



Olympic Heights 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 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.

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

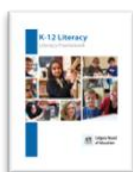
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal:

Student achievement in written communication will increase

Outcome:

Students will apply learning intentions and co-created success criteria to set writing goals, revise work, and track progress over time

Outcome Measures

- Report card ELAL writing stem
- Writing calibration task (fall/spring)
- Provincial Achievement Test (Grade 6 Writing – Part A)
- CBE Student Survey – Literacy

Data for Monitoring Progress

- Formative assessment – calibrated writing benchmarks
- Professional learning data regarding the impact on professional growth.
- Teacher reflection surveys
- Professional Learning Communities (PLC) with writing samples
- Calibration conversations

Learning Excellence Actions

- Teachers will use visible and explicit learning intentions within each class
- Explicit use of mentor texts, graphic organizers, and genre structures
- Students will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement

Well-Being Actions

- Teachers (and students) will co-create success criteria and use writing samples, rubric indicators, and conferencing notes to plan, set goals, and monitor progress to increase student confidence in writing.
- Teachers will explicitly teach Social Emotional Learning (SEL) to model a growth mindset in relation to writing

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will use 'I Am Connected' by Kung Jaadee to support student writing by building emotional awareness and identity foundation in classroom and school-wide learning.
- School leadership will review Leading Truth & Reconciliation, Diversity and Inclusion to examine strategies for promoting self confidence in writing

Professional Learning

- System PL Series
- PL - building teacher and student capacity to engage with learning goals, specifically focused on learning intentions and success criteria

Structures and Processes

- Monthly PLCs focusing on student writing evidence and collaboration
- Collaborative Response use of OHS universal screener for engaged, confident learners

Resources

- CBE K-9 Universal Calibration Protocol Video
- Writing Power (Gear, 2019)
- 'I Am Connected' by Kung Jaadee
- The Writing Revolution (Hochman & Wexler, 2017)



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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2024-25 SDP GOAL ONE: Student achievement in written communication will increase

Outcome one: **Student's written communication will improve through teacher's use of learning intentions and success criteria**

Celebrations

- Report Card Writing Indicator improved by **6.6%** in students achieving indicator 3/4
- Overall writing achievement improved by **5.2%**
- In February, **79%** of teachers indicated on the SDP reflection survey that they were "always" or "often" providing feedback explicitly connected to learning intentions and success criteria. By June, this increased to **88%**.

Areas for Growth

- Teacher feedback identified limited access to shared exemplars and planning time as barriers to deepening Learning Intentions / Success Criteria work.
- The indicator "I can talk about how I feel" decreased by **10 percentage points** in the May CBE Student Survey

Next Steps

- **Schedule dedicated calibration and planning sessions** to align Learning Intentions and Success Criteria across grades.
- **Embed SEL instruction into writing routines** (e.g., emotion check-ins, reflection prompts) to help students strengthen their emotional vocabulary.
- **Model and scaffold student self-assessment, feedback loops, and peer feedback routines** so students become more independent in using criteria to revise their work.
- **Leverage existing school structures** (e.g., Student Voice, Elder Hal partnerships, etc.) to build students' confidence in expressing emotions and connecting feelings to learning experiences.

