William D Pratt 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.

School Improvement Results Report 2024-25

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Student achievement in literacy and numeracy will improve.

Outcome:
Student achievement in reading comprehension and decoding as well as number will improve through disciplinary literacy.

Outcome Measures
- Provincial Achievement Test (PAT) Mathematics Part A
- ELA Part B & ELAL Part B
- EAL Report Card Indicators: Reads to Explore
- Math Report Card Indicators: Number and Patterns and Re*lations (Grade 5 & 6), Number (Grade 7, 8, 9)*
- EAL Reading Benchmarks
- CBE Survey: 'I enjoy working on challenging problems in mathematics', 'I have the opportunity to receive feedback from others to improve my writing'

Data for Monitoring Progress
- Reading Assessment Decision Tree (DIBELS Dynamic Indicators of Basic Early Literacy Skills, CORE MAZE Reading Comprehension, Words Their Way)
- Sask Math
- Teacher perception data

Learning Excellence Actions

- Create a discourse rich mathematics learning environment
- Create a discourse rich literacy learning environment
- Teach the morphology of words (roots, prefixes, and suffixes)
- Pre-teaching vocabulary

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide repeated opportunities for learners to practice and consolidate literacy and numeracy skills and knowledge within the disciplines
- Create learning spaces that provide learners with safe and respectful environment

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts and problems
- Consider relevancy and representations in text and problem selection
- Use scaffolded learning intentions to reflect that students may have different learning goals
- Decolonize curriculum resources by replacing stories that favor Western worldviews with Indigenous worldviews
- Connecting with elder Dr. Sandra Manyfeathers

Professional Learning
- EAL Quick Byte Videos

Structures and Processes

Resources

- EAL Strategist working with Grade 8 team
- High Impact Instructional Practices in Reading and Mathematics – flexible groupings
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy) and differentiation of instruction
- Middle Years Professional Learning Sessions

- Collaborative team meetings- mixed grade level
- *Professional Learning Communities- multigrade*
- EAL Benchmarking and implementing teaching practices for diversity and inclusion
- Flexible grouping intervention for students in mathematics and literacy based on ongoing assessment
- Collaborative Response processes to support implementation of Continuum of Supports

- Content Area Vocabulary Study Strategies
- Magic School and other AI tools
- Diversity and Inclusion ToolBox
- EAL Toolbox

School Development Plan – Year 2 of 3

School Goal: Delete this page if you have only one goal.
Working and learning environments promote equity, diversity, and inclusion.

Outcome:
Students and employees' sense of belonging and safety at school will improve.

Outcome Measures
- OurSchool Survey: 'I feel safe at school"
- OurSchool Survey Indicator: 'Sense of belonging'
- CBE Student Survey
- Alberta Education Assurance Survey

Data for Monitoring Progress
- Student Action Team
  - Creation of a student well-being plan
- Connect Homeroom
- Student attendance data

Learning Excellence Actions

- Work with teachers to develop meaningful tasks that meet students learning needs
- Engage in reading tasks to deepen students understanding school connectedness and sense of belonging
- Ensure all students have easy access to

Well-Being Actions

- Highlight a different cultural celebration each month
- Diverse school clubs based on student's interests and needs
- Connect Homeroom lessons related to CASEL Framework

Truth & Reconciliation, Diversity and Inclusion Actions
- Decolonize curriculum resources by replacing stories that favor Western worldviews with Indigenous worldviews
- Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on

manipulatives and assistive technology

- building relationships and community.
- Implement Grade 9 Indigenous Student Holistic Transition Plans
- Circle time for self-identified Indigenous students
- Connecting with elder Dr. Sandra Manyfeathers

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

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Structures and Processes
- Collaborative team meetings- mixed grade level
- *Professional Learning Communities- multigrade*
- *Disciplinary Meetings- mixed grade*
- *Team Meetings- grade level*
- Small group intervention for wellbeing and regulation- Fix It Friday
- Student Learning Team (SLT) processes to support implementation of Continuum of Supports

Resources
- Diversity and Inclusion Padlet
- SEL Brightspace
- Student Well-Being Framework and Companion Guide
- Area strategists and system specialists
- Resource Spaces- Grades 5/6 & 7-9
- Holistic Lifelong Learning Framework and Companion Guide
- CASEL Resources
- Excerpts from Collaborative Response (Hewson & Hewson, 2022)
- Wellbeing Symposium actions

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

...evelopment Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and numeracy will improve.

Outcome one: Student Achievement in writing and number will improve through disciplinary literacy.
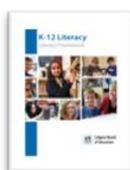
Celebrations

- Increased number of students achieving report card indicator "3" in writing. *Increasing from 226 students in June 2024 to 458 students in June 2025.*
- Increased number of students achieving report card indicator "3" or "4" in number. *Increasing from 356 students in June 2024 to 736 students in June 2025.*
- Increased calibration of assessment between grade level and subject level teachers

Areas for Growth

- Building student confidence and capacity for what comes next in literacy and number learning by communicating learning intentions and assessment criteria
- Building teacher capacity for communicating learning intentions and assessment criteria through collaboration and calibration

Next Steps

- 6 week learning cycles focused on differentiation, sharing learning intentions, and communication of assessment criteria
- Co-planning and calibration of assessment through Professional Learning Communities every 6 weeks

2024-25 SDP GOAL TWO: Working and learning environments promote equity, diversity, and inclusion

Outcome one: *Students and employees; sense of belonging and safety at school will improve.*

Celebrations

- Increase in students feeling welcome at school as per data from the CBE Student Survey
- Increase in students feeling included at school as per data from the CBE Student Survey
- More engagement with staff and students around wellbeing as seen in the Professional Development Plan for teachers and Student Action Wellbeing Team

Areas for Growth

- Increasing students' sense of belonging
- Increasing students seeing themselves in the school culture
- Increased diversity of texts, materials, and perspectives

Next Steps

- Increasing intentional teaching of strategies for wellbeing and connection between peers and adults through Homeroom-Connect
- Monthly cycles of learning for Homeroom-Connect directly connected to the Wellbeing and Holistic Lifelong Learning Frameworks