3% of students achieved the Acceptable Standard, exceeding the provincial result of 82.4%. Students also outperformed provincial averages on three of four questions specifically assessing their ability to draw conclusions from implied information.
- Strong student-teacher relationships were evident, with 97.9% of students reporting that their teachers want them to be successful and 92.6% indicating that their teachers care about them. Students demonstrated confidence and perseverance in literacy, with 92.6% reporting they continue reading when it is challenging and 88.9% expressing confidence in themselves as readers.
- Strong Indigenous learning experiences were evident, with 94.7% of students reporting learning about Indigenous ways of being, belonging, doing and knowing, and 93.8% indicating opportunities to learn from Indigenous Elders and Knowledge Keepers.

Areas for Growth

- Strengthening student engagement and connection to reading remains an area for growth, with 71.3% of students reporting they feel connected to the texts they read and hear in class and only 51.0% identifying opportunities to read interesting books. This aligns with a 10.6-percentage-point decline in student-reported learning engagement from 70.1% to 59.5%.
- Strengthening students' emotional well-being remains an area for growth, with the percentage of students reporting they can access support for personal problems declining by 22 percentage points, from 92% to 70%. Additionally, only 65.2% of students reported having strategies to manage






school-related stress, while 70.0% indicated they can adapt to new situations under stress or pressure.

- Strengthening cultural representation and inclusion remains an area for growth, with only 66.7% of students reporting that they see their culture reflected in their school.

Next Steps

- Increase student engagement and connection to reading by expanding access to high-interest texts and creating regular opportunities for student choice, discussion and response modalities.
- Strengthen students' emotional well-being by explicitly teaching regulation and coping strategies, increasing regular check-ins, and ensuring students know how to access support for personal concerns at school.
- Increase cultural representation and inclusion by creating more school-wide opportunities for cultural celebrations and developing spaces throughout the school where students see their cultures, identities and communities reflected more consistently.






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