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Calgary Board of Education

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

Buchanan 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 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 | 2025-2026 on our school website.

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School Development Plan – Year 3 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
- School created class surveys
  - Focused on belonging and inclusion
- Words Their Way
- School wide common writing assessments
  - (October, January, May)
  - Grade specific rubrics / success criteria
- Ongoing formative assessment
  - Rubrics, self-assessment checklists, writing conferences

Learning Excellence Actions
- Tasks with multiple entry points
- Weave Indigenous ways of being, belonging, doing and knowing into tasks
- Daily writing /word work
- Calibrated assessment practices
- Targeted literacy groups with additional push- in teacher support in each class
- 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)
- Create student leadership group (Council of the Bears)

Truth & Reconciliation Actions
TRC Commitment
- *Two-Eyed Seeing as foundational concept for all instruction*
- Opportunities for students and staff to build connections with Indigenous Elders and Knowledge Keepers and foster reciprocity in these relationships
- Diverse text selection, including Indigenous authors and artists

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Professional Learning

- Professional development focussed on understanding the writing rope and writing scope and sequence
- Employ the writing rope strands to understand curricular outcomes and drive instruction and assessment
- Book study-Culturally Responsive Teaching and the Brain
- Standard setting for high engagement writing tasks

Structures and Processes

- PLC groups, twice monthly
- Monthly collaborative response meetings
- Weekly team meetings
- Established classroom feedback routines structures
- Student Leadership Group: Council of the Bears
- 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?

Resources

- Writing Revolution
- Alberta Curriculum
- CBE Literacy Framework-Writing Rope
- CBE Student Well-Being Framework
- Indigenous Education Holistic Lifelong Learning framework
- What Bears Teach Us by Sarah Elmeligi
- CBE Assessment and Reporting guide
- Culturally Responsive Teaching and the Brain by Zaretta Hammond

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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement in literacy will improve.

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

Outcome two: Student achievement in literacy will improve through the implementation of Culturally Relevant and Responsive Pedagogy.

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CBE 2024-27 Education Plan

Buchanan School is a vibrant K–6 community that embodies the rich tapestry of our diverse neighborhood. We serve approximately 180 students, 67% of our students have a special educational code and 40% are English Language Learners, half of whom are at language proficiency levels 1 or 2.

Our data reflects a school community where relationships, belonging and student confidence are important strengths, alongside continued work to ensure that every student experiences success in learning. Across our measures of diversity and inclusion, connection and belonging, Buchanan remains stable year over year and keeps pace with area and system results. At the same time, a closer look reveals places and spaces where we can continue to implement structures and interventions to further support student growth and achievement.

As we look to data from the previous school year to guide us forward, Buchanan School will work in alignment with the CBE Education Plan, focussed on learning excellence, well-being, and Truth and Reconciliation.

Celebrations

- Students have a strong relational foundation on which to build their learning and sense of community. 98% of students feel cared for by their teachers. 100% of students report their teachers have high expectations for their success.

- Students bring confidence and perseverance to writing, and there are encouraging signs of achievement growth to build upon. 93% of students report writing confidence. 98% demonstrate or report persistence.
  The Grade 3-to-4 and Grade 5-to-6 cohort comparisons show increases of 21 and 26 percentage points, respectively, in Level 3 writing achievement.

- Culturally responsive teaching is creating opportunities for connection. Students' reported connection to classroom texts increased by 11 percentage points. Buchanan's ongoing work in Truth and Reconciliation, culturally responsive pedagogy and belonging provides a foundation for connecting learning with students' identities, experiences and communities.

Areas for Growth

- We need to move from teacher connection to peer belonging and inclusion. We know that only 67% of students in grades 4-6 report feeling included at school. Positive teacher relationships alone are not enough. We need to understand how students experience friendships, group work, playground interactions, participation and their place within the wider school community.

- We need to translate writing confidence into stronger writing achievement. Despite 93% of students reporting that they are confident writers, we know there are opportunities to strengthen writing skills, quality, and independence. Confidence and effort are important, but they do not automatically produce improved achievement. We need to examine the quality of writing tasks, explicit instruction, modelling, feedback, and the opportunities that students have to apply what they learn.

Next Steps

- Use student voice to investigate belonging and meaningful learning. Establish and activate the Council of the Bears as a structure for gathering student perspectives and influencing school decisions.
- Collect data by asking students when they feel included and use the findings to identify practical changes to peer interactions, classroom participation and representation.
- Strengthen the instructional cycle for writing. Examine what makes a strong, engaging writing task.
- Strengthen explicit modelling, language supports, actionable feedback and opportunities for students to revise and apply feedback. We will employ frequent formative assessment, and the school-based continuum of writing supports to respond to specific student needs.
- We will embed culturally responsive learning through the creation of meaningful tasks. Teachers will examine whose perspectives, cultures and experiences are represented in their learning tasks and resources. We will collect ongoing data to determine whether instructional practices have a positive impact on student achievement and well-being.