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Calgary Board of Education

Evanston 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 2026-27 School Year p. 212-213).

Evanston Heights School opened as a Grade 4 – 8 school with approximately 785 students, serving the community of Evanston, in the fall of 2026. EHS welcomed schools from over 40 Calgary Board of Education (CBE) schools, in addition to multiple charter, private, and Catholic schools as well as students returning to public education from homeschooling. The largest cohorts of students (20-30%) came from Kenneth D Taylor, Simon Fraser and William D Pratt.

As CBE schools are in the third year of a three-year cycle for School Development Planning (SDP), Evanston Heights will use historical data from incoming schools for context, and current fall 2026 diagnostic assessments to provide baseline data.

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 literacy and numeracy will improve.

Outcome:
Student achievement in reading and number will improve through clearly articulated learning criteria.

Outcome Measures
- ELA Report Card Indicator Achievement (Grade 7-8)
  - Reads to explore, construct and extend understanding
- ELAL Report Card Indicator (Grade 4 -6)
  - Reads to explore and understand
- Mathematics Report Card Indicator Achievement
  - Understands and applies concepts related to number, patterns and algebra (Grade 4-6)
  - Number (Grade 7 – 8)
- Provincial Achievement Test (PAT) Grade 6 ELA Part B
- Provincial Achievement Part A & Part B Grade 6
- Student Perception Data – CBE Student

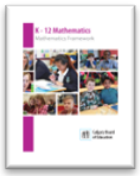
Data for Monitoring Progress
- Reading Assessment Decision Tree (Maze, ORF, Vocabulary Screener)
- CBE Student Survey Data
- Teacher Perception Data
- Math Up Readiness Checks
- Learning Sprint Pre- and Post Data
- Student voice

Learning Excellence Actions
- Utilize high-impact strategies to engage students in reading accuracy, fluency, and comprehension across disciplines
- Incorporate low-floor high ceiling tasks to engage all learners at their "just right" level
- Use of learning intentions and success criteria

Well-Being Actions
- Developing growth mindset through explicit instruction and embedding into assessment practices
- Create learning spaces that provide learners with safe and respectful learning environments
- Implementation of universal supports across all classrooms; development of targeted and individualized supports for regulation and social-emotional needs
- Empower students to have voice in learning, assessment, and decision-making

Truth & Reconciliation Actions

TRC Commitment to Action
- Engage in land-based learning (learning on, from, and with the land).
- Gather and utilize holistic data sources to monitor progress, inform decision-making, and celebrate success





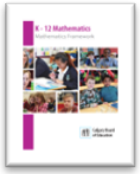

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Professional Learning
- Calibration using CBE System Rubrics
- CBE Principles of Assessment
- Utilizing Literacy and Math Frameworks
- Implementing universal, targeted, and individualized supports for academic achievement

Structures and Processes
- PLCs
- Learning Sprints
- Team Common Planning Time (daily)
- Collaborative Team Meetings

Resources
- CBE System Rubrics
- Assessment and Reporting in the CBE
- Literacy Framework
- Math Framework
- Program of Studies / Curriculum
- Indigenous Education Holistic Lifelong Learning Framework
- Heggerty






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School Development Plan – Year 3 of 3

School Goal:
Students will build trusting relationships within the school community through opportunities to collaborate.

Outcome:
Students' sense of belonging will increase.

Outcome Measures
- CBE Well-Being Student Survey
- Alberta Education and Childcare Assurance Survey: “At school I feel like I belong” and “I feel welcome at my school”
- Internal data tracking (wellbeing questions)

Data for Monitoring Progress
- Attendance data
- Exit slips from whole-school SEL lessons
- Teacher perception data
- Student Advisory Committee – anecdotal

Learning Excellence Actions
- Explicit instruction of Social Emotional Learning competencies (CASEL)
- Utilize texts that highlight the concept of “belonging”
- Embedded and explicit teaching of SEL

Well-Being Actions
- Utilize continuous improvement cycles to understand student need, guide action, and strengthen well-being support
- Student Well-Being Action Team develops school-wide initiatives based on Middle School Well-Being Symposium Learning
- Develop school-wide SEL lessons to enhance self-awareness, social awareness, and relationship skills

Truth & Reconciliation Actions

TRC Commitment to Action
- Be intentional in efforts to establish positive and trusting relationships.
- Learn about the land where our school is located.

Professional Learning
- Build teacher capacity to utilize both embedded and explicit SEL instruction
- Implementation of universal, targeted, and individualized supports for student well-being

Structures and Processes
- Collaborative Team Meetings
- SLT
- PACK Fridays
- Explicit whole-school SEL lessons
- PACK Values

Resources
- Student Well-Being Framework & Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework
- SEL Resources on Brightspace by D2L
- SEL Teacher Learning Leader and SILL

