cbe.ab.ca

Calgary Board of Education

**Nickle School**
*2500 Lake Bonavista Drive SE, Calgary, AB T2J 2Y6 t | 403-777-7720 f | 587-933-9861 e | nickle@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.

School Improvement Results Report | 2025-2026

**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**
Student achievement in literacy and numeracy will improve.

**Outcome:**
Through the intentional design of the learning environment, students will improve in literacy, numeracy and well-being.

## Outcome Measures

### ELA Report Card Indicators
- Manages and Evaluates Information and Ideas
- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas

### Provincial Achievement Tests (PATs)
- Grade 6 and Grade 9 PAT Results in ELA, Mathematics, Social Studies and Science

### CBE Student Survey
- Stem – "I feel included at school."
- Stem – "The things I am learning at school are meaningful to me."

## Data for Monitoring Progress

### Internal Tracking
- Common summative assessments developed by teams in Professional Learning Communities
- Use of Collaborative Response to identify and target prominent issues identified in classrooms

### Formative Progress
- Reading Assessment Decision Tree – Literacy Tracking Spreadsheets to inform needed interventions
- Number Sense Assessment Tree – Numeracy Tracking Spreadsheets to inform needed interventions

### Perception Data
- CBE Student Survey questions that address a student's sense of belonging and engagement in school activities
- Anecdotal data gained from students via open-ended questions on CBE Student Survey
- Data gathered through school-generated student engagement, student confidence and student belonging survey questions

## Learning Excellence Actions

**Utilize high impact universal literacy and numeracy strategies to engage students across all disciplines.**
**Teachers will:**
- Embed mathematical routines into daily practice
- Create a discourse rich mathematics learning environment by asking purposeful questions
- Provide authentic learning opportunities within Math that involve critical thinking to improve problem solving
- Provide daily structured and supported opportunities for students to write for meaningful purposes and audiences across disciplines

## Well-Being Actions

**Create learning spaces that provide learners with a safe and respectful learning environments**
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, peer-assessment and/or reflection
- Encourage students to see themselves as confident problem solvers who can make valuable mathematical contributions and see that mistakes and incorrect answers are sources of learning
- Use strengths-based feedback and reflection to make growth visible and strengthen students' confidence, persistence and identity as writers

## Truth & Reconciliation Actions

**Nickle School TRC Commitment to Action 2026-2027**

**Provide access to an inclusive learning environment through responsive teaching and culturally informed resources**
- Create a learning environment for students to be, belong, do, and know
- Connect mathematics learning to land, relationships, experiences, and community
- Use assessment evidence and the continuum of supports to






cbe.ab.ca

Calgary Board of Education

- Provide repeated opportunities for students to draft, receive feedback, revise and improve writing throughout the writing process
- For targeted groups of students, explicitly teach sentence construction, syntax and text structures so students can communicate increasingly complex ideas clearly

- Provide authentic opportunities for students to write about experiences, ideas and issues that connect to their identities, interests and communities

provide targeted writing instruction and intervention for students who self-identify as Indigenous, when an identified need exists
- Design learning for students and staff which intentionally engage spirit, heart, body and mind

**Professional Learning**

- Past Middle Years Professional Learning Series Presentations
  - Involving Students in Assessment for Self-Regulated Learning
  - Assessment to Build Student Engagement in Learning
- ELA/ELAL Insite – Professional Learning
- Mathematics Insite – Teaching Practices and Professional Learning
- Assessment and Reporting Insite
- System Professional Learning
- New Curriculum Professional Learning
- MathUP Professional Learning

**Structures and Processes**

- Inclusion of meaningful writing tasks that span the content areas
- Literacy and Numeracy tracking spreadsheets completed regularly
- Professional Learning Communities
- Collaborative Response Meeting
- Student Learning Team Meetings
- Collaborative Planning Meetings

**Resources**

- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- Assessment and Reporting in the CBE Guide
- Assessment and Reporting in the CBE Practice and Procedures
- CBE Student Well-Being Framework
- CBE Indigenous Holistic Lifelong Learning Framework
- Reading Assessment Decision Tree
- Number Sense Assessment Tree






cbe.ab.ca

Calgary Board of Education

# School Development Plan – Data Story

## 2025-26 SDP GOAL ONE: Student achievement in literacy and numeracy will improve

### Outcome one: Through the intentional design of the learning environment, students will improve in literacy, numeracy and well-being.

**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

- Grade 6 Provincial Achievement Test Scores in English Language Arts and Literature (ELAL), Mathematics and Science are higher than provincial standards in both Acceptable Standard and Standard of Excellence
- The number of students achieving the acceptable standard on the Grade 6 Provincial Achievement Test Scores in ELAL improved by 8.2% from 2024-2025
- The number of students achieving the standard of excellence on the Grade 6 Provincial Achievement Test Scores in Mathematics improved by 13.8% from 2024-2025
- Throughout the course of the 2025-206 school year, the number of students earning 3s (good achievement of grade level expectations) and 4s (excellent achievement of grade level expectations) in English Language Arts (Reading and Writing) and Mathematics (Shape & Space; Statistics & Probability) increased

## Areas for Growth

- Improving the number of students reaching the standard of excellence on Provincial Achievement Tests
- Building students' written expression by focusing on explicit writing tasks in all content areas to enhance the disciplinary literacy of all students
- Improving Mathematics results for all students in terms of Report Card Indicators, Provincial Achievement Tests (Grade 9) and perception data from the Alberta Education Assurance Survey

## Next Steps

- Analyze Provincial Achievement Test Blueprint Data to identify which outcomes most often distinguish students at the standard of excellence and which outcomes students need most assistance with
- Focus on the use of universal strategies within all classrooms to build consistency and spaced practice for concepts to improve results
- Focus on math vocabulary and reasoning by requiring students to explain their thinking orally and in writing
- Targeted intervention blocks for foundational skill gaps; use small-group instruction based on ongoing assessment
- Explicit writing tasks in all subjects, not just English Language Arts and Literature (i.e. Lab Reports in Science, argument writing in Social Studies; precise explanation using correct vocabulary in Math)




