



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

Fairview 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.





School Development Plan – Year 2 of 3

School Goal

Formative assessment will improve student achievement and student wellbeing.

Outcome:

Students' achievement in literacy will improve through participation in formative assessment practices.

Outcome

Students' sense of feeling connected to the school will increase through participation in formative assessment practices.

Outcome Measures

- Provincial Achievement Test – Grade 6 & 9
- ELAL (4-6) Report Card Indicator
 - Reads to explore, construct and extend understanding
 - Writes to develop, organize, and express information and ideas
- ELA (7-9) Report Card Indicator
 - Reads to explore and understand
 - Writes to express information and idea
- CBE Student Survey Results (5,6,8 & 9)
 - "I feel included at school", "I have the opportunity to receive feedback from others to improve my work", "I set goals for my learning and work towards them" and "I can see my culture reflected in my school"
- Alberta Education Measure Results Report (4&7)
 - "I feel like I belong" and "I understand how the language arts I am learning is useful to me"

Data for Monitoring Progress

- Reading Assessment Decision Tree (Core, Maze, Spelling)
- Teacher Perception Data on use of formative assessment practices
- Student Perception Data on opportunities for active involvement in formative assessment practices
- Student Focus Groups – cultural representation within the school community

Learning Excellence Actions

- Clearly articulate learning intentions.
- Share and use exemplars with students to support the co-creation of success criteria.
- Work with students to develop structures such as feedback loops to support connectedness between teachers and students and students and students.

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection.
- Provide peer feedback that moves learners forward.
- Provide students with opportunities to demonstrate knowledge in a variety of modes.

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider student identity in text selection.
- Utilize and provide access to inclusive, culturally diverse, and inviting texts.
- Empower students to have a voice in the learning and assessment process.





Professional Learning

- System Professional Learning
- Professional learning addressing formative assessment
- Assessment & Reporting Insite | Professional Learning
- ELA/ELAL Insite | Professional Learning
- Creating text sets using the Text Calibration Protocol

Structures and Processes

Classroom

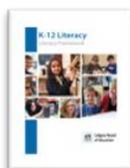
- Post learning intentions and clearly display expectations', instructions and purposes for work for all learners
- Make exemplars and success criteria visible
- Provide Access to engaging, diverse texts

School

- Layered Meetings – Collaborative Team, Professional Learning Communities, Team Planning, School Support Team and Student Learning
- Character Education – Eagle Time

Resources

- Reading Assessment Decision Tree (RAD)
- Text Calibration Protocol
- ELA/ELAL Insite | Teaching Practices
- ELA/ELAL Insite | Equity and Interventions
- Assessment and Reporting Insite
- CBE Well-being Framework and Companion Guide
- Embedding Formative Assessment (Williams & Leahy)



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Formative and targeted feedback will improve student academic achievement and student well-being.

Outcome one: Improved feedback will increase student literacy.

Outcome two: Students' sense of belonging in a welcoming, caring, respectful and safe learning environment will increase.

Celebrations

- Growth in students' sense of inclusion, with CBE Student Survey results rising from 64% to 71%, showing more students feel welcomed.
- Growth in students' sense of belonging, with Assurance Survey results increasing from 66% to 70%, indicating stronger connection to school.
- Students' achieving the indicator 4 on the ELA\ELAL report card writing stem rose from 17% to 24% indicating a stronger mastery of writing skills
- Increased word knowledge, demonstrated by a 6% gain on the Reading Assessment Decision Tree, signaling stronger literacy foundations
- Growth in reading comprehension, shown by a 5% increase on the Reading Assessment Decision Tree, reflecting stronger understanding of text.

Areas for Growth

- Decrease the percentage of students receiving the indicator 1 and 2 on the ELA\ELAL report card writing stem.
- 37% of students have reported on the CBE survey that they do not have the opportunity to receive feedback from others, indicating a need for more meaningful feedback cycles within class
- Student perception data points to a need to strengthen cultural representation across the school.

Next Steps

- Build, share, and use writing exemplars to enrich student understanding and co-create success criteria for writing outcomes
- Provide increased opportunities for students to engage in structured formative assessment practices such as feedback loops with their peers.
- Consider student identity and representation when selecting culturally diverse and inviting texts.

