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Calgary Board of Education

Briar Hill 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.

LINK TO SIRR 2025-26

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
Student achievement in numeracy will improve

Outcome:
Students procedural fluency will improve

Outcome Measures

- Report Card stem – Number and Pattern & Relations
- Early Learning Assessment – Numeracy
- Provincial Achievement Test (PAT) Mathematics Part A
- Grade Team – Common assessments

Data for Monitoring Progress

- Fluency student check-in (UFLI & class assessment)
- Intervention group tracking (RTI)
- Diagnostic Data (provincial numeracy assessments)
- EAL benchmark analytics
- Professional learning data regarding the impact of professional growth
- Report Card Numeracy Stem

Learning Excellence Actions

- Explicit teaching of fluency strategies.
- Implement daily instruction and routines focused on building efficiency, flexibility and accuracy
- Targeted intervention groupings within grade teams

Well-Being Actions

- Build a math growth mind set where we celebrate mistakes as part of learning and build our identify as mathematicians.
- Create a culture that values the thinking process and strategies over speed

Truth & Reconciliation Actions

*2026-27 TRC Commitment to Action **HERE***

- Nurture student identity by increasing confidence and competence in knowing and doing mathematics.
- Acknowledge different ways of knowing and doing mathematics.
- Ensure representation of diverse, identities, cultures, and abilities in math word problems

Professional Learning

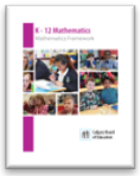
- System Professional Learning (assessment & numeracy)

Structures and Processes

- Collaborative Response Meetings

Resources

- CBE Assessment and Numeracy Frameworks
- Math strategist



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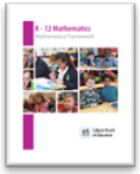
- School Led PD Series focusing on High Impact Learning Strategies & assessment
- Build collective understanding of mathematical fluency (efficiency, flexibility and accuracy)

- Aassessment Calibration with colleagues
- PLC
- Common tasks and assessments
- Provide access to tools and manipulatives at student desk or table
- Well-Being Ambassadors (Student voice & action group)

- Build Procedural Fluency from Conceptual Understanding document
- Math Up and Mathletics



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School Development Plan – Year 3 of 3

School Goal: Delete this page if you have only one goal.
Students' experience of a safe, welcoming, caring and inclusive learning community will improve.

Outcome:
Students experience an increase in their ability to advocate and/or independently self-regulate and problem solve to create a safe and caring environment for all.

Outcome Measures

- Assurance Survey – students who agree that their learning environments are welcoming, caring, respectful and safe
- Increased student understanding of SEL competencies within and across various disciplines of study to further their learning and contribute to their well-being
- Increased teacher understanding of task design that incorporates SEL competencies in their disciplines for regulation and well-being
- Well-Being Ambassadors – student voice & advocacy

Data for Monitoring Progress

- Track students accessing resource support and need for progressive discipline strategies
- Well-Being Ambassador Classroom feedback
- Teacher perceptions about their confidence and competence with CASEL SEL competencies
- In-school staff surveys:

1) SEL K-6 Strategies Check-in (Oct 2026)
2) Impact of new K-6 common strategies (3x in Semester 2)

Learning Excellence Actions

- Engage in oral language tasks, such as story-telling, to engage in the topic of regulation and how these skills impact student wellbeing and achievement
- Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances
- Include age-appropriate tasks, texts and resources to understand the Social Determinants of Health and

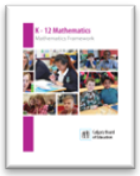
Well-Being Actions

- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills)
- Incorporate a focus related to the impact of physical activity and movement, healthy eating, sleep, how/why the body works, etc., by engaging students through the SEL competencies such as self-

Truth & Reconciliation Actions

2026-27 TRC Commitment to Action ***HERE***

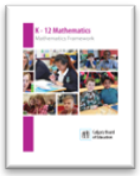
- Implement restorative justice practices that prioritize dialogue, empathy, and accountability over punitive measures.






their impacts on the Dimensions of Wellness	awareness and self-management (e.g. pre-post reflections of how healthy habits affect regulation)	▪ Implement the Indigenous Holistic Lifelong Learning Framework

Professional Learning	Structures and Processes	Resources
▪ Professional learning for teachers/whole-school implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to plan the integration of SEL Competencies schoolwide and through classroom learning ▪ Professional learning about the Dimensions of Wellness including: Physical wellness, understanding how healthy habits help increase regulation	▪ PLC meetings focusing on unified regulation skills ▪ Designated time and spaces for practicing of regulation skills (e.g., SEL routines, sensory room, movement breaks) ▪ Collaborative Response meetings ▪ Well-Being Ambassador student meetings	▪ CBE Student Well-Being Framework and Companion Guide ▪ Well-Being Team ▪ SEL Schoolwide Walkthrough Tool ▪ Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource ▪ Relationship Mapping ▪ Mental Health Literacy resource



