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Calgary Board of Education

MidSun 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.

School Improvement Results Report | 2025-2026

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 -
Through the focus of disciplinary literacy, student achievement and well-being will improve.

Outcome:
Students' overall achievement in reading and writing will improve through disciplinary literacy, responsive instruction, and evidence of informed teaching practices across subject areas.

Outcome (Optional)
Students' overall sense of belonging will improve through increased confidence in their learning, meaningful learning, increased connections with adults, and a stronger sense of value and purpose in their learning.

Outcome Measures

Outcome 1 – Student Achievement – Writing

- *Grade 9 ELA Provincial Achievement Test results: percentage of students achieving Acceptable Standard and Standard of Excellence.*
- *CBE Report Card Indicators: student achievement in reading and writing across Grades 7–9.*

Outcome 2 – Student Well-Being

- *CBE Student Well-Being Survey: percentage of students reporting confidence in learning, belonging, inclusion and meaningful adult connections.*
- *School-based student voice surveys: percentage of students reporting that learning is meaningful:*
  - *To BE (respected, purpose for learning)*
  - *TO BELONG (included, feel valued, part of community)*
  - *TO DO (demonstrate my learning, active voice)*
  - *TO KNOW (how to respond when learning is challenging*

Data for Monitoring Progress

Outcome 1 – Student Achievement - Writing

- *Reading Assessment Decision Tree (CORE, MAZE, spelling diagnostics) to monitor reading growth and identify learning needs.*
- *PowerSchool Analytics and classroom assessment data to monitor progress in reading and writing across Grades 7–9.*
- *PLC examination of common assessments, student work, exemplars and success criteria to inform instructional adjustments.*
- *Collaborative Response documentation to monitor Tier 1 and Tier 2 instructional supports and student progress.*

Outcome 2 – Student Well-Being

- *Student goal setting, self-assessment and reflection to monitor confidence, independence, and ownership of learning.*
- *Classroom check-ins and student pulse surveys to monitor belonging, meaningful learning and connections with adults.*
- *Student Council feedback and student voice to identify emerging needs and inform school-wide responses.*






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Learning Excellence Actions

1. Strengthen Responsive Disciplinary Literacy Instruction

- *Implement consistent Tier 1 instructional practices across classrooms, including explicit vocabulary, reading and writing strategies, accessible entry points and appropriate academic challenges.*
- *Use targeted Tier 2 supports to respond to identified learning needs and strengthen student achievement.*

2. Use Assessment Evidence to Inform Instructional Responses

- *Strengthen PLC calibration through common assessments, exemplars, success criteria and examination of student work.*
- *Triangulate diagnostic, classroom, report card and PAT evidence to identify learning gaps, adjust instruction and monitor student growth.*

3. Increase Student Ownership, Independence and Academic Challenge

- *Embed clear learning intentions, success criteria, formative feedback, and student self-assessment.*
- *Explicitly teach goal setting, reflection and strategies for productive struggle to build confidence, perseverance and independence in learning.*

Well-Being Actions

1. Strengthen Belonging and Meaningful Connections

- *Establish consistent school-wide practices that promote welcoming, inclusive and predictable learning environments, including intentional greetings, classroom routines and student check-ins (Tier 1 supports)*
- *Strengthen positive student-adult relationships to ensure students feel known, valued and supported.*

2. Build Student Confidence, Resilience and Independence

- *Embed goal setting, reflection, formative feedback and opportunities for success into classroom learning.*
- *Explicitly teach strategies for managing learning challenges, developing perseverance, and recognizing personal growth.*

3. Strengthen Student Voice, Agency and Inclusion

- *Provide meaningful opportunities for student voice through Student Council, classroom feedback and regular student check-ins.*
- *Use student feedback and well-being data to identify barriers to belonging, strengthen inclusive practices, and inform school-wide decisions.*

Truth & Reconciliation Actions

MidSun TRC Commitment to Action 2026-27

1. Strengthen Indigenous Perspectives Across the Curriculum

- *Embed authentic First Nations, Métis and Inuit perspectives, histories and ways of knowing, being, belonging and doing across subject areas.*
- *Provide professional learning and collaborative planning opportunities to strengthen teacher confidence and capacity in Indigenous education.*

2. Deepen Student Understanding Through Meaningful Learning Experiences

- *Engage students in curriculum-connected learning about Truth and Reconciliation, including residential schools, Indigenous histories, cultures and contemporary perspectives.*
- *Incorporate Indigenous voices, Knowledge Keepers, Elders and land-based learning opportunities where appropriate.*

3. Strengthen Belonging, Identity and Reconciliation Through School Culture

- *Connect MidSun's Blackfoot school theme of kindness, perseverance and doing one's best to authentic*









