cbe.ab.ca

Calgary Board of Education

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 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://chaparral.cbe.ab.ca/documents/1cde8386-351c-40b0-907e-ac483b60f1ee/School-Improvement-Results-Report.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
Students who self-identify as Indigenous experience improved well-being and achievement






cbe.ab.ca

Calgary Board of Education

School Development Plan – Year 3 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)

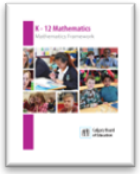
Outcome Measures
- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey – Literacy
- Professional Learning Communities (PLC) common writing assessments

Data for Monitoring Progress
- Class Reviews
- Whole school writing samples (HLAT)
- Student self-perception of writing pre & post writing assessments. (CBE Student Survey)

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, such as reflection and one-on-one discussions, to engage in the SEL competencies for

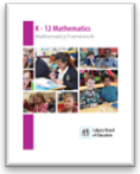
Well-Being Actions
- Create learning spaces that provide learners with a safe and respectful environment
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide feedback that moves learners forward.
- Provide repeated opportunities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

Truth & Reconciliation Actions
TRC Commitment to Action
Chaparral's TRC 2026-27
- 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 analyzing the perspective in which the stories are written and how they may favour other worldviews over Indigenous perspectives






regulation in relationship writing and competence.		
Professional Learning ▪ System Professional Learning ▪ ELA/ELAL Insite | Professional Learning ▪ Assessment & Reporting Insite | Professional Learning ▪ iXL Literacy ▪ Writing Rope ▪ *The Writing Revolution 2.0* by Hochman and Wexler book study	**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 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) ▪ Indigenous Education Holistic Lifelong Learning Framework **Reading & Interventions:** ▪ ELA/ELAL Insite Equity & Interventions ▪ *The Writing Revolution 2.0* by Hochman and Wexler






cbe.ab.ca

Calgary Board of Education

School Development Plan – Year 3 of 3

School Goal
Student well-being will improve.

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

Outcome (Optional)

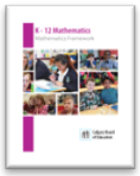
Outcome Measures
- CBE Student Survey
- CBE Well-Being Student Survey
- Alberta Education Assurance Measures Results Report
- Attendance data
- Collaborative Response Meetings

Data for Monitoring Progress
- Log entries
- 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
- Student self-perception of their use of regulation strategies (CBE Student Survey)

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)
- Collaborative Response meetings that develop strategies to have a more

Well-Being Actions
- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills)
- Provide direct instruction regarding transferring regulation skills across multiple disciplines &/or environments.
- Common universal language across the school community and home/school connection.

Truth & Reconciliation Actions
TRC Commitment to Action
Chaparral's TRC 2026-27
- Utilize inclusive, universal strategies to intentionally integrate SEL competencies schoolwide.
- Connecting SEL competencies to the HLLF (Spirit, Heart, Body, Mind)
- Create opportunities for students to engage in problem solving processes to address issues related to






significant/direct impact (continuum of supports)		student expectations and/or conflict.

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
- Participation in the SEL designate sessions and sharing back with all staff

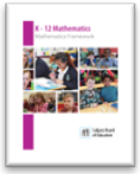
Structures and Processes

- Monthly CR meetings focusing on unified regulation skills
- Regular Grade Team meetings
- Designated wellness intervention for targeted students
- 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
- Student Council meetings (student voice)
- Daily student announcement with SEL connections
- School Council meetings for community perspectives
- Community supports and services like KickStart and Re-Start with McMann Services

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
- SCRED Life Skills
- Indigenous Education Holistic Lifelong Learning Framework

- *Be a Good Ancestor* by Prince & Prince






cbe.ab.ca

Calgary Board of Education

School Development Plan – Data Story

2025-26 SDP GOAL ONE: *Through assessment and task design academic achievement in literacy will improve.*

Outcome one: *Student Literacy skills related to writing will*

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



Celebrations

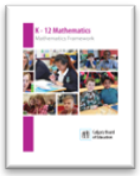
- In reading, we saw an improvement from 112 students achieving at a level 1 or 2 on the January report card to 97 students on the June report card.
- In writing, we saw an improvement from 140 students achieving at a level 1 or 2 on the January report card to 123 students on the June report card.
- 93.7% of our Grade Six students scored in the Acceptable (90.6) or Excellence (3.1%) on the Provincial Achievement Tests in writing.
- Student levels of writing confidence have increased by 3.09 percentage points based on the CBE Student Survey results.

Areas for Growth

- Further building student confidence in their perception of personal writing competency.
- Focus on the process of writing rather than the finished products.
- Creating more explicit links to reading through the writing process.
- Finding ways to link mathematical concepts through writing to continue to grow students' overall understanding

Next Steps

- Providing writing opportunities that illustrate real world use of writing as a skill.
- Professional Learning Community work that builds on the skills needed, and incorporates them into common hour lessons.
- Further developing staff calibration of assessment in all areas, but particularly in writing, using the HLAT assessment as a tool.
- Utilizing strong professional resources to guide and facilitate the teaching of writing across the grades.






cbe.ab.ca

Calgary Board of Education

2025-26 SDP GOAL TWO: *Student well-being will improve*

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

Celebrations

- Student levels of writing confidence have increased by 3.09 percentage points based on the CBE Student Survey results.
- The ourSchool Survey showed an increase in student perception of their ability to self-regulate in Grades Four and Six.
- The CBE Student Survey showed a slight increase in students' perception of their ability to regulate using a comparison of data from 2024-25 to 2025-26.
- Our students have strong feelings of resiliency and belonging compared to the Area and CBE.

Areas for Growth

- Regulation and Self-regulation remain areas of necessary focus. Teacher perception data (when asked) demonstrates that a continues focus in this area is beneficial
- Chaparral School is 2 – 3 percentage points below the Area and CBE around regulation
- Supporting our diverse population to feel more included in our school.

Next Steps

- Continue to develop our collective capacity for supporting student regulation and self-regulation.
- Developing our staff understanding of Tier One, Tier Two, and Tier Three supports and role that each has in the continuum of supports.
- Utilizing universal vocabulary with students when problem solving, to create understanding school wide.
- Understanding student perspectives connected to the learning environment.

