Chaparral School

480 Chaparral Drive SE, Calgary, AB; T2X 3X8 t | 403-777-6424 f | 587-933-9771 e | chaparral@cbe.ab.ca
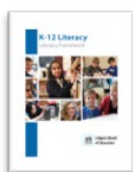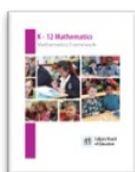
School Development Planning

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.

https://chaparral.cbe.ab.ca/documents/1cde8386-351c-40b0-907e-ac483b60f1ee/School-Improvement-Results-Report.pdf

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Through assessment and task design academic achievement in literacy will improve.

Outcome:
Student literacy skills related to writing will improve.

Outcome (Optional)

Outcome Measures
▪ English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
▪ Report Card Data – ELAL (Writing Stem)
▪ CBE Student Survey – Literacy
▪ Professional Learning Communities (PLC) common writing assessments

Data for Monitoring Progress
▪ Class Reviews
▪ Whole school writing samples (HLAT or Grade determined prompt)
▪ Assessment & Reporting – Teacher Self-Assessment Tool (Pre- & Post self-assessment)
▪ Student self-perception of writing pre & post writing assessments.

Learning Excellence Actions
- Utilize consistent, specific and timely formative assessment practices including the use of writing exemplars, rubrics, mentor texts and an understanding of success criteria for identified writing outcomes to move student learning forward
- Build reciprocal reading-writing connections
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, edits
▪ Engage in written and oral language tasks,

Well-Being Actions
▪ Create learning spaces that provide learners with a safe and respectful environment
▪ Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
▪ Provide feedback that moves learners forward.
▪ Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge.

Truth & Reconciliation, Diversity and Inclusion Actions
- Provide students with opportunities to interactively and collaboratively construct text(s)
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Empower students to have voice in learning, assessment, and decisions
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Decolonize curriculum resources by critically
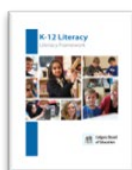
such as reflection and one-on-one discussions, to engage in the SEL competencies for regulation in relationship writing and competence.

analyzing the perspective in which the stories are written and how they may favour other worldviews over Indigenous perspectives
▪

Professional Learning
- System Professional Learning
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Writing Rope
- The Brain Game Professional Learning with the Diversity & Learning team

Structures and Processes
Classroom:
- Document and support instruction and learning in intentional ways
- Provide daily structured and supported writing times
- Provide explicit instruction and reflection time regarding student self-perception of writing abilities.
- Calibration, Collaboration & Teacher Clarity
- Chaparral Common Hour tasks connected to the writing process
- Loose Parts

School:
▪ PLCs
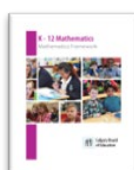▪ Collaborative Response
▪ Grade team meetings

Resources
- ELA/ELAL Insite | Teaching Practices (scroll to Writing for resources and professional readings)
- K-12 Literacy Framework (specifically the Writing Rope pg. 15)

Reading & Interventions:
- ▪ ELA/ELAL Insite | Equity & Interventions

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Student well-being will improve.

Outcome
Students' strategies around regulation and persevering during school activities will improve.

Outcome (Optional)

Outcome Measures
▪ CBE Student Survey
▪ OurSCHOOL Survey – Well-Being
▪ Alberta Education Assurance Measures Results Report
▪ Attendance data

Data for Monitoring Progress
▪ Student Perceptions on OurSCHOOL Survey (Self-Regulation Summary measure)
▪ Office referrals and need for progressive discipline strategies
▪ Teacher perceptions about their confidence and competence with the CASEL SEL competencies (Teacher Survey)
▪ Monthly Recognition of Monthly Mantras
▪ Student self-reflection during problem solving with teachers and admin

Learning Excellence Actions
▪ Include age-appropriate tasks, texts and resources to understand the Social Determinants of Health and their impacts on the Dimensions of Wellness
▪ Utilize age- appropriate texts that highlight diverse persons and the SEL competencies (characters that exhibit these skills both successfully and in states of growth)
▪ Engage in reading and writing tasks to deepen students' understanding of the SEL competencies such as: reflection journals, regular

Well-Being Actions
- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills)
- Teach about the brain and its development/functions in response to stress and regulation techniques. (Self-Awareness and Self-Management)
- Provide direct instruction regarding transferring regulation skills across

