



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.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

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School Improvement Results Reporting & School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan aligns individual school goals with the identified goals in CBE Education Plan | 2021 - 2024. 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 2023-24 School Year p. 167).

This report includes results relative to the goals and outcomes set in the 2022-23 School Development Plan and the school's Assurance Survey results.

Look Back School Improvement Results Report | 2022-23

CBE's Education Plan prioritizes creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that inform the Education Plan and system actions for improvement across the organization have been identified.

- Literacy
- Mathematics
- Well-Being

2022-23 School Goals

- Writing
- Number Sense
- Reducing levels of stress and anxiety

Our school focused on improving:

There were four areas of focus:

- Writing in English Language Arts
- Oral proficiency in French Language Arts
- Number sense (fractions, decimals, integers)
- Student skills in managing stress and anxiety

Analysis of French Language Arts report card data and review of common assessment tasks from May 2022 were used in adjusting measures. In addition, the utilization of system developed French Immersion oral proficiency rubrics, along with calibration during PLCs, has been added.

Provincial Achievement Test results for writing in English were analyzed, along with report card data and common writing assessments from May 2022. Actions and measures were adjusted. In addition, the CBE student survey data was added to measures to monitor student understanding of next steps in writing.

Using beginning of the year **Math** Intervention/Programming Instrument (MIPI) results, along with report card and Provincial Achievement test data, the mathematics team determined a need to focus on the relationship between fractions, decimals and percentages to improve overall student results. In addition, the development of common assessments will be used throughout the year as part of an iterative cycle in analyzing student progress and adjusting teaching practice to enhance student achievement as indicated in our measures.

Finally, the student wellness committee examined data from the CBE student survey, Alberta Education Assurance Survey, and OurSchool survey, along with anecdotal evidence. This information was discussed at the beginning of the year with teachers, resulting in modified actions. In addition, the resources used for professional growth have been adjusted.

Highlights

- Professional Learning

Teachers engaged in professional learning in a variety of ways:

- Math teachers refined current diagnostic tools to focus on fractions, decimals, and percentages (area of concern identified by the MIPI, report card number stem, and teacher observation)
- French and English language arts learned: calibration methods to strengthen their understanding of student levels of achievement; diverse and differentiated assessment tools; multiple entry points for writing instruction. They then implemented these processes.
- PE teachers engaged in learning associated with addressing student stress and anxiety.

- Structures/Processes

School Based Processes

- Collaborative Response was used to identify students at risk and track supports and next steps
- Small group intervention provided focused supports for students at risk
- Data tracking tools and common rubrics were designed and used to support student growth.

Classroom Based Processes

- Focus on the implementation of the gradual release of responsibility as a framework to ensure that students develop confidence and competence.
- Develop metacognitive awareness of next steps in writing
- Use high impact strategies developed by staff to improve student understanding of fractions, decimals and percentages.
- Continue to model relevant and appropriate strategies to reduce and manage stress and anxiety.
- Engage students in assessing and adjusting wellness goals and strategies.

- Resources

[Sign of the Times Mathematics Resource](#)

Anderson, N. C., & Schuster, L. (2005). Good Questions for Math Teaching, Grades 5-8: Why Ask Them and What to Ask (1st ed.). Math Solutions.

Neuro Linguistic Approach (NLA) rces and workshops in collaboration with Bishop Pinkham JH

System developed French Immersion Oral proficiency Rubrics: Évaluation Standardisée SDP 2022-23 (Rubric for FLA Speaking)

Using "Écrit Littéraire -Art Oratoire" FLA Public Speaking Framework for preparing speeches for Art Oratoire.

Alberta Assessment Consortium "Rubric Wordsmith"

Visible Learning for Literacy (John Hattie, Douglas Fisher and Nancy Frey)
Lost at School by Ross Greene

What We Measured and Heard

We gathered data using report cards, PAT results, and perception data. We noted the following:

French Language Arts

- Percent of students achieving "3" or higher on June 2023 report Card Stem "Speaks to communicate information and ideas" in FLA remained steady at 70%.
- The percent of students achieving a "4" in speaking increased by 10% from 15% to 25%.

