

Bowcroft 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

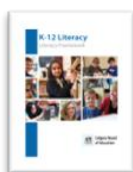
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

<https://bowcroft.cbe.ab.ca/school>





School Development Plan – Year 2 of 3

School Goal #1

Students' achievement in Literacy will improve.

Outcome:

Student decoding skills in English and German will improve.

Outcome Measures

- LeNS and CC3
- Report card stem "Reads to Explore and Understand"
- German Anlauttabelle
- English Language Arts Part A (Reading) – Grade 6 Provincial Achievement Test Results

Data for Monitoring Progress

- LeNS and CC3 baseline in September 2025 and May 2026
- Report card stem "Reads to Explore and Understand", January and June 2026
- German Anlauttabelle (November 2025 and June 2026)
- German grade word list knowledge November 2025 & June 2026
- Attendance data analytics
- CORE grade 4
- English Language Arts Part A (Reading) – Grade 6 Provincial Achievement Test Results

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps
- Daily UFLI and Heggerty lessons to improve decoding skills
- Follow clear scope and sequence
- Connect decodable text to concepts that are taught
- Embed routines and games
- Strategically teach high-frequency words (heart words)
- Build, model, and use sound walls and/or mnemonic alphabet
- Use a gradual release of responsibility

Well-Being Actions

- Provide multiple opportunities to practice and consolidate skills
- Offer opportunities to blend and segment at students' just right level as identified in the provincial and school-based assessments
- Utilize flexible groupings for specific learning needs
- Clearly display learning expectations for all learners
- Use clear and consistent routines

Truth & Reconciliation, Diversity and Inclusion Actions

- Know learners cultural background, life experiences, and learning needs
- Incorporate various languages in phonological awareness instruction
- Provide access to inclusive, diverse and inviting texts
- Empower students to have voice in learning and assessment
- Celebrate incremental growth
- Flexible groupings
- Incorporate recognized effective English as an Additional Language (EAL) strategies in their teaching of decoding skills



**Professional Learning**

- UFLI and Heggerty training
- CBE K-6 Professional Learning Series
- Improving Reading for Older Students (IROS) modules
- ELA/ELAL Insite | Professional Learning
- 44 English phonemes
- Decodable texts/books
- System PD

Structures and Processes**Classroom:**

- Monthly review of attendance data
- Use of manipulatives and tools like small whiteboards, mirrors, letter tiles, magnet, sand, playdough
- Utilize routines and games: word ladders, matrices, puzzles, word sorts
- Consolidate with literacy centres
- Sound walls
- Learning circle check every 6 weeks to ensure student progress
- Re-grouping students' reading groups every 6 weeks

School:

- Collaborative Response
- PLCs
- Family Literacy Night
- Family Numeracy Night

Resources

- Writing with Empowering Writers Resource
- CBE Words Connections Resource from the 'Inclusive Education' Team
- CBE K-12 Literacy Framework
- UFLI for every K-3 teacher
- Heggerty
- Dandelion books for each K-3 class
- English Language Arts Council
- Grade 4-12 | Reading Assessment Decision Tree for our Gr 4 - 6 students
- Morpheme Magic
- ELAL Scope and Sequence

School Goal #2

Student's experience of feeling safe and welcome at school will improve.

Outcome:

Students' sense of belonging and treating each other well will increase.