Truth & Reconciliation, Diversity and Inclusion Actions
▪ Utilize inclusive, universal strategies to intentionally integrate SEL competencies schoolwide.
▪ Create opportunities for students to engage in problem solving processes to address issues related to student expectations and/or conflict.
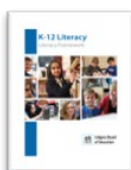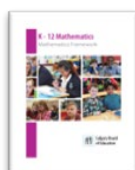
opportunities for self-assessment with feedback, etc.
▪ Direct instruction regarding brain development and how a regulated stress-response affects student wellbeing and achievement in courses such as Literacy (writing)
▪

- multiple disciplines &/or environments.
- Incorporate a focus related to the impact of physical activity and movement, healthy eating, sleep, how/why the body works, etc., by engaging students through the SEL competencies such as self-awareness and self-management.
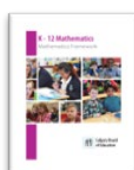
Professional Learning
- Professional learning for teachers/whole-school implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to plan the integration of SEL Competencies schoolwide and through classroom learning
- Brain Story Course to understand better how to respond to dysregulated individuals.
- The Brain Game Professional Learning with the Diversity & Learning team

Structures and Processes
▪ Monthly PLC meetings focusing on unified regulation skills
▪ Regular Grade Team meetings
▪ Designated wellness intervention for targeted students with Learning Leader
▪ Collaborative Response ▪ SLTs
▪ Comprehensive School Health approach
▪ IPPs and SSPs focused on regulation strategies and use of calming corners /movement breaks/SEL competencies & problem-solving techniques

Resources
▪ CBE Student Well-Being Framework
▪ CBE Student Well-Being Framework Companion Guide
▪ Well-Being Team
▪ CASEL.org
▪ CASEL's Guide to Schoolwide SEL
▪ SEL 10 Indicators Reflection Template
▪ SEL Surveys for staff and community partners
▪ Building SEL Competencies: Choosing Instructional Resources
▪ SEL Brightspace by D2L Shell

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Through assessment and task design, academic achievement will improve.
Outcome one: *Student literacy skills related to writing will improve.*

Celebrations

- In reading, we saw an improvement from 132 students achieving at a level 1 or 2 on the January report card to 96 students on the June report card.
- In writing, we saw an improvement from 161 students achieving at a level 1 or 2 on the January report card to 117 students on the June report card.
- In math, we saw an improvement from 105 students achieving at a level 1 or 2 on the January report card to 97 students on the June report card.

Areas for Growth

- Building student confidence in their perception of personal writing competency.
- Focus on conventions and structures of writing to demonstrate clarity in student work.
- Creating more space for mathematical concepts despite the focus on literacy.

Next Steps

- Explicit teaching of new concepts from the new curriculum that students have had minimal exposure to with the change.
- Providing opportunities for students to write informally and formally as they hone their writing skills.
- Professional Learning Communities with continued focus on writing and the connection to reading.

Calgary Board
of Education
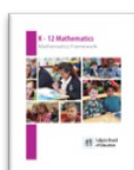
2024-25 SDP GOAL TWO: Student Well-being will improve

Outcome one: *Students' strategies around regulation and persevering during school activities will improve.*

Celebrations

- An increase of 1.28% on the Student Survey in the area of Regulation
- This is an increase of 13.69 percentage points from 2 years ago.
- Teacher perception indicates that they feel they have more skills to deal with regulation in the classroom with a direct result being that fewer students needed external to classroom regulation strategies.
- The ourSchool Survey showed an overall increase in student perception of their ability to self-regulate in Grades Five and Six. Grade 4 remained unchanged.
- The AAES demonstrates that we are achieving at satisfactory levels in all areas and demonstrates improvement in our lowest areas.

Areas for Growth

- The increased improvement in this area, although positive is still our area of greatest concern. There is plenty of room for growth.
- There are indications that students need support with understanding their self-monitoring of screen time and self-care.
- Continue work on parental engagement to increase parental perception of their involvement in school matters.

Next Steps

- Continue with developing our collective capacity for supporting regulation for students
- Continue with SEL competencies using universal strategies to intentionally integrate SEL competencies schoolwide.
- Continue to develop critical thinking skill for students to engage in problem solving processes