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CBe-learn Jr High – 2026-2027
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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 on our school website.

CBe-learn Jr High - 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






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School Development Plan – Year 3 of 3

School Goal

Students will develop proficiency in academic language necessary to effectively communicate.

Outcome:

Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as **explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting**

Outcome Measures

- **ELA Report Card Indicator:** Reads to explore, construct and extend understanding
- **ELA Report Card Indicator:** Writes to develop, organize and express information and ideas
- **Math Report Card Indicator:** Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships
- **Science Report Card Indicator:** Demonstrates skills for inquiry and communication
- **Social Studies Indicator:** Communicates understanding of events and/or issues from different points of view
- **Health & Wellness Report Card Indicator:** Explores roles and responsibilities to work towards life and learning goals

- **Provincial Achievement Test**: Grade 9 – ELA Part A; ELA Part B
- **CBE Student Survey**
- **Alberta Education Assurance Survey**

Data for Monitoring Progress

- Report Card Data
- Baseline and Ongoing Rubric Assessments
- Formative Assessments (exit slips, quizzes, check-ins)
- Participation, Engagement and Attendance Data
- Student Surveys/Reflections
- PAT results in all subject areas

Learning Excellence Actions

- *Apply high-impact instructional and assessment strategies that build students' academic vocabulary and word-*

Well-Being Actions

- *Support students in taking ownership of their learning through goal setting, self-assessment, and regular reflection using academic language.*

Truth & Reconciliation Actions






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learning skills across all disciplines.

- *Incorporate multimodal text sets and structured writing lessons that align with authentic tasks within each subject area.*
- *Design intentional opportunities for students to practice, demonstrate fluency, and apply discipline-specific vocabulary in meaningful contexts.*

- *Foster safe, respectful learning environments that provide repeated opportunities for students to practice and consolidate academic language skills across disciplines.*

Truth and Reconciliation Commitment | 2026-2027

- *Examine and strengthen our school structures and processes so that Indigenous students and families are meaningfully engaged in school.*
- *Provide access to inclusive, linguistically diverse, and culturally relevant texts that reflect diverse perspectives, lived experiences, and themes across subject areas while supporting the development of academic language.*
- *Design learning tasks for students and staff that intentionally engage the spirit, heart, body, and mind, aligning with holistic approaches to language and understanding.*

Professional Learning

- *Engage in Middle Years System Professional Learning focused on literacy and academic language development.*
- *Participate in Improving Reading for Older Students (**IROS**) learning series, including: Laying the Foundation; Word Recognition; Growing Vocabulary*

Structures and Processes

- *Use the SLT structure to monitor and respond to schoolwide progress on academic-language outcomes.*
- *Maintain consistent documentation of strategies, student evidence, and instructional adjustments.*
- *Engage in grade team meetings and subject-area meetings to calibrate expectations and align*

Resources

- ***CBE K-12 Literacy Framework***
- *ELA Insite resources, including **Understanding Reading Grades 4-9**, to support the implementation of academic-language strategies.*
- *Scarborough's Reading Rope*
- *Read Theory*









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	▪ *Enlist students in the Student Well-Being Action Group (SWAG) to ensure student voice is captured*	▪ Gr 4-12 Reading Assessment Decision Tree (**RADT**), including the modules: Getting Started with the RADT; Data-informed Decisions with the RADT; From Data to Action with the RADT






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Students will develop proficiency in academic language necessary to effectively communicate.

Outcome one: Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting

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CBE 2024-27 Education Plan



Celebrations

- **Demonstrating Academic Language Across Curricular Areas:** Expanded monitoring beyond ELA, with the highest percentages of students achieving Level 3 or 4 in ELA Writing (43.8%), Health & Wellness (42.0%), and ELA Reading (40.6%).
- **Improvement in PAT Writing Achievement:** Grade 9 students achieving the Acceptable Standard increased by 11.38 percentage points (66.67% to 78.05%), while the Standard of Excellence remained stable (4.76% to 4.88%).
- **Students Have Greater Clarity About How to Improve:** 89.74% of students know how to improve their writing (+9.51 percentage points), while 85.90% know how to improve their reading comprehension (+3.61 percentage points).
- **Strong Student Perseverance:** 92.26% of students report continuing to work on challenging writing tasks, while 91.67% demonstrate self-reported perseverance with challenging reading tasks.
- **Increased Student Interest and Confidence:** 70.59% of students find language arts interesting (+2.11 percentage points), while 86.75% feel able to contribute to discussions about texts (+3.03 percentage points).

Areas for Growth

- **Strengthening Reading Comprehension and Achievement:** Grade 9 Reading PAT results declined, with the Acceptable Standard decreasing by 5.58 percentage points (71.43% to 65.85%) and the Standard of Excellence decreasing by 4.47 percentage points (16.67% to 12.20%), highlighting the need for targeted instruction in reading comprehension, critical thinking, and interpreting complex texts.






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- **Developing Academic Language and Communication Skills:** Students continue to develop confidence and consistency in using academic language across curricular areas, with opportunities to strengthen their ability to organize ideas, express clear reasoning, and communicate understanding effectively in written and oral formats.

Next Steps

- **Strengthen Reading Comprehension:** Use explicit instruction in inference, summarizing, identifying main ideas, and analyzing increasingly complex texts.
- **Develop Academic Vocabulary:** Build students' confidence and consistency through direct instruction, word banks, and shared academic-language expectations across curricular areas.
- **Expand Opportunities to Explain Thinking:** Use structured discussions, sentence starters, and evidence-based written explanations to help students communicate and justify complex ideas.
- **Develop Critical Thinking and Communication:** Incorporate think-alouds, guiding questions, graphic organizers, and activities that explore multiple perspectives.
- **Support Achievement and Student Independence:** Provide appropriate tasks, clear success criteria, targeted feedback, self-assessment, and opportunities for revision.




