



## Dr. George Stanley School

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# School Development Planning

## Introduction

Alberta Education requires each school to create a plan to improve learning. The School Development Plan (SDP) aligns individual schools with the identified goals in CBE Education Plan | 2024 - 2027. Schools capture evidence of continuous improvement toward accordance with Alberta Education's Requirements for School Planning and Results Reporting, schools then provide assurance to communities by communicating student growth and achievement in their annual results report. This report demonstrates improvement steps and support continuous improvement of the quality and education programs provided to students while also improving and achievement (Funding Manual for School Authorities 2021 p. 213).

The School Development Plan is based on results data related to outcomes set in the 2024-25 School Development Plan for Year 1 school's Alberta Education Assurance Survey results. A summary 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 School Improvement Results Report on our school website.

## School Improvement Results Report | 2024-2025

### 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





# School Development Plan – Year 2 of 3

## School Goal

*Collaborative response and focused tiered interventions will improve student achievement while also maintaining student well-being.*

## Outcome:

*Students will demonstrate enhanced literacy skills across the core curriculum as targeted interventions address diverse learning needs.*

## Outcome (Optional)

*Through fostering a supportive and responsive environment, students will continue to enhance social connectedness, contributing to their sense of belonging at school.*

## Outcome Measures

- ELA Report Card Indicator Achievement: Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas
- Construct meaning and makes connections through speaking
- Provincial Achievement Test – Grade 6 and 9 ELA -Part A and B
- Student Perception Data - CBE Student Survey Results (K-12): Correlating questions include:
  - I understand what I read.
  - My reading and writing skills help me achieve my future goals
- OurSCHOOL Survey (Sense of Belonging Summary measure)
- Alberta Education Assurance Survey: “At school I feel like I belong” and “I feel welcome at my school”
- CBE Student Survey questions: “I feel included at school” and “I feel welcome at school”

## Data for Monitoring Progress

- Reading Assessment Decision Tree Tools:
- Div II and III: Acadience Maze
- Div II and III: Acadience ORF
- Div III: Acadience Silent Reading
- Div II and III: CBE Vocabulary Screener
- SEL Story Mentors participants attitude surveys
- RTI Tracking Sheet

## Learning Excellence Actions

- Utilize high-impact strategies to engage students in reading, vocabulary, and word

## Well-Being Actions

- Work with students to develop structures to support connectedness between classes and grade groupings during CREW time

## Truth & Reconciliation, Diversity and Inclusion Actions

- Empower students to have voice in learning, assessment, and decisions
- Consider relevancy and representation when selecting texts





- learning across all disciplines
  - Utilize text sets that include a variety of multimodal primary and secondary source texts that align with the discipline
  - Use the Reading Assessment Decision Tree to guide next steps to support students
  - Provide explicit instruction in word learning and multi-syllabic word reading
  - Model and scaffold how to record knowledge and vocabulary from content matter
  - *Strengthen students ability to derive and apply meaning from vocabulary and figurative language in context*
    - implement a morphology plus context routine where students analyze 3-5 targeted words using a morphology map (root, affix, context, figurative connotative meaning) and record how each shapes
- *Create learning spaces that provide a safe and respectful environment*
  - *Provide easy access to a variety of organized learning materials and responsive spaces*
  - *Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection*
  - *Collaborative grade team planning time for teachers*
  - *Small group RTI intervention provided focused supports for students at risk in Literacy and Mathematics achievement*
  - *Student Learning Team (SLT) processes to support implementation of Continuum of Supports in Mathematics and ELAL*
  - *Student Well-Being Action Team develops school-wide initiatives based on Middle School Well-Being Symposium Learning Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces*
- *Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind*
  - *Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.*
  - *Create an outdoor learning space that enhances opportunities to learn from and on the land.*
  - *Leverage oral story telling practices to further connect to the land.*
  - *Utilize Elder teachings to enhance understanding of land-based learning.*





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## School Development Plan – Data Story

**2024-25 SDP GOAL ONE:** Collaborative response and focused tiered interventions will improve student achievement and well being

**Outcome one:** Students will demonstrate enhanced literacy skills across the core curriculum as targeted interventions address diverse learning needs.

**Outcome two** Through fostering a supportive and responsive environment, students will build resilience, emotional regulation, and social connectedness, contributing to their sense of belonging at school.

### Celebrations

- Writing achievement has improved significantly, reflected in both PAT and report card data.
- The gap in Standard of Excellence remains, especially in reading, but is narrowing.
- Student perceptions highlight growing literacy confidence and awareness of the importance of reading and writing skills.
- There has been significant improvement in students feeling included and welcomed at school.

### Areas for Growth

- Reading achievement requires targeted focus due to declines in Grade 9 PAT reading results, despite positive report card and perception data.

### Next Steps

- Continue data-driven teaching and targeted supports to sustain gains and address challenges.





- Implement and refine targeted literacy interventions through the RTI (Response to Intervention) model, particularly focusing on reading comprehension.
- Enhance monitoring of student achievement aligned with RTI strategies.
- Leverage positive student perceptions to engage learners in literacy-rich activities that foster growth.

