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Calgary Board of Education

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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.

SJAM SIRR 2024-25

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

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School Development Plan – Year 2 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

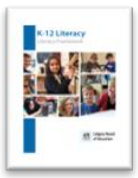
Outcome Measures
- *CBE Student Survey Data (I feel included at school; I feel welcomed at school; I have at least one adult to connect with at the school; the things I am learning are important to me; I feel a connection to the texts I read and hear in class; I see my culture reflected in my school; when racism/discrimination occur at my school, my school takes steps to address it)*
- *OurSchool Survey, including targeted and quantifiable questions reflecting student outcome goal.*
- *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: Truth, Diversity and Equity Committee; Students Council; GSA; Leadership*
- *Middle School Well-Being Symposium: Student Committee initiatives*
- *Seasonal staff reflections: perception data on professional learning needed for diversity, equity, inclusion*
- *Attendance, CRM, SLT, Report Card data: Indigenous, EAL and coded students*

Learning Excellence Actions
- ***Incorporate Diverse Perspectives:*** *Integrate materials, authors, and historical perspectives from various cultures and communities into the curriculum.*
- ***Inclusive and equitable teaching strategies*** *that utilize universal design for learning, differentiation and a growth mindset where 100% of students can improve their academic results with a sustained effort: implement UDL principles to create an accessible and flexible learning environment that accommodates a variety of learning styles and needs,*

Well-Being Actions
- ***Facilitate conversations on Diversity and Inclusion that address stereotypes and microaggressions:*** *Create safe where students can engage in open dialogue about social issues and allows students to express their perspectives in ways that promote mutual respect and understanding.*
- ***Foster Community and Belonging:*** *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
- **Fair and Transparent Grading**: *Use grading systems that are clear, consistent, and free from bias. Ensure that assessments are culturally neutral and accessible to all students, including those from Indigenous and culturally diverse backgrounds.*
- ***Ongoing DEI and Reconciliation Training***: *Provide faculty with continued training on the principles of reconciliation, anti-racism, cultural competence, and inclusive teaching practices as we deepen understanding and*



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while adjusting teaching to meet the individual needs of students	▪ ***Weekly homerooms:*** *generate topics that deepen welcoming, caring, respectful, safe and compassionate schools, while simultaneously honoring student choice and voice*	*commitment to reconciliation and inclusion. Include seasonal reflections and actions from teachers.* ▪ ***Integrate compassion*** *into daily lessons, school wide events (assemblies, pep rallies, cultural celebrations) and safe spaces (Learning Lodge, Mustang Station). Students can visibly see their culture reflected within the school on the walls, through artwork, student-led cultural events, and student-informed policies and initiatives*

Professional Learning	Structures and Processes.	Resources
▪ ***Trauma-Informed Teaching Practices:*** *educators will gain tools to support students who may have experienced trauma, particularly marginalized or oppressed groups, in a way that fosters safety and resilience.* ▪ *Middle School Professional Learning Series* ▪ *Social Emotional Learning (SEL) Middle Years working group* ▪ ***Inclusive Curriculum Design PLCs:*** *Implement equitable assessment practices, task design, and intentional connections to diversity within their curriculum.* ▪ ***PLC Book Studies***	▪ *Using literacy and math data to provide targeted supports to vulnerable cohorts of learners* ▪ **Ethical spaces:** *Mustang Station, the Learning Lodge and* regulation spaces in classrooms ▪ *Collaborative Team Meetings and SLTs: to request system support and align resources to provide targeted support for Indigenous and EAL learners ~~brought forward~~* ▪ *Sheltered EAL classes, for Level 1 and 2 students*	▪ *CBE Student Well-Being Framework* ▪ *Student Well-Being Framework Companion Guide* ▪ *SEL (Social Emotional Learning) CBE Teacher D2L shell* ▪ *Indigenous Education Holistic Lifelong Learning Framework* ▪ *Diversity and Inclusion: Professional Learning Guide, Insite Page, D2L Shell https://sites.google.com/erlc.ca/ell/culturally-responsive - practices*