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School Development Plan – Data Story

2025-26 SDP GOAL ONE:
Student achievement in numeracy will improve
Outcome: *Student's procedural fluency will improve*

Alberta Education Outcomes
- Alberta's students are successful.
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CBE 2024-27 Education Plan



Celebrations

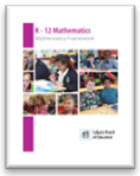
- **Strong student achievement:** 96.6% of students achieved grade-level expectations in Number and Pattern and Relations in 2025–26.
- **Positive provincial assessment results:** Grade 6 Mathematics PAT results revealed 89.7% of BHS students achieved the Acceptable Standard on Part A & B (Province = 60.9%) ,with 55.2% of BHS students achieving the Standard of Excellence (Province = 21.1%).
- **Greater consistency in assessment:** Common assessments and collaborative conversations are supporting more cohesive assessment practices and shared expectations within and across grade teams.
- **More systematic identification of learning needs:** The schoolwide RTI tracking process is helping teachers and the leadership team identify students requiring additional support and coordinate resources.
- **Growing responsive instructional practices:** Flexible, ability-based regrouping in Grade 1/2 and Grade 3/4 is creating opportunities for more targeted instruction.

Areas for Growth

- Strengthen the monitoring of individual student progress to determine whether targeted interventions are improving procedural fluency.
- Develop a more cohesive K–6 approach to high-impact numeracy instruction by sharing effective strategies across grade teams.
- Continue assessment calibration and collaborative examination of student work to strengthen shared expectations and consistency in teacher judgement.
- Ensure assessment evidence consistently informs instructional decisions, including addressing misconceptions, providing targeted support, and extending learning for students meeting expectations.

Next Steps

- Strengthen the schoolwide RTI process by using assessment evidence to identify specific learning needs, coordinate interventions, and monitor student progress over time.
- Refine flexible grouping practices by coordinating schedules, personnel, manipulatives, and instructional resources to support targeted instruction.
- Continue professional learning focused on assessment for and of learning, using common assessments and collaborative examination of student work to inform instructional planning.
- Strengthen collaboration across grade levels to share effective numeracy strategies and evaluate their impact on student understanding and procedural fluency.
- Strengthen communication with Briar Hill families by sharing student progress, classroom learning, and examples of meaningful learning tasks and instructional approaches.



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2025-26 SDP GOAL TWO:

Students' experience of a safe, welcoming, caring and inclusive learning community will improve.

Outcome one: Students experience an increase in their ability to advocate and/or independently self-regulate and problem solve to create a safe and caring environment for all.

Celebrations

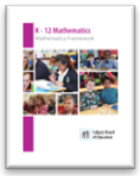
- **Strong student achievement in well-being:** 99% of students achieved grade-level expectations in the report card stem for supporting the well-being of self and others.
- **2025-26 Alberta Assurance Survey Results:**
  - 95.7% of students & 100% of teachers agreed that **learning environments are welcoming, caring, respectful, and safe**
  - 95.3% of students & 98.4% of teachers agreed that **students model active citizenship**
  - 96.7% of students & 100% of teachers agreed that **students are safe, learn to care for and respect others, and are treated fairly**
- **More coordinated student supports:** Student Services and RTI processes are strengthening the identification of students requiring additional support, and targeted social-emotional interventions are occurring more regularly.
- **Positive staff observations and growing student leadership:** Teachers have observed encouraging changes in student interactions, while the Well-Being Ambassadors initiative is creating opportunities for student voice and more action-oriented student leadership.

Areas for Growth

- Strengthen students' independence in self-regulation, advocacy, and peer problem-solving while ensuring appropriate adult support remains available.
- Develop a more cohesive K–6 approach to social-emotional learning, with shared language, strategies, and developmentally appropriate expectations.
- Evaluate the effectiveness of targeted interventions by monitoring students' progress and identifying which supports best promote independence.
- Establish a clearer understanding of students' regulation needs through systematic review of Calm Room use and instances requiring adult intervention.
- Strengthen student ownership of well-being by embedding school values into daily interactions and creating meaningful opportunities for student voice and action, including through initiatives such as Well-Being Ambassadors.

Next Steps

- Strengthen RTI and Student Services processes to coordinate targeted interventions and monitor student progress over time.
- Establish manageable processes to track Calm Room use and peer conflicts requiring adult support to better understand student needs, evaluate supports, and monitor growth in self-regulation and independence.



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- Collaboratively develop a K–6 social-emotional learning continuum informed by staff and student voice, with shared language and developmentally appropriate strategies for regulation and problem-solving.
- Embed Briar Hill's values of Curious, Caring, Connect, and Resilience into daily practices and schoolwide initiatives, using Well-Being Ambassadors to strengthen student voice, leadership, and impact.
- Strengthen communication with families by sharing schoolwide approaches, strategies, and tools that support student well-being and social-emotional regulation.