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		learning, respectful relationships and reconciliation. ▪ *Use student voice and HLLF evidence to strengthen belonging, cultural understanding and inclusive learning environments.*
Professional Learning *1.* ***Disciplinary Literacy and Responsive Instruction*** ▪ *CBE Literacy Framework, Improving Reading for Older Students (IROS), and Reading Assessment Decision Tree to strengthen explicit literacy instruction across disciplines.* ▪ *Professional learning focused on universal Tier 1 practices, differentiated instruction, accessible task design and targeted Tier 2 supports.* ***2. Assessment Literacy and Evidence-Informed Instruction*** ▪ *CBE Assessment and Reporting resources to strengthen formative assessment, common success criteria, exemplars and calibration.* ▪ *Collaborative Response professional learning to support PLCs in analyzing student evidence, identifying learning needs and determining responsive instructional strategies.* ***3. Student Well-Being, Belonging and Ownership of Learning*** ▪ *CBE Student Well-Being Framework to strengthen inclusive classroom practices, positive*	**Structures and Processes** ***1. Collaborative Professional Learning and PLCs*** ▪ *Use scheduled Friday professional learning and PLC time to strengthen disciplinary literacy, assessment practices, calibration and responsive instruction.* ▪ *Engage grade and subject teams in examining student work, sharing effective practices and identifying next instructional steps.* ***2. Collaborative Response and Evidence-Informed Decision-Making*** ▪ *Use Collaborative Response meetings to identify student learning needs, coordinate Tier 1 and Tier 2 supports, and monitor the impact of interventions.* ▪ *Establish regular checkpoints to review reading diagnostics, classroom assessments, report card data, PAT results and student well-being evidence.* ***3. Student Well-Being, Voice and Inclusive Practices*** ▪ *Use grade teams, Student Services and learning leaders to coordinate consistent classroom practices that strengthen*	**Resources** ***Learning Excellence and Assessment*** ▪ *CBE Literacy Framework and Improving Reading for Older Students (IROS)* ▪ *CBE Reading Assessment Decision Tree (CORE, MAZE and spelling diagnostics)* ▪ *CBE Mathematics Framework and Assessment and Reporting resources* ▪ *PowerSchool Analytics, Provincial Achievement Test (PAT) results and report card achievement data* ▪ *Common assessments, exemplars, success criteria and student work samples* ▪ *Read&Write and other accessible learning technologies* ***Inclusive Education and Responsive Instruction*** ▪ *CBE Inclusive Education resources and Tier 1/Tier 2 instructional supports* ▪ *Collaborative Response frameworks, protocols and resources* ***Student Well-Being and Belonging*** ▪ *CBE Student Well-Being Framework and*






relationships and student belonging.
- *Professional learning focused on student goal-setting, meaningful feedback, self-assessment, confidence and productive struggle.*

4. Indigenous Education and Truth & Reconciliation
- *Indigenous Education Holistic Lifelong Learning Framework (HLLF) and CBE Indigenous Education resources to strengthen authentic integration of Indigenous perspectives, culturally responsive instruction and reconciliation across the curriculum.*

belonging, confidence and student-adult connections.
- *Establish regular opportunities for student voice through Student Council, classroom feedback and student pulse surveys to inform instructional and school-wide decisions.*

4. Continuous School Improvement Cycle
- *Implement a consistent Learn → Apply → Examine Evidence → Respond cycle connecting professional learning, PLC collaboration and Collaborative Response.*
- *Use evidence of student achievement and well-being to evaluate effectiveness, refine instructional practices, and identify the next steps.*

Student Well-Being Survey data
- *School-based student voice tools, including pulse surveys and Student Council feedback*

Truth & Reconciliation
- ***Indigenous** Education Holistic Lifelong Learning Framework (HLLF)*
- *CBE Indigenous Education resources, curriculum supports and Truth & Reconciliation professional learning materials*









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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Through a focus on disciplinary literacy, student achievement and well-being will improve.

Outcome one: Student achievement in reading and writing will improve through disciplinary literacy.

Outcome two: Students' overall sense of belonging will improve through increased confidence and value in their learning.

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CBE 2024-27 Education Plan



Celebrations

- Belonging and inclusion strengthened: Students reporting that they feel welcome at school increased from 67.94% in 2025 to 81.31% in 2026. Students' feeling included increased from 70.69% to 75.60%.
- Positive student-teacher relationships remained a strength: In 2026, 93.06% of students reported that their teachers care about them, and 98.13% indicated that their teachers want them to be successful.
- School pride increased: Students reporting pride in being part of MidSun increased from 70.63% in 2025 to 81.76% in 2026.
- Grade 9 ELA achievement demonstrated areas of strength: Among students writing both parts of the June 2026 PAT, 86.2% achieved the Acceptable Standard in writing, while 18.5% achieved the Standard of Excellence in reading, slightly above the provincial result of 18.0%.

Areas for Growth

- Improving academic achievement and excellence: Students will demonstrate higher levels of achievement in reading and writing through strengthened instructional practices, assessment calibration, and increased academic challenges.
- Building student confidence and independence: Students will develop greater confidence, perseverance and independence when navigating learning challenges, building on the 68.84% who reported confidence in their ability to learn new things.
- Strengthening meaningful adult connections: More students will experience positive relationships with trusted adults at school, addressing the 67.92% who reported having at least one adult with whom they really connect.
- Increasing relevance and value in learning: Students will experience more meaningful, engaging learning opportunities that strengthen ownership and






voice, addressing the 65.27% who reported that what they are learning is meaningful.

Next Steps

- **Strengthen responsive disciplinary literacy instruction** across Grades 7–9 through consistent Tier 1 classroom practices, explicit reading and writing strategies, accessible learning tasks and targeted Tier 2 supports.
- **Use assessment evidence to inform instructional decisions through** regular PLC calibration, analysis of student work and triangulation of reading diagnostics, report card indicators and PAT results to identify learning needs and monitor progress.
- **Increase student ownership, confidence and academic achievement** through clear learning intentions, success criteria, **formative** feedback, goal-setting and explicit strategies that develop independence, perseverance and productive struggle.
- **Strengthen student belonging and meaningful adult connections** through consistent welcoming classroom routines, intentional **student** check-ins and inclusive practices that ensure students feel known, valued and supported.
- **Expand meaningful student voice and engagement** through **Student** Council, classroom feedback and student pulse surveys, using student perspectives to strengthen relevance in learning and inform instructional and school-wide decisions.




