



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

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

Learning Excellence

The Alberta Government Assurance Survey indicated parents and students are satisfied with the quality of teaching at our school and are satisfied with the overall quality of basic education. Students also reported an improved understanding of how mathematics can be useful to them in their daily lives, as well as a large improvement in their interest in the math they were learning at school. Parents reported the literacy and numeracy skills their children are learning are useful.

Areas for growth identified by parents and students in the Assurance Survey is that schoolwork could be more challenging and more interesting. Our PAT results also indicate that our students require more scaffolding with learning progressions, additional learning accommodations, academic rigor and higher expectations to meet provincial standards. The number of NER (no evaluation recorded) and 1s on stems on report cards requires additional attention, with the intent of creating optimal conditions for student to demonstrate their learning as we shift towards 2, 3, 4, ADP (Adapted), ELL (English as an Additional Language), and IPP (Individualized Program Plan) report card indicators. Academic results are often correlated to student attendance, with ongoing attempts to improve attendance by supporting families.



Well-Being

The data below would suggest that a focus on academic achievement will allow for students to experience a greater sense of confidence and personal value at school, improving their sense of belonging.

With the introduction of Mustang Station, a place where learners can complete school work in a calm space, and regulation spaces in every classroom in 2023-24, we did see an improvement in students using Mustang Station as a space for learning. The number of students avoiding class and needing to self-regulate declined after reaching a peak in October, while the number of students seeking support with a learning strategy increased significantly from October to June.

Assurance Survey results show a discrepancy between parent, student and teacher perception, with parents and teachers offering a more positive perspective. Grade 7 students are highly critical of the interactions between peers, which requires a school wide response as we seek to co-generate a welcoming, caring, respectful and safe learning community:

Students care about each other	Parents: 75% Students: 47% Teachers: 95%
Students respect each other	Parents: 57% Students: 46% Teachers: 82%
Students treat each other well	Parents: 58% Students: 73% Teachers: 82%
Teachers care about students	Parents: 93% Students: 76% (14% increase) Teachers: 100%
Children are safe at school	Parents: 79% Students: 39% (significant incident) Teachers: 95%
Children are safe to and from school	Parents: 86% Students: 84% Teachers: 77%
School is a welcoming space to be	Parents: 93% Students: 73%

Our School Survey Data	Spring 2024
Students who have the ability to control their emotions and behaviors and stay on task.	58% (Canadian norm: 58%)
Students who consider their own general health to be good to excellent.	74% (Canadian norm: 77%)





Truth & Reconciliation, Diversity, and Inclusion

Sir John A. Macdonald School's current population is 691 students. 42% of students are English as an Additional Language Learners (increase of 3%), 25% of students have a special education coding and 10.4% are self-identified as Indigenous. 62% of learners report English is their primary language at home (drop of 2%); there are forty-one different languages spoken by children in the school. Arabic, Cantonese, Mandarin, Spanish, Ukrainian and Urdu are the largest cohorts. A recognition of the school's diversity necessitates a school development plan that offers our learners multiple entry points to support their diverse learning profiles.

The data below offers insights into students' perceptions of inclusion and diversity within the school environment. In the year ahead, we will strive to generate learning spaces where more students feel like they belong. An alarming statistic emerged: less than half of our learners feel racism and discrimination are addressed. Less than 50% see their culture reflected at SJAM. A low percentage felt a connection to the texts (books, land, pictures, videos) that they read and hear in class. Only 63% felt the things they are learning are important to them, while the same low percentage reported having an adult they connect with at school.

Assurance Survey – 2024

At school, I feel like I belong.	Students: 66%
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CBE Student Survey Results – Spring 2024

I can see my culture reflected in my school.	48%
When racism and/or discrimination occur at my school, my school takes step to address it.	49%
I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	59%
The things I am learning are important to me.	63%
I have at least one adult to connect with at the school.	63%
At my school, I learn indigenous ways of knowing, belonging and doing.	85%
I am an ally to people who look, behave, speak, and or/identify differently than me.	85%

Our School: May 2023

Students have friends at school they can trust and who encourage them to make positive choices	73% (77%: Canadian norm)
Students who possess understanding of their own culture	53% (51%: Canadian norm)





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

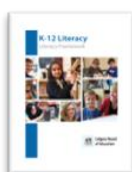
Truth & Reconciliation, Diversity and Inclusion

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

Students who possess understanding of other cultures	76% (75%: Canadian norm)
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At the same time, students shared they are allies to peers who look, behave, speak and/or identify differently than they are. Students also reported they have friends who help them make positive choices. This can propel positive ripples of change. In 2023-24, we also had a school wide Truth and Reconciliation Commitment that supported Indigenous ways of knowing, belonging and doing: this led to a positive perception data from students. This information highlights the need to intentionally create classroom opportunities where students can connect with their identity and cultural representation through daily learning experiences.





School Development Plan – Year 1 of 3

School Goal

SJAM's learning environment will promote diversity, equity and inclusion.

