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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.

Bishop Pinkham SIRR 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






School Development Plan – Year 3 of 3

School Goal
Student achievement in learning will improve through an increased sense of belonging and students knowing themselves as learners

Outcome:
Student well-being will improve across French Immersion and English programs through direct instruction of social emotional learning, task design, and the implementation of tier 2 supports.

Outcome Measures

- CBE Student Survey Perception Data questions about School Connectedness and Belonging
- EAL Language Proficiency Data and Achievement Data for our EAL learners
- Provincial Achievement Tests Grade 9 ELA and FLA Part A
- Report Card indicators, ELA and FLA for writing

Data for Monitoring Progress

- Teacher Perception Data of confidence integrating SEL and Tier 2 supports in task design.
- Attendance Improvement Data
- Professional Learning Communities tracking of Student Perception Data (exit slips specific to well-being, students knowing themselves as learners)
- Exit slips of students engaged in intervention work
- Relationship Mapping 2/year
- Tracking of development and implementation of Tier 2 strategies through Collaborative Team Meetings and Professional Learning Communities

Learning Excellence Actions

- Utilize high impact English language learning strategies such as pre-teaching vocabulary and use of visuals.
- Engage in new practices to understand students better as learners.
- Integration of Tier 2 strategies to strengthen task design & formative assessment

Well-Being Actions

- Integration of Self-Management SEL strategies such as self-regulation and executive functioning techniques.
- Development of Tier 2 strategies to support student well-being.
- Activate students as owners of their own learning by engaging in SEL learning tasks.
- Create and refresh learning spaces that provide learners with a safe and respectful environment.
- Parent communication of goals and approaches, updates of community activities that contribute to well-being

Truth & Reconciliation Actions

- Utilize and provide access to inclusive, linguistically diverse, and culturally diverse learning resources.
- Consider and implement authentic opportunities to learn on the land
- Using scaffolded learning intentions and Tier 2 supports to reflect different learning goals for students

Professional Learning

- Middle Years System Professional Learning
- System and local sessions of Social Emotional Learning
- System EAL training

Structures and Processes

- PLC structure of book study where teachers integrate their learnings into classroom practice
- Collaborative Response Tier 2 strategy development and implementation
- Weekly staff meetings
- Student Well-Being Symposium- student voice
- Student Leadership activities
- Regular attendance tracking
- SLT meetings

Resources

- Indigenous Education Lifelong Learning Framework and Companion Guide
- Student Well-Being Framework and Companion Guide
- Literacy Framework
- Mathematics Framework
- PLC book study: Ensouling Our Schools

School Development Plan – Data Story

2025-26 SDP goal one: Student achievement in learning will improve through an increased sense of belonging and students knowing themselves as learners

Outcome one: Student well-being will improve across French Immersion and English programs through direct instruction of social emotional learning, task design, and the implementation of tier 2 supports.

Celebrations

- Students reported an increase between 14% and 20% in School Connectedness and Belonging on the 2025-2026 CBE Student Survey
- Student report card data indicates that students continue to demonstrate strong achievement in ELA and FLA reading, with a higher proportion receiving indicators of '3' and '4' compared to CBE averages.
- Through school-wide implementation of Social Emotional Learning, we have seen an increase in students understanding themselves as learners as indicated through local data measures (exit slips, teacher observations and anecdotal notes etc.)

Areas for Growth

- Despite being above provincial standards in ELA and FLA, student performance in all subjects decreased on Provincial Achievement Tests
- 65.47% report that there is at least one adult at school who they really connect with, according to the CBE Student Survey. While this shows an improvement from last year, this indicator is still lower than we would like for our school.
- The development and integration of Tier 2 supports into task design and daily teacher practice to reach all learners

Next Steps

- Continue to use the PLC and Collaborative Response structure to focus on the development and integration of tier 2 strategies to support well-being and achievement across classes
- Continued integration of Social Emotional Learning into task design across all courses
- Explore teacher voice and connection to Indigenous Education to support professional learning