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Calgary Board of Education

Buffalo Rubbing Stone 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 on our school website.

School Improvement Results Report Buffalo Rubbing Stone

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
To enhance learning excellence, we will improve assessment practices.

Outcome:
Improved assessment practices that include student self- and peer-assessment strategies will build specific connections to the achievement of curriculum outcomes and learner identity. This work will increase student learning excellence and teacher efficacy.

Outcome Measures
- *Report card stems (reading, writing, mathematics)*
- *EAL Benchmarks*
- *Student, parent, and teacher perception data*

Data for Monitoring Progress
- *Provincial/Diagnostic assessments*
- *SDP Tracking Sheets & Class Maps*
- *SLT/ALT*
- *Common assessments and calibration: Writing, Reading & Math*
- *Summative Assessments in PowerSchool*

Learning Excellence Actions
- Extend summative assessments to include observation and conversation
- Teach self- and peer-assessment strategies
- Develop parallel assessments for students not yet learning the grade level outcome

Well-Being Actions
- *Build on individual learner identity (reader, writer, mathematician, artist, …) toward community identity (family culture, BRS, Canada)*
- *Build explicit kind and caring routines to increase student connections with one another*
- *Support staff wellness*
- *Multiple opportunities / modes to demonstrate proficiency*

Truth & Reconciliation Actions
- *BRS TRC Commitment to Action 26-27*
- *Create meaningful opportunities for Indigenous students to strengthen cultural identity and belonging*
- *Explicitly develop upstanders who include everyone*

Professional Learning
- *Reading assessment and explicit teaching strategies*
- *Writing Rope*
- *MathUP and NSAT*
- *English Language Acquisition Task Design and High Impact Instructional Practices*
- *Bias and Culturally Responsive Pedagogy*

Structures and Processes
- *Collaborative Response*
- *Professional Learning Communities*
- *Calibration and Standard Setting*
- *Student Voice in problem solving*

Resources
- *System professional learning*
- *Ao'takii*
- *Culturally Responsive Resources and Well-Being Framework*
- *Assessment and Reporting Guidelines*
- *Mathematics NSAT*
- *Teacher Self-Assessment Tool*
- *Mathematics and Literacy Frameworks*






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School Development Plan – Year 3 of 3

School Development Plan – Data Story

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CBE 2024-27 Education Plan



2025-26 SDP GOAL ONE: *To enhance learning excellence, we will improve assessment practices.*

Outcome one: *Improved summative assessment practices will build specific connections to the achievement of curriculum outcomes. This work will increase student learning excellence and teacher efficacy.*

Outcome two: *Inclusive teaching and learning assessment practices that reflect diverse cultures and identities will increase student and staff sense of belonging and well-being.*

Celebrations

- Provincial literacy and numeracy screening assessments pre- and post-test data indicate 50% of students identified as requiring additional support in the fall moved into the not requiring additional support in the spring. Of those students identified as requiring additional support at the end of the year, all are learning English or have exceptional learning needs.
- The Alberta Education and Childcare Assurance Measures Survey (AECAMS) indicated 100% of students, parents of grade four students, and teachers are satisfied or very satisfied that our teachers care about our students.
- On the CBE Student Survey, 96% of grade 5 students indicated, "I keep working on my writing, even when it's challenging," (up from 86%) and 95% indicated, "I am confident I can learn mathematics," (up from 90%).

Areas for Growth

- Designing a variety of calibrated summative assessments (conversation, observation, product) and parallel assessments
- Building opportunities for self- and peer-assessments
- Building a culture of upstanders

Next Steps

- Clearly articulating outcomes and success criteria
- Curating a grade level assessment resource
- Using the CBE NSAT resource
- Advancing culturally responsive pedagogy