Outcome:

Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Outcome Measures

- CBE Student Survey Data (*I feel included at school; I feel welcomed at school; I have at least one adult to connect with at the school; the things I am learning are important to me; I feel a connection to the texts I read and hear in class; I see my culture reflected in my school; when racism/discrimination occur at my school, my school takes steps to address it*)
- Alberta Education Assurance Survey: *"At school I feel like I belong" and "I feel welcome at my school"*
- Students who self-identify as Indigenous will experience improved wellbeing and achievement

Data for Monitoring Progress

- Student Feedback: Leadership; Truth, Diversity and Equity Committee; Students Council; GSA
- Well-Being Symposium: student Committee initiatives
- Monthly staff meetings: perception data on professional learning needed for diversity, equity, inclusion
- Attendance, CRM, SLT, Report Card data: Indigenous students

Learning Excellence Actions

- Consistently provide opportunities for students to design and co-create the list of texts, visuals and materials used in classrooms
- Promote a growth mindset and equity, where 100% of students can improve their academic results with a sustained effort
- Engage students in meaningful field trips, develop community connections and world views

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment such as a designated area for daily smudging
- Honor student choice and voice inside and outside the classroom facilitated through the Diversity and Equity Committee
- Advertise, encourage and support extracurricular activities and clubs that are welcoming and inclusive of students from diverse backgrounds, interests, experiences, and identities

Truth & Reconciliation, Diversity and Inclusion Actions

- 2024-25 Truth and Reconciliation Commitment to Action: monthly reflections from teachers; reflections from students
- Empower students to take leadership roles in promoting, diversity, equity, and inclusion within the school community through committees, student-led cultural events, and student-informed policies and initiatives




Professional Learning

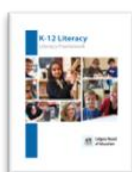
- *Middle School Professional Learning Series*
- *Social Emotional Learning (SEL) Middle Years working group*
- *Implement equitable assessment practices, task design, and intentional connections to diversity within their curriculum.*
- *Consider the ways in which culturally responsive practice can support all*

Structures and Processes

- *Highlight the Student Diversity and Equity Committee, GSA, Leadership, Students Council*
- *Ethical spaces: Mustang Station and the Learning Lodge*
- *Provide access to engaging and diverse books in the library and the classroom*
- *Collaborative Team Meetings and SLTs: increase the ratio of Indigenous and EAL learners brought forward*
- *Restart program through McMann*

Resources

- *CBE Student Well-Being Framework*
- *Student Well-Being Framework Companion Guide*
- *SEL (Social Emotional Learning) CBE Teacher D2L shell*
- *Diversity and Inclusion: Professional Learning Guide, Insite Page, D2L Shell*
<https://sites.google.com/erlc.ca/ell/culturally-responsive-practices>



**School Goal**

Student achievement in literacy will improve.

Outcome:

Student achievement in writing will improve through common writing templates, rubrics and the use of exemplars.

Outcome:

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

Outcome Measures

- Report card: writing stem
- ELA Part A PAT – tracking improvements for three years
- Tracking a cohort of students receiving a 1 indicator in reading and writing over three years
- Student perception data from CBE Student Survey (I am a good (competent) writer; My reading and writing skills help me achieve my future goals; I know what to do next to improve my writing skills)

Data for Monitoring Progress

- Common rubrics developed
- Exemplars created
- Writing templates used
- CORE Vocabulary
- Report card: reading stem
- CORE Reading Comp.
- CARS (Reading comp.)
- PowerSchool assessments (products, conversations and observations – latter two utilized more frequently by teachers)
- Collaborative Response data: identify students needing targeted support
- Monthly staff survey feedback on TRC and SDP: Perception data
- PLC: development and use of common rubric and the creation of exemplar

Learning Excellence Actions

- Utilize consistent paragraph writing structure: 'The Burger' across 100% of classrooms supplemented by rubrics (student friendly language), exemplars calibrated by staff in 6 – 8 week cycles
- Utilize consistent, specific and timely formative assessment practices to move student learning forward
- Build reciprocal reading/writing connections

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Provide feedback that moves learners forward: provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Use of flexible groupings to meet learners where they are or utilizing student choice and voice in 6 week learning cycles

Truth & Reconciliation, Diversity and Inclusion Actions

- Ethical spaces: continue with Mustang Station (all learners) and introduce the Learning Lodge (for Indigenous students)
- Monthly staff reflections on TRC Commitment to Action and the SDP:
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse and inviting texts and writing prompts




Professional Learning

- Middle Years System Professional Learning
- ELA Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning

Structures and Processes
Classroom:

- Provide supported writing times in 100% of classes, followed by 4 teacher marking calibration cycles
- Document and support instruction and learning in intentional ways, using formative assessment
- Regulation spaces in classrooms and access to technology, when possible

School:

- PLCs
- Collaborative Team Meetings and SLTs: increase the ratio of Indigenous and EAL learners brought forward
- Monthly staff reflections on TRC and SDP goals

Resources

- Reading Assessment Decision Tree (RAD): Grade 4 – 12
- Text Calibration Protocol
- 'Burger' and 'RACES' paragraph
- EAL Strategist
- ELA Insite | Teaching Practices