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School Development Plan – Year 2 of 3

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

Outcome Measures

- *Report card: writing stem – track grade cohorts for three years including data on Indigenous, SPED, and EAL students*
- *Tracking a cohort of students receiving a NER and 1 indicator in reading and writing over three years*
- *ELA Part A PAT – tracking improvements for 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)*
- *Student growth of Language Proficiency levels in writing – EAL Benchmark data for a cohort from Term to Term*

Data for Monitoring Progress

- *Assessing writing progress using common writing templates in every Mustang class*
- *PLCs: Marking calibration cycles using common assessment rubrics and exemplars which are communicated to students*
- *CBE Decision Tree: CORE Vocabulary Screener, Diebels Maze Reading Screener, Words Their Way Screener*
- *PowerSchool assessments (products, conversations and observations – latter two utilized more frequently by teachers)*
- *Tracking progress of cohorts (Indigenous, SPED, EAL) in the writing report card stems*
- *Collaborative Response data: identify students needing targeted support*
- ***Seasonal** staff survey feedback on TRC and SDP: Perception data*

Learning Excellence Actions

- *Four school wide marking calibration cycles in which every SJAM teacher engages in collaborative assessment conversations using common writing templates*
- *Utilize consistent, specific and timely formative assessment practices to*

Well-Being Actions

- *Common school created Tier 1 strategies implemented in 100% of classrooms*
- *Provide feedback that moves learners forward: provide repeated opportunities for learners to practice and consolidate*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Ethical spaces: continue with Mustang Station, the Learning Lodge and regulation spaces in classrooms*
- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse*

move student learning forward ▪ *Build reciprocal reading/writing connections*	*literacy skills and knowledge* ▪ *Use of flexible groupings, Math Learning Coach, Literacy Learning Coach, Educational Assistant and UFLI to meet learners where they are and/or utilizing student choice and voice in 6 week learning cycles*	*and inviting texts and writing prompts* ▪ *Provide student choice and voice in reading and writing tasks*

Professional Learning	Structures and Processes	Resources
▪ *Incorporate the Neurolinguistic Approach into common pedagogy practice to strengthen student internal grammar.* ▪ *Middle Years System Professional Learning* ▪ *ELA Insite | Professional Learning - CBE EAL and Benchmarking sessions* ▪ *Assessment & Reporting Insite | Professional Learning* ▪ *"Writing Revolution 2.0" book study* ▪ *Burger' and 'RACES' paragraph templates*	*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* ▪ *Increased use of 'speech to text' as per the learner profile* *School:* ▪ *PLCs* ▪ *Collaborative Team Meetings and SLTs: increase the ratio of Indigenous and EAL learners brought forward* ▪ *Seasonal staff reflections on TRC and SDP goals* ▪ *Integrate neurolinguistic approach into classroom instruction*	▪ *CBE K-12 Literacy Framework* ▪ *K-9 CBE Text Calibration tool (writing)* ▪ *Reading Assessment Decision Tree* ▪ *EAL benchmarking and school wide annotation common calibration cycles* ▪ *EAL Strategist* ▪ *ELA Insite | Teaching Practices* ▪ *CBE Student Well - Being Framework* ▪ *CBE Student Well - Being Framework Companion Guide* ▪ *Indigenous Education Holistic Lifelong Learning Framework* ▪ *Walk Around Companion Tool*

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School Development Plan – Data Story

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

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

Celebrations

- Over 90% of students feel teachers want them to succeed, hold high expectations, and care about their well-being. 100% of students report having at least one trusted adult at school.
- Students reporting 'my school is a place that is safe, and learning is accessible' increased from 82% to 87.5% in 2024-25
- The percentage of students who feel their culture is reflected at school has increased from 48% to 60.38% in 2024-25.
- Additionally, the percentage of students who report that incidents of racism or discrimination are addressed at school has risen from 48% to 61%, indicating progress in creating a safer and more inclusive environment.
- Student perception data on the Holistic Lifelong Learning Framework is very strong with 92% of students sharing they have opportunities to learn from the land

Areas for Growth

- A group of students has been missing a high number of school days (19%–40% over the past three years). This shows we need to better understand what is causing their low attendance, whether it's personal challenges, cultural factors, or other barriers and find more effective ways to support them so they can come to school regularly and have equal opportunities to learn.

