



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Our report card, Provincial Achievement Test (PAT), and CBE Student survey data demonstrate that students at William D. Pratt have a strong understanding of curricular outcomes relating to reading and number across all grades. On the June 2024 report card, 99% of students received grade-level indicators in the 'reads to explore' stem and 98% of students received grade-level indicators on their 'number' stem. This data is further supported by our Grade 9 PAT results, with 81.4% (ELA Part B- reading) and 63.1% (Math Part A- number) of students achieving standard or standard of excellence. Grade 6 PAT results are not available as no ELA and Math Provincial Achievement Tests were not administered by Alberta Education for the 2023-24 school year.

Quantitative data for reading and number is supported by qualitative data from the CBE Student Survey. 94.49% of students responded confirming 'I understand what I read'. Similarly, 88.58% of students responded confirming 'I am confident that I can learn mathematics'.

Our report card, CBE Student Survey, and local data suggest that disciplinary literacy, conceptualized through writing and number, remain continued areas for growth. Report Card data from June 2024 shows that in writing 28.62% and number 25.92% (Grades 5 & 6) and 22.88% (Grades 7-9) of students demonstrated below or basic

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

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

grade level achievement, suggesting that these students may need support with writing and number to achieve grade-level expectation this year. This understanding and direction is further supported by our local data (DIBELS and MIPI) that suggest at least five students per class would benefit from intervention to support learning gaps in writing and math.

CBE Student Survey questions suggest writing and math are student identified areas of focus as well. Specifically, 58.23% agreed with the statement 'I have the opportunity to receive feedback from others to improve my writing' and 63.55% agreed with the statement 'I enjoy working on challenging problems in math'.

Well-Being

Data from our CBE Survey says that students feel cared for and supported by their teachers. 90.2% of students responded positively to the question 'My teachers care about me' while 93.26% of students responded positively to 'My teachers want me to be successful'. Parent input through the Alberta Education Assurance Measures survey also indicated that students are cared for, with 95% of parents responding positively to 'Teachers care about your child'.

The CBE Student Survey and OurSchool Survey data suggests that belonging and safety at school are areas for growth this year. On the CBE Student survey 50.98% of students responded positively to 'I see my culture reflected in my school' while 69.68% of students responded positively to 'I feel included at school'. On the OurSchool Survey, 71% (Gr5), 71% (Gr6), 61% (Gr7), 65% (Gr8), and 70% (Gr9) students responded positively when asked about their sense of belonging at school. Notably, within our grade 7 cohort, only 53% of female students feel a sense of belonging.

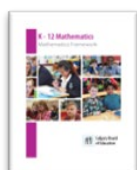
Truth & Reconciliation, Diversity, and Inclusion

William D. Pratt is home to a diverse population of students from many cultural backgrounds. Diversity in our student population has grown over the last year with nearly 50% of students identified as needing additional support with their learning. With 69.95% of students responding positively to 'I have confidence in myself as a student' and 50.98% of students seeing their culture reflected in the school, the CBE Student Survey highlights the importance reaffirming our commitment to belonging and safety at school.

Our Truth and Reconciliation Action Plan:

In recognition of National Indigenous Peoples Day, and in alignment with the CBE Education Plan, William D. Pratt acknowledges and supports the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action, and makes the following commitment to action for the 2024-2025 school year:

- 62.2: Educate teachers on how to integrate Indigenous knowledge, languages and teaching methods into classrooms.
- Heart- To Belong: identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be woven into learning tasks.
- Mind- To Know: Design and offer student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and numeracy will improve.

Outcome:

Student achievement in writing and number will improve through disciplinary literacy.

Outcome Measures

- Provincial Achievement Test (PAT) mathematics part A and ELA part A
- ELA Report Card Indicators: writes to communicate
- Math Report Card Indicators: Number and Patterns (5,6) & Number (7,8,9)
- 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)
- Mathematics Intervention Programming Instrument (MIPI)
- 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-teach vocabulary
- Provide assessment feedback loops (self, peer, teacher)
- Structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline

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 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

Professional Learning

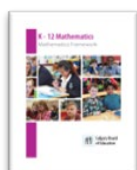
- EAL Quick Byte Videos
- Middle Years System Professional Learning
- AI for differentiation

Structures and Processes

- Collaborative Response Model including - Collaborative team meetings at grade level; Student Learning Team (SLT) processes to

Resources

- Mathematics Framework and Companion Guide
- Literacy Framework and Companion Guide





- High Impact Instructional Practices in Reading and Mathematics – Criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and conceptual understanding
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy) and use of visual models to support students' understanding of general methods.

- support implementation of Tiers of Supports: Case conferences
- Professional Learning Communities- multigrade, curricular based
- EAL Benchmarking and implementation of teaching practices for diversity and inclusion
- Small group intervention for students in mathematics and literacy based on ongoing assessment

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

School Development Plan – Year 1 of 3

School 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 Indicator: 'I feel safe at school'
- OurSchool Survey Indicator: 'Sense of belonging'
- CBE student survey
- Alberta Education Assurance Survey

Data for Monitoring Progress

- Principal's Council- MAVS
- Grade 7 Cohort Check Ins
- Student attendance data

Learning Excellence Actions

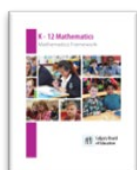
- Work with students to develop structures to support connectedness between classes, grades, and community
- Engage in reading and writing tasks to deepen students understanding school connectedness and sense of belonging
- Ensure all students have easy access to

Well-Being Actions

- Highlight a different cultural celebration each month
- Work with students in focus groups to explore data collected through surveys and next steps
- Diverse school clubs based on student's interests and needs

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 building relationships and community.





manipulatives and assistive
technology

Professional Learning

- Modeling culturally responsive practices through staff meetings and professional development
- CELL Resources
- Explore and implement CASTL resources for self-regulation
- Use the Walk Around Teacher

Structures and Processes

- Collaborative Response Model - Collaborative team meetings- grade level
- Professional Learning Communities- multigrade, curricular based
- Small group intervention for well-being and regulation
- Student Learning Team (SLT) processes to support implementation of Continuum of Supports

Resources

- Implement Grade 9 Indigenous Student Holistic Transition Plans
- Diversity and Inclusion Padlet
- SEL Brightspace
- Student Well-Being Framework and Companion Guide
- Area strategists and system specialists
- Sensory Space
- This Is Disciplinary Literacy (Lent, 2016)
- Dates of significance calendar <https://www.cbe.ab.ca/registrator/calendars/Pages/dates-of-significance.aspx>

