



## Westgate School

150 Westminster Drive SW, Calgary, AB T3C 2T3 t | 403-777-8420 f | e | westgate1@cbe.ab.ca

# School Development Planning

### 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

## Introduction

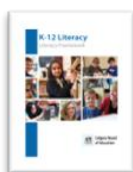
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

### [School Improvement Results Report 2024-25](#)





## School Development Plan – Year 2 of 3

### School Goal

Students' ability to understand and communicate in French will improve.

### Outcome:

Students' written communication will improve as they engage in frequent peer and teacher feedback cycles and take increasing ownership of their writing through self-reflection and assessment.

### Outcome Measures

- Report Card FILAL Writing stem – improved student achievement from S1 to Y1
- Students report receiving opportunities for feedback (CBE Student Survey)
- Achievement rate of identified student targets monitored through PLC
- Teacher confidence with self and peer assessment using co-created rubrics and exemplars
- Students know how to improve writing (OurSchool survey)

### Data for Monitoring Progress

- Report Card Data
- CBE Student Survey
- Grade Team PLC notes and student tracking data
- Teacher perception survey data (collected November 2025 and June 2026)
- Grade 4-6 - Our School Survey open ended questions, Grades 1-3 school generated questions and administered survey

### Learning Excellence Actions

- Teachers co-create rubrics with students used for teacher, self and peer assessment and planned in PLCs as part of writing cycles
- Explicit teaching of strategies to improve writing
- Teachers will calibrate student writing samples and discuss the comparison of student/teacher assessment of work in PLCs and large group sharing of findings in staff meetings

### Well-Being Actions

- Activate students as owners of their own learning by engaging them in self-assessment and/or reflection
- Helping students understand that growth mindset along with actionable feedback helps them feel successful and grow as learners

### Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakiosatoo – Look Carefully: teachers will continue to develop strength-based assessment approaches that examine and celebrate incremental growth and progress using the seed-sprout-sapling-tree rubric
- Empower students to have voice in learning, assessment and decisions



**Professional Learning**

- CBE Assessment and Reporting Document
- Dylan William's Embedded Formative Assessment

**Structures and Processes**

- Grade Team PLC
- Collaborative Response and Collaborative Team Meetings
- Targeted intervention in the classroom > Resource teacher
- Classroom visits/look fors

**Resources**

- Assessment and Reporting document
- Literacy Framework
- Structured literacy lessons
- Calibration document

## School Development Plan – Year 2 of 3

**School Goal**

Students' social and emotional learning will improve

**Outcome:**

Students will develop social and emotional skills through strengthening social awareness and relationship skills.

**Outcome Measures**

- Students know what strategies to use if a relationship is no longer positive (CBE Student Survey and Gator Gallery Student Advisory)
- Students say they care about each other (Assurance Survey and Gator Gallery and Student Advisory)
- Students say making friends is easy (OurSchool Survey and Gator Gallery Student Advisory)
- Teacher/administrator observations of positive relationships among students (school-based teacher perception survey)

**Data for Monitoring Progress**

- CBE Student Survey
- Alberta Education Assurance Measures (AEAM)
- OurSchool Survey
- Teacher Perception Survey
- Gator Gallery Student Advisory

**Learning Excellence Actions**

- Engage in school-wide learning related to empathy, perspective taking and recognition of social cues within classroom wellness lessons (example: social stories)

**Well-Being Actions**

- Teachers model empathy, perspective taking and recognition of social cues
- Teachers and students perform skits during assemblies related to social

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Implement restorative justice practices when working through peer conflict centered around building relationships





- Classroom discussion where students share challenges and explore strategies resulting in positive relationships and inclusion
- Continue to develop common language for emotional regulation, respectful communication (Zones of Regulation)

awareness and relationship skills

- Messages home to parents including strategies they can use at home to support with SEL

- Continue to create opportunities for students to engage in sharing circles to address issues related to social awareness and relationship skills
- Explore diverse perspectives of various backgrounds when selecting voices and stories shared with students

#### Professional Learning

- Student Well-Being committee to guide whole school professional learning with use of system provided resources

#### Structures and Processes

- Whole school learning of SEL lessons
- Collaborative Response and Collaborative Team meetings
- SLT

#### Resources

- SEL Brightspace by D2L
- Student Well-Being Framework Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework

## School Development Plan – Data Story

2024-25 SDP GOAL ONE: Students' ability to understand and communicate in French will improve

Outcome one: Students written communication will improve through formative assessment.

### Celebrations

- FILAL writing stem – improved achievement from S1 to 3s in Y1 (S1-> Y1 2s 9%->7.3%, 3s 22.7%->22.6%, 4s 16.2%-> 18.7% - Report Card data)
- Significant increase in the number of teachers reporting an improvement in their proficiency using formative feedback to inform teaching and learning. (School-based Teacher Perception Survey)
- More students reported knowing what to do next to improve their writing skills in Spring 2025 compared to Spring 2024 (CBE Student Survey 78% -> 83%)
- More students reported being a good (competent) writer in Spring 2025 compared to Spring 2024 (CBE Student Survey 80 -> 85%)





## Areas for Growth

- Ensuring students are provided with opportunities to receive feedback from others (peer, teacher) to support the improvement of their written communication skills (61% of students report having these opportunities – CBE Student Survey)
- Build teacher confidence in fostering student agency through the use of self and peer assessment strategies
- Clarifying students' understanding of the success criteria and descriptors for each proficiency level, so they know how to improve their writing

## Next Steps

- 6 week writing assessment cycles for all students including opportunities for self and peer assessment, co-creation of success criteria and/or rubrics with students
- Explicit teaching of strategies to improve written communication skills
- Grade team PLC work to include calibration and comparison of self-assessment with teacher assessment

## 2024-25 SDP GOAL TWO: Students' social and emotional learning will improve

**Outcome one:** *Students will develop social and emotional skills through increased self-awareness and self-management (SEL competency)*

## Celebrations

- Increase in students report having strategies to help themselves when feeling stressed about school (Spring 2024 66%, Spring 2025 75% (CBE Student Survey 66% -> 75%))
- Teacher perception survey – the percentage of teachers who believed their students were successful with self-regulation improved by 22% and 17% of teachers were more confident in embedding SEL lessons and discussions in their daily work with students in Spring 2025 compared to Spring 2024
- As a result of employing common language of the zones of regulation and students' personal tool-kits of strategies in both the lunchroom and office, administrators and office staff indicated more students were able to articulate/communicate how they were feeling and with which strategies they needed support (anecdotal data)

## Areas of Growth

- 65% of students know what strategies to use if a relationship is no longer positive suggesting a need to explicitly teach and model how to recognize when a relationship becomes unhealthy or unkind, setting personal boundaries respectfully and communicating assertively but kindly. (CBE Student Survey)





- 78% of students say they care about each other indicates a need to embed explicit lessons and discussions on kindness, respect, and empathy (Assurance Survey)
- 70% of students say making friends is easy demonstrating the importance of teaching and modelling inclusive behaviors (e.g., inviting others to join, noticing when someone is left out). (OurSchool Survey)

## Next Steps

- Ensuring students improve social awareness and relationship skills so they feel safe, cared for, can make friends more easily, know what to do when a relationship is no longer positive, and contribute to a kind and inclusive learning environment.
- Embed Wellness curricular outcomes (Relationship choices, life learning choices and safety and responsibility) into school wide SEL lessons and across subject areas