English Language Arts

- Percent of students achieving the standard of excellence in writing on the grade 9 Provincial Achievement Test increased significantly from 21% to 38.5%.
- Percent of grade 6 students achieving the standard of excellence for the Part A PAT in ELA increased from 11% to 25.4%, and the percentage of achieving the acceptable standard increased from 98% to 100%.

Mathematics

- Percent of students achieving the standard of excellence in Mathematics on the grade 6 Provincial Achievement Test (Written in French) increased from 7.3% to 20.0%, and the percentage of students achieving the acceptable standard held steady, from 87.3% to 85.7%.
- Percent of students achieving the standard of excellence in Mathematics on the grade 9 Provincial Achievement Test (Written in French) decreased from 25.3% to 13.7%, and the percentage of students achieving the acceptable standard held steady, from 78.5% to 75.5%.
- In 2023 17.9% of students in grade 9 Mathematics (Written in English) achieved a standard of acceptable. Report card data demonstrates comparable results.

The Alberta Education Assurance Measure indicates that 67.4% of students indicate they are engaged in their learning while 96% of teachers indicate the same. 85% of students indicate that they understand how the language arts they are learning is useful.

Along with improvements on these standardized assessments, we also noticed an improvement in our grade 5 students' perception on the CBE Student Survey from last year to this year in relation to their ability to persevere in the face of challenge.

We didn't have any survey measures for our other grades that would allow us to see a similar change, so we asked teachers to talk with their students

about how they felt about working through challenging problems in class including difficult math problems and reading words that are hard to decode. Students were proud to share their accomplishments in reading and mathematics. In particular, they felt they now have strategies to use when things get tough. Each class put together a “What to do when things get tough” poster of strategies to refer to.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, and when asked, they indicated overall that their reluctant readers are more positive about reading at home than they have been in the past.

What We Noticed

Report card data and Provincial Achievement Test results continue to reflect strong academic performance by our students. Students achieving a “2” or higher and/or the acceptable standard, respectively, reinforce this. English and French Language Arts have seen significant improvement in students achieving excellence. Focus on formative feedback, calibration, and use of exemplars with respect to writing in ELA and speaking in FLA have been contributing factors in these strong results. While our results are strong, there are still areas for growth, which will be articulated below.

Perception data (including the Alberta Education Assurance Survey, OurSchool Survey, and CBE student survey) continue to show that students have a strong work ethic. A strong majority of students feel teachers care about them and want them to be successful and that there are high expectations for them to be successful in their learning.

Celebrations

Based on achievement and perception data:

- Writing skills have improved significantly and reflect outstanding achievement in Language Arts
- Writing in grade 9 FLA improved beyond provincial averages for acceptable and excellent achievement
- Grade 6 students outperformed the province in mathematics, ELA reading and writing, and FLA reading.

Areas for Growth

Based on achievement and perception data areas for growth include:

- Improve reading comprehension
- Reduce anxiety and depression felt by students
- Increase sense of safety, belonging and community
- Improve student expression in French writing
- Increased conceptual understanding of number

Alberta Education Assurance Measures (AEAM)

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 9641 David Thompson School

Assurance Domain	Measure	David Thompson School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.4	82.5	82.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.2	65.9	69.1	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	77.4	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	13.3	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	83.9	76.9	81.3	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.0	77.0	77.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	65.5	66.8	66.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	72.6	72.7	76.2	79.1	78.8	80.3	Low	Maintained	Issue

Note | The Spring 2023 Alberta Education Assurance Survey was the third year of a new survey and participation may have been impacted by the COVID-19 pandemic. Consequently, 2020-21 survey results are not comparable with other years, and as such comparative evaluations were not calculated.

- Students achieve excellence in literacy
- Students achieve excellence in mathematics
- Students who self-identify as Indigenous are supported to experience improved achievement and well-being
- Students access learning opportunities and supports that address their diverse learning needs and well-being

School Development Plan– Walk Forward | 2023-24 Holistic Plan

What topic best reflects your holistic focus for the year?

Student Engagement

What aspect(s) of your holistic focus are you targeting to improve student achievement? Include the school data sources that have pointed you in this direction.