Although more students now report that incidents of racism or discrimination are addressed at school, this remains an important area needing continued improvement. Likewise, student survey results show that respect among peers is still a concern, with only gradual increases over the past three years (40% in 2022–23, 46% in 2023–24, and 49% in 2024–25). Together, these results highlight the need to further strengthen a school culture where all students feel safe, respected, and included.

Next Steps

- Regularly monitor progress: Track the identified student cohort during weekly cohort meetings and monthly SLT discussions, using system resources and tools to better support these students and their families in feeling safe, cared for, and welcomed.
- Strengthen classroom learning: Provide intentional homeroom lessons that promote respect, compassion, anti-racism, well-being, and understanding of diversity, equity, and inclusion.
- Gather and respond to student feedback: Have the SJAM Learning Leader team facilitate seasonal focus groups with Student Council and the Student Well-Being Action Team to collect real-time "street data" and make timely improvements based on what students share.

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Goal Two: Student achievement in literacy will improve.

Outcome One: Student achievement in writing will improve through common writing templates, rubrics, and the use of exemplars.
Outcome Two: Students' overall sense of belonging will improve through increased confidence and value in their learning

Celebrations

We are proud to celebrate significant growth in student confidence and understanding of their reading and writing skills, as reflected in our most recent student perception data:

- **"I am a good (competent) writer"** increased from **70% in January 2025** to **76% in June 2025**, showing that more students see themselves as capable and confident writers.
- **"My reading and writing skills help me achieve my future goals"** rose from **79% to 85%**, indicating that students increasingly recognize the real-world value and purpose of their literacy learning.
- **"I know what to do next to improve my writing skills"** grew from **75% to 84%**, a powerful sign that students are developing self-awareness and agency in their learning journey.
- Our EAL cohort showed significant progress in their progression from Level 1 to Level 5, which aligned with strong attendance data.
- Our June 2025 Grade 9 cohort showed an increase of 9.5% in students earning an ELL writing indicator, the Grade 8 cohort showed a decrease of 8% of students earning a 1 in the ELA writing indicator while the Grade 7 cohort saw the 1s fall by 4.32%.

Areas for Growth

Enhancing Student Engagement and Connection in Language Arts: Student perception data from the Assurance Survey suggests there is an opportunity to strengthen student engagement and interest in Language Arts. Key indicators include:

- Only **46%** of students agreed that “Language Arts is interesting to me.”
- **64%** of students reported feeling a connection to the texts they read.
- Just **48%** felt they have the opportunity to read interesting books.

Reducing ‘no evaluation recorded’ in the Writing Stem through Improved Attendance and Inclusive Assessment Practices: Analysis of student data reveals a strong correlation between **chronic absenteeism** and the number of students receiving an **NER (No Evaluation Recorded)** in the **writing stem**. This highlights a critical area for growth: ensuring that all students have meaningful opportunities to demonstrate their learning, regardless of attendance challenges

Next Steps

As a school community, we must explore **multiple strategies and entry points** to reduce the number of 1s and ‘no evaluation recorded’ in the writing stem. This includes:

- Implementing **flexible and accessible assessment practices**
- Increasing **engagement and support for frequently absent students**, and
- **Increase the use of accommodations** to support the writing process (speech to text, scribes, graphic organizers, sentence starters)

Expand Text Diversity and Student Choice: Curate a wider range of texts that reflect diverse voices, cultures, identities, and lived experiences and incorporate student choice into reading selections to increase ownership and interest.

Professional Learning for Staff

- Engage in collaborative planning and professional learning focused on culturally responsive teaching and inclusive literacy practices, including all teachers reading and implementing strategies from “The Writing Revolution 2.0” by Judith Hochman and Natalie Wexler
- Share best practices for fostering deeper reading engagement and critical thinking

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