

Scenic Acres 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

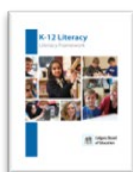
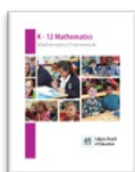
Introduction

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.





School Development Plan – Year 2 of 3

School Goal- Student Achievement in Literacy will improve.

Outcome:

Students will develop and apply strategies such as vocabulary development, organization, feedback, and editing to improve written communication.

Outcome Measures

- School-wide writing prompt rubric administered twice yearly (fall 2024 and spring 2025) to measure growth in organization, vocabulary, and conventions.
- Comparative analysis of student writing samples across years (2024 → 2025) to identify trends in student growth and instructional impact
- Report card stem: "Writes to develop, organize, and express information and ideas."
- School-wide writing prompt rubric (fall and spring).
- Student perception surveys on confidence and clarity in writing tasks.

Data for Monitoring Progress

- Teacher moderation of fall and spring writing prompts to examine changes in student writing quality from 2024-25 to 2025-26.
- PLC discussions and look-fors focused on how instructional strategies (e.g., feedback, organization, vocabulary instruction) are influencing student writing samples. Frequency and quality of peer and teacher feedback in student work.
- Use of co-constructed success criteria and exemplars in classrooms.
- Common writing tasks and PLC collaboration notes.
- Anecdotal teacher observations and student self-reflections.

Learning Excellence Actions

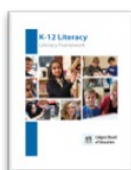
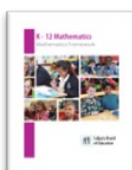
- Administer a school-wide writing prompt each spring to compare student writing to previous year's samples and to analyze teacher impact on writing instruction.
- Teachers will analyze spring writing prompts to identify instructional strategies leading to greatest growth.
- Use cross-grade moderation sessions to review student work, calibrate expectations, and identify instructional strategies

Well-Being Actions

- Support student risk-taking through the school-wide theme *Brave Like a Buffalo*, linked to CASEL Year 2 (social awareness and relationship skills).
- Embed resilience language in writing instruction (e.g., "I can do hard things," "feedback as a gift").
- Celebrate student writing through publishing and sharing opportunities (e.g., hallway displays, buddy reads).

Truth & Reconciliation, Diversity and Inclusion Actions

- Use Indigenous stories and authors as mentor texts to honour diverse voices in writing.
- Integrate Indigenous ways of knowing (oral storytelling, connection to land) into narrative writing lessons.
- Review team writing materials to ensure cultural responsiveness and representation.
- Collaborative inquiry into Indigenous mentor texts and culturally responsive writing instruction.





that lead to
improvement.

- Increase use of co-constructed success criteria and CBE Writing Exemplars to clarify expectations.
- Embed daily writing opportunities across subjects to build fluency and confidence.
- Strengthen peer and teacher feedback routines using student-friendly language and structured conferencing.

Professional Learning

- PD cycles focused on *The Writing Rope* (Sedita), *Patterns of Power* (Anderson), and student feedback routines.
- Ongoing PLC inquiry into how daily writing opportunities and exemplars improve student fluency and organization.
- Staff co-analysis of fall and spring school-wide writing prompts to align instruction and calibration. CBE Student Well-Being Framework and CASEL resources.
- Trauma-informed and culturally responsive SEL PD.
- Indigenous Education Holistic Framework and Treaty 7 learning supports

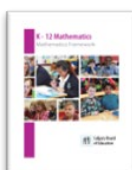
Structures and Processes

- Monthly school-wide SEL focus with common language for resilience and peer interactions.
- Continued Elder engagement and land-based learning experiences.
- Regular team reflection using student feedback and perception data.
- Dedicated Friday PD, PD Days, and PLC time for co-planning writing lessons and analyzing student work.

Resources

- CBE Writing Exemplars
- *Patterns of Power* (Jeff Anderson) – grammar in context
- *The Writing Rope* (Joan Sedita) – teacher professional resource
- *The Writing Strategies Book* (Jennifer Serravallo)
- Indigenous mentor texts and oral storytelling collections (Treaty 7 context)
- Teacher-created Feedback & Conferencing Sentence Starters (Scenic Acres)
- Classroom anchor-chart packages and success-criteria templates.

School Development Plan – Year 2 of 3



**School Goal Well-Being- Resilience and Relationships.**

Goal: Students will experience an increase in resilience.

Outcome:

Students will develop and apply social awareness and relationship skills to interact positively and build supportive peer relationships.