Outcome Measures

- OurSchool survey – Questions around “Sense of Belonging” (grade 4,5,6)
- Alberta Education Assurance Framework survey
- CBE Student Survey; questions “I feel included at school” and “I feel welcome at school” (gr 5 and 6)

Data for Monitoring Progress

- OurSchool survey in October 2025 and May 2026
- Alberta Education Assurance Framework survey, spring 2026
- CBE Student Survey, spring 2026
- Attendance data analysis





Learning Excellence Actions

- Work with students to develop structures to support connectedness between classes, grades, programs.
- Family Literacy & Math night to showcase literacy and numeracy learning at school and how to support it at home.
- Ensure all students always have access to manipulatives readily accessible at their working spaces.
- Work with students to provide opportunities for student advocacy and engagements (talk time, feedback circles)
- Utilize texts that highlight the concept of 'belonging'

Well-Being Actions

- Advertise, encourage and support students to engage in and/or access available clubs and safe spaces throughout the school year.
- Collaborate with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom
- Teaching in the outdoors classroom
- Classroom Champions

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school planning to develop robust Extended Programs including professional learning (e.g., clubs, safe-space offerings, inclusive coaching, etc.) that are based on student feedback and encompass diverse student skills and interests
- Students can visibly see their culture reflected within the school on the walls, books, through art projects, days of significance
- Students experience a wide variety of choice inside the building for extracurricular activities

Professional Learning

- PL around Classroom Champions (SEL)
- Engage in professional learning about Comprehensive School Health
- Develop an understanding of School Connectedness
- Professional Learning in the Spirit and Heart Domains

Structures and Processes

- Collaborative response
- Monthly PLC meetings
- Regular Grade Team Meetings
- Intramural activities, student clubs
- SLTs
- Checking attendance, monthly
- Sensory Room, Soft regulation room

Resources

- System PL on April 24, 2026
- CBE Student Well-Being Framework Companion Guide
- Well-Being Team
- Ever Active Schools
- AHS Health Promotion Facilitator
- Team Meetings & CTM
- 'The Anxious Generation- Jonathon Haidt' - texts for teacher book study.
- Specialist support for self-awareness Professional Learning (PL)





School Development Plan – Data Story

Goal One: Students' achievement in Literacy will improve

Outcome One: Student decoding skills in English and German will improve.

Celebrations

- LeNS 84.75% of students (100/118 students) were not requiring additional supports in the Post assessment.
- 88.33% (159 of 180) are “not requiring additional support” in the post result.
- Grade 2 Students' decoding skills have improved by 26.75% on the CC3 Non-Words Card 1, and 19.5% on the CC3 Non-Words Card 2.
- Grade 3 Students' decoding skills have improved by 24.67% on the CC3 Non-Words Card.
- 13% more Grade 3 students received an indicator of 4 on their June 2025 report cards (compared to January 2025).
- 50% of grade 6 students receiving an indicator of 2 in Term 1 in the report card stem “Reads to Explore and Understand” in English Language Arts, moved up to an indicator of 3, in term 2.

Areas for Growth

- Building students' awareness and understanding of their next steps to improve their reading.
- Continue improving Early Years Literacy Assessment results.

Next Steps

- Using the Grade 4-12 | Reading Assessment Decision Tree and early learning assessment data to configure effective small groups for explicit reading instruction.
- Intentional use of formative feedback in supporting student self-advocacy and understanding of next steps in their reading improvement.

School Development Plan – Data Story





Goal Two: Student's experience of feeling safe and welcome at school will improve

Outcome One: Students' sense of belonging and treating each other well will increase.

Celebrations

- In the Alberta Education Assurance Survey, 90% of grade 4 students expressed feeling safe at school, up from 62%, an improvement of 28%. 93% of grade 4-6 students felt more welcome, up from 67%, an improvement of 26%.
- 78% of students treat each other well, up from 56%.
- With students feeling more welcome and more like they belong, attendance improved considerably. 62.5% of students attended more than 90%. Only 42% two years ago, which is an improvement of 19.5%! This includes 41.86% of our Indigenous students.

Areas for Growth

- Although students report feeling safer and more welcome, about one-third (32.7%) do not feel included (CBE Student Survey, Spring 2025).
- One in four students (25%) feel their culture is not represented within the school community.

Next Steps

- Celebrate and highlight the diverse cultures of all students through school events, classroom learning, and displays.
- Engage students and staff in conversations about what helps everyone feel included and valued at school.

