

Buchanan School

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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

School Development Planning

Introduction

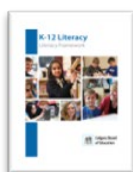
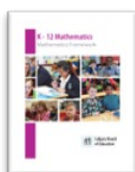
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[SIRR 2024-25.docx](#)





School Development Plan – Year 2 of 3

School Goal

Students' achievement in literacy will improve.

Outcome:

Students' written communication will improve through formative assessment.

Outcome (Optional)

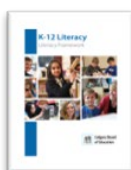
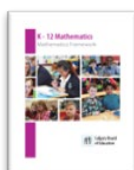
Students' achievement in literacy will improve through the implementation of Culturally Relevant and Responsive pedagogy.

Outcome Measures

- Perception Data
 - Assurance Survey
 - CBE Survey
- PAT Writing Data
- Report card data
 - Writing stems
 - Writing EAL LP levels
 - Indigenous and SPED data sets

Data for Monitoring Progress

- Teacher Perception Data
 - Personal Reflections (pre-post)
 - Instructional Reflection
- Student Perception Data
- Words Their Way
- Equity Continuum- Centre for Urban Schooling (teacher / classroom/ school self-assessments)
- PLC Common Writing Assessments
 - (November, February, May)
 - Grade specific rubrics / success criteria
- Ongoing formative assessment:
 - Rubrics, self-assessment checklists, writing conferences





Learning Excellence Actions

- Culturally Responsive Task Design
- Identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be weaved in task design
- Daily writing – and 3 distinct writing cycles which will be assessed in collaboration so assessment can be calibrated
- Targeted literacy groups
- Explicit instruction for planning for writing strategies
- Small group language support for EAL learners LP1 & LP2

Well-Being Actions

- Culturally Responsive Task Design
- Foster school wide identity development connected to “Buchanan Bears”: Being Yourself, Coexisting in Community, Resilience and Learning & Growing (linked to HLLF)
- Ongoing 1-1 student / teacher conferencing with clear and targeted feedback, so students can answer the question- what are my next steps so I can improve?

Truth & Reconciliation, Diversity and Inclusion Actions

- Culturally Responsive Task Design
- *Two-Eyed seeing as foundational concept for all instruction*
- Creating opportunities for students and staff to build learning relationships with Indigenous Elders and Knowledge Keepers and foster reciprocity
- Writing picture prompts will reflect opportunities for Indigenous perspectives
- Diverse text selection, including Indigenous authors and artists

Professional Learning

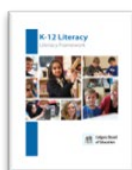
- Focused PD on updated CBE Assessment and Reporting framework
- Dedicated PD on best practices for student feedback
- CBE Diversity, Equity and Inclusion strategist support and D2L shell
- System PD
- Book study- Writing Revolution
- Co-creating writing rubrics and self-assessment checklists and calibrated assessment

Structures and Processes

- PLC groups – two times per month
- Weekly collaborative response
- Visual representation of our SDP and school identity development
- Established classroom feedback routines structures
- Planning and feedback focus in PLC
- Collaborative response meetings, utilizing writing continuum of supports

Resources

- Writing Revolution
- Alberta Curriculum
- CBE Literacy Framework- Writing Rope
- Indigenous Education Holistic Lifelong Learning framework
- What Bears Teach Us by Sarah Elmeligi
- CBE Assessment and Reporting guide
- Centre for Urban Schooling- Equity Index
- Visible Learning for Literacy (Fisher/ Frey/Hattie)



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Students' achievement in literacy will improve.

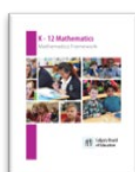
Outcome one: Students' written communication will improve through formative assessment.

Outcome two: Students' achievement in literacy will improve through the implementation of Culturally Relevant and Responsive pedagogy.

Our Data Story

Buchanan School is a vibrant K–6 community that embodies the rich tapestry of our diverse neighborhood. We have one kindergarten class, three grade 1–2 classes, one class at each of grades 3, 4, 5, and 6, and two enhanced educational support classes. Buchanan has a strong foundation of students who view themselves positively as learners; however, we recognize the need for continued growth. As we look to data from the previous school year to guide us forward, Buchanan School will focus, in alignment with the CBE Education Plan, on learning excellence, well-being, truth and reconciliation, diversity, and inclusion.

Students are demonstrating growth in writing achievement, confidence, and engagement, supported by a strong culture of meaningful feedback and culturally responsive instructional practices. Indigenous students are showing particularly positive academic progress, indicating that our equity-focused strategies are making an impact. While continued work is needed to increase the number of students meeting and exceeding grade-level expectations, our foundations are strong. Moving forward, we will further strengthen writing instruction, deepen the quality of feedback, and expand opportunities for student voice, identity expression, and belonging.



Celebrations

- **Strong Culture of Feedback** – Over 85% of students feel they receive useful feedback that supports their learning.
- **Growth in Writing Achievement** – PAT Writing Acceptable Standard increased from 65% to 77.8% year-over-year.
- **High Confidence in Writing Skills** – 9 in 10 students believe they can write effectively for real-world purposes.
- **Positive Outcomes for Indigenous Learners** – Indigenous students showed strong growth with fewer 1s and more 3s compared to overall population.
- **Strong Culture of Inclusion and Allyship** – Over 90% of students see themselves as allies and 95% report learning about Indigenous ways of knowing, being, and doing.

Areas for Growth

- **Depth of Proficiency** – Fewer students are achieving at proficiency (3s and 4s) compared to area/board levels.
- **Engagement in Language Arts** – Only about half of students find language arts interesting and relevant.
- **Sense of Belonging for All Students** – 1 in 4 students do not feel a strong sense of belonging in school.
- **Moving Beyond Representation to Inclusion** – Cultural representation is visible, but not consistently translating into emotional connection or identity affirmation.

Next Steps

- **Strengthen Writing Instruction** – Use shared lesson structures, exemplars, success criteria, and targeted small-group instruction.
- **Enhance the Impact of Feedback** – Implement consistent feedback routines, writing conferences, peer/self-assessment, and clear rubrics.
- **Increase Engagement Through Voice and Choice** – Offer authentic, culturally relevant texts, topics, and real-world writing tasks.
- **Deepen Sense of Belonging** – Establish regular relationship-building practices and ensure each student has a trusted adult connection.
- **Center Student Identity and Community** – Continue weaving CRRP and Indigenous frameworks through learning, with more student voice in decision-making and school culture.