Outcome Measures

- *CBE Student Survey: Resilience and peer relationship items.*
- *OurSchool Survey: Belonging, safety, and relationships indicators.*
- *Report card stem: "Demonstrates respect and appreciation for diversity."*
- *Report card stem: "Works and communicates effectively with others."*

Data for Monitoring Progress

- *Anecdotal teacher records of peer interactions.*
- *Student leadership and buddy class participation rates.*
- *Incidents of peer conflict and resolution referrals.*
- *Student voice and feedback during classroom circles.*

Learning Excellence Actions

- *Embed SEL into daily routines and core subjects using CASEL-aligned strategies.*
- *Implement school-wide problem-solving and conflict-resolution frameworks.*
- *Provide targeted small-group SEL supports for early learners through resource staff.*

Well-Being Actions

- *Use the Brave Like a Buffalo theme to teach perseverance and kindness.*
- *Increase cross-grade buddy and leadership activities to strengthen connections.*
- *Recognize students who demonstrate bravery and empathy in assemblies and classrooms.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Facilitate learning circles to practice respectful listening and speaking.*
- *Integrate Treaty 7 teachings and land-based learning into SEL and well-being lessons.*
- *Continue Bravery Week and Elder engagement to connect SEL and Indigenous teachings.*

Professional Learning

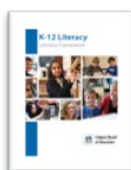
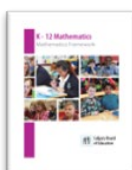
- *PL sessions exploring Permission to Feel (Brackett), emotional literacy strategies, and CASEL social-awareness skills.*

Structures and Processes

- *Friday PL scheduled for CASEL/SEL, Writing, and TRC integration in rotation. Monthly school-wide SEL focus with common language for*

Resources

- *Brave Like a Buffalo texts and lesson resources.*
- *CASEL-aligned SEL plans and reflection tools.*





- Collaborative planning around inclusive classroom practices and restorative approaches to peer relationships.
- Staff reflections on wellness data and student belonging as part of monthly CRM meetings.
- Trauma-informed and culturally responsive SEL PD.
- Indigenous Education Holistic Framework and Treaty 7 learning supports.

resilience and peer interactions.

- Continued Elder engagement and land-based learning experiences.
- Regular team reflection using student feedback and perception data.

- Circle practice guides and Treaty 7 protocol resources.

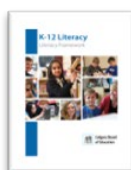
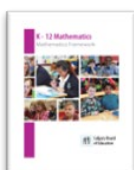
School Development Plan – Data Story

2024-25 SDP GOAL ONE: Students written communication will improve through responsive feedback from teachers.

Outcome one: Students apply writing strategies to communicate ideas more clearly.

Celebrations

- Students demonstrated stronger sentence structure, punctuation, and descriptive vocabulary in spring writing prompts.
- Students showed greater confidence sharing and revising their writing through peer-feedback routines.
- Students benefited from consistent use of co-constructed success criteria and exemplars across grades.
- Students connected writing to authentic audiences through publishing, buddy reads, and hallway displays.
- Students in Grades 1–3 improved accuracy in phonics and spelling through daily practice and visible anchor charts.
- Report card data show an increased percentage of students achieving Indicators 3 and 4 in ELA writing compared to last year.



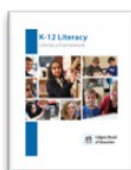
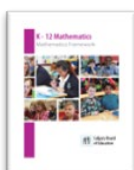


Areas for Growth

- Students require continued support organizing ideas into paragraphs and maintaining topic focus.
- Students with developing English proficiency need more modelling of academic vocabulary and sentence patterns.
- Students need explicit instruction in using feedback to strengthen drafts and deepen revision.
- Students need expanded opportunities to write across disciplines beyond Language Arts

Next Steps

- Increase common use of CBE Writing Exemplars and co-constructed criteria.
- Embed explicit mini-lessons on paragraphing, transitions, and vocabulary.
- Continue to formalize feedback structures (e.g., conferencing, peer editing, success-criteria checklists).
- Integrate writing tasks into science, social, and wellness learning.
- Use Indigenous and local mentor texts to enrich narrative voice and connection to place.





2024-25 SDP GOAL TWO: *Well-Being*

Outcome one: *Students Confidence will increase as teachers learn and apply SEL through the CASEL Framework Strategies.*

Celebrations

- Students demonstrated improved self-regulation (+10%), goal orientation (+10%), and positive relationships (+6%) on the CBE Student Survey.
- Students demonstrated improved empathy and peer problem-solving through circle practice.
- Students showed higher self-regulation and goal orientation on student perception measures.
- Students engaged with the “I can do difficult/challenging things” theme, increasing willingness to try hard tasks.
- Students built positive cross-grade relationships through buddy activities and classroom collaboration.

Areas for Growth

- Students’ sense of belonging, joy/hedonia, and feeling safe at school decreased by 6, 4, and 4 percentage points respectively and require targeted action.
- Students’ sense of belonging declined, especially among early learners and new students.
- Students continue to need guided practice resolving conflicts independently.
- Students need more opportunities to see their own identities and cultures reflected in school activities, for example through more diverse texts, land-based and community-connected learning, and family cultural-sharing events.

Next Steps

- Increase buddy and cross-age events to foster inclusion and belonging.
- Re-teach inclusive routines at the start of each term and after transitions.
- Integrate Treaty 7 teachings and land-based experiences into wellness lessons.
- Invite Elders/Knowledge Keepers to support circles and connections to place.