Examination of student perception data indicates there is room to improve in enhancing student engagement. Results in the Alberta Education Assurance Survey and the Calgary Board of Education Student Survey show that student engagement needs improvement. These surveys also indicate a need to improve student perceptions of belonging and safety. In examining report card data and Provincial Achievement Test Results, we have determined specific areas for growth, which we believe can be addressed through enhancing student engagement.

As a result of the above data, our focus this year will be centred on enhancing student engagement. Student engagement is best understood as “a relationship between the student and the following elements of the learning environment: The school community, The adults at school, The student’s peers, The instruction, and The curriculum” (NAIS). Further, “authentic intellectual engagement requires a deeper reciprocity in the teaching-learning relationship where students’ engagement begins as they actively construct their learning in partnership with teachers, work toward deep conceptual understanding, and contribute their own ideas to building new knowledge or devising new practices in activities that are “worthy of their time and attention” (Friesen, 2008, p. 8, as cited in Dunleavy & Milton, 2009, p. 14).

- NOTE | the data sources should be considered as measures of improvement

What professional learning is needed?

Professional learning to enhance teacher understanding and efficacy in enhancing student engagement in classrooms.

- Task design and Engagement
- Involving students in the assessment process
- Differentiation to enhance student voice and choice
- Resiliency and well-being

What school-based structures/processes are needed?

- Collaborative planning time
- Professional Learning Communities (PLC)
- Structured Friday afternoon professional learning
- Collaborative Response to identify students at risk to provide additional support
- Learning sprints
- Scheduled Professional Development
- Subject team meetings

Guided by the CBE [Literacy](#), [Mathematics](#), [Well-Being](#), and [Indigenous Education Holistic Lifelong Learning](#) Frameworks, what resources will support your work?

- *Taking Action: Implementing Effective Mathematics Teaching Practices* (Smith, M., Raith, M., Steele, M., 2017)
- NEW Peter Liljedahl www.peterliljedahl.com/teachers
- NEW *Making Thinking Visible* (Ritchhart, R., Church, M., Morrison, K., 2011)
- NEW The Mind Up Curriculum 6-8: Brain Focused Strategies for Learning and Living
- NEW Online Resources: Edutopia, Project Zero (thinking routines), Cult of Pedagogy, Spark Creativity, John Spencer, YouCubed (Jo Boaler), Open Middle

What classroom-based structures/processes are needed?

- Consistent use of clear learning intentions aligned with curriculum outcomes
- Enhancement of student agency in learning tasks and assessments
- Common assessments developed by grade teams with clear assessment criteria
- NEW Flexible grouping to meet the needs of students
- NEW Student engagement in self-assessment and peer-assessment strategies

What will teachers be doing with students?

- Creating tasks, assessment tools and exemplars alongside students that focus on building numeracy skills across grade levels
- Creating reading comprehension opportunities that incorporate multiple literacy stems (reading, writing, listening, speaking, representing) to express their understanding; tasks and assessments are varied and differentiated
- NEW Using a holistic approach to create lessons and classroom routines that support student well-being and resilience to engage in mathematics.
- Using microteaching to address specific learning gaps with small groups of students
- NEW Providing rich and varied language experiences to explore and internalize Tier 2 vocabulary to engage and enrich expression and comprehension in French
- NEW Using structured and supported writing times that support students writing for real purpose and audiences in French
- Using clear learning intentions and assessment criteria to support student understanding of what success looks like
- Providing greater opportunities for voice and choice in how students show their learning
- NEW Engaging in school-wide lessons to support student wellness

How will you measure growth and improvement in the area(s) you have identified as well as specifically in literacy, mathematics and well-being?

Literacy

- ELA report card for reading
- PAT ELA Part B (reading comprehension)
- PAT for FLA Significant words and expressions (reading) and vocabulary (writing)
- Classroom data to include student work used in PLCs (calibration, data analysis, instructional adjustments) throughout iterative cycles

Mathematics

- Math report card for number stem
- Math PAT Part A Results
- Classroom data to include student work used in PLCs (calibration, data analysis, instructional adjustments) throughout iterative cycles

Well-Being

- Alberta Education Assurance Measure: Safety and Belonging
- CBE Student Survey: Resilience and Mental Health and School Connectedness and Belonging