

## École David Thompson School

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# 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

### 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

### 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.

### [School Improvement Results Reporting](#)



# School Development Plan – Year 2 of 3

## School Goal

Student achievement in literacy, numeracy and wellbeing will improve.

## Outcome:

Through the intentional design of the learning environment, students will improve in literacy, numeracy, and wellbeing.

## Outcome (Optional)

## Outcome Measures

### Report Card Indicator

- ELA 5-6 Writes to express information and ideas; 7-9 Writes to develop, organize and express information and ideas.
- Math 5-6: Understands and applies concepts related to number, patterns and algebra; 7-9 Develops number sense and applies strategies for computation and estimation
- Wellness 5-6: Demonstrates skills to support the well-being of self and others; Health 7-9 Develops skills to form and maintain healthy relationships

### Provincial Achievement Test (PAT)

- Mathematics Part A
- ELA PAT Org

### CBE Student Survey

- I know what to do next to improve in mathematics.
- I have the opportunity to learn with different people in different spaces to improve my reading and writing skills.
- My teachers check in with me often about my wellbeing

## Data for Monitoring Progress

### Internal Tracking Data

- Internal Common Assessment
  - Math Screener Assessment and Unit Marks
  - School Wide Write
- Collaborative Response focused targeted intervention time
- Student connections survey, awards nomination and self-assessment

### Formative Progress - notes

- Professional Learning Communities
- Student Focus Groups
- Classroom Walkthroughs

### Perception Data

- School Surveys
- Fire-side chats and staff feedback survey

## Learning Excellence Actions

- Use data to inform targeted interventions for

## Well-Being Actions

- Teachers check-in with students as they enter the class and have class homeroom meetings where they

## Truth & Reconciliation, Diversity and Inclusion Actions

- Develop and implement grade-





flexible grouping by all teachers to address learning needs in numeracy, literacy, and wellbeing.

- Teachers provide explicit instruction around building efficacy, flexibility, and accuracy in math.
- All teachers create units aligned with the Neurolinguistic Approach to Language Acquisition phases.
- Teachers provide explicit direct instruction around the writing process.

establish themselves as people who care about their students' wellbeing.

- Teachers design tasks for students to collaborate with a broad range of peers.
- Encourage community building by providing opportunities to honour all student voices and engage in building school culture.

team led homeroom activities that celebrate diverse stories of significance, promote respectful understanding of different values, beliefs, and cultures, and support personal well-being, empathy, and healthy relationships across all grades.

- Encouraging students to take leadership roles in promoting cultural events and student informed initiatives.
- Make connections with community groups and guest speakers to bring cultural diversity into the school in honorable and authentic ways.

## Professional Learning

### CBE Professional Learning Series

- Middle Schools Professional Learning Series
- EAL Insite Professional Learning page

Additional professional learning, build collective staff understanding of:

- Neurolinguistic Approach (NLA)
- The writing process
- Mathematical fluency

## Structures and Processes

### School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Response to Intervention Cycles
- Grade team time focused on building school wellness

## Resources

- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- Assessment and Reporting in CBE Guide
- Assessment and Reporting in CBE Practices and Procedures
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework





## School Development Plan – Data Story

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**2024-25 Goal One: Student achievement in numeracy will improve.**

**Outcome One: Through the intentional design of the learning environment, students will improve numeracy.**

### Celebrations

- Math stem data indicates that a greater percentage of students achieved an indicator of 4 in the number stem, particularly in French Grade 8. In Grade 5 there was an increase of 17.6%, in Grade 7E an increase of 9.1%, in Grade 8FI an increase of 41.1%, and in Grade 9FI an increase of 21.9%.
- Math stem data also indicates that indicators of 1 and 2 decreased, showing that more students are now working at grade level. In Grade 5 there was a decrease of 16.9%, in Grade 7E a decrease of 16.3%, in Grade 8FI a decrease of 18.4%, and in Grade 9FI a decrease of 29%.
- In Math PATs, Grade 6 students showed strong performance with 75.5% achieving Acceptable and 20.8% achieving Excellence, exceeding provincial Acceptable levels (67%) and Excellence levels (18%) showing a solid foundation in number and problem-solving skills. Grade 9 students maintained steady Acceptable achievement at 64% and Excellence at 11.7%.
- CBE survey data demonstrated an improved confidence in student abilities to identify next steps in math. Grade 5 students showed the most notable increase, with positive responses rising from 50% in 2023–2024 to 83.7% in 2024–2025. Grade 9 students also showed growth, increasing from 72.7% to 79.6%, highlighting that students are increasingly aware of their learning progress and able to articulate next steps.

### Areas for Growth

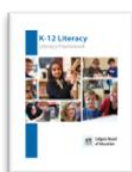
- Math stem data indicates that the percentage of students in Grade 6 achieving an indicator of 1 increased year over year, showing uneven improvement across grades and highlighting the need for continued focus on number.
- Grade 9 math data indicates a significant increase in students at Level 1, with a 21% rise, and a corresponding 27% decrease in students achieving Levels 3 and 4.
- Grade 9 PAT data shows students maintained steady Acceptable achievement at 64% and but a decrease in Excellence at 11.7%. Both below provincial Acceptable levels (72%) and Excellence levels (21%)
- Teachers noted that students need to develop subject-specific vocabulary to support math learning, particularly through the Neurolinguistic Approach.

### Next Steps





- All teachers create units aligned with the Neurolinguistic Approach to Language Acquisition phases.
- Use data to inform targeted interventions for flexible grouping by all teachers to address learning needs in numeracy
- Teachers provide explicit instruction around building efficacy, flexibility, and accuracy in math



Goal Two: Student wellness will improve.

Outcome One: Through the intentional design of the learning environment, students will improve in well-being.

### Celebrations

- OurSCHOOL data indicates that girls responded more positively to their being *“accepted by peers”*: In Grade 7, there was an increase of 10% from 64% to 74%, and in Grade 8 an increase of 21% from 47% to 68%.
- OurSCHOOL data indicates that boys responded more positively to *“being accepted by peers.”* In Grade 5, there was an increase of 7% from 81% to 88%, in Grade 6 an increase of 2% from 84% to 86%, and in Grade 8 an increase of 11% from 67% to 78%.
- OurSCHOOL data indicates that girls in Grade 8 responded more positively to *“feeling safe at school.”* There was a 33% increase from 22% to 55%.
- CBE Survey data indicates that girls in Grade 8 responded more positively to *“at least one adult connection”*: with a 10% increase from 46% to 56%
- CBE Survey data indicates that girls in Grade 9 responded more positively to *“at least one adult connection”*: with an 8% increase from 56% to 64%

### Areas for Growth

- There was a 12% overall decline in the Welcoming, Caring, Respectful and Safe Learning Environment Domain on the Alberta Education Assurance Measure of the Grade 7 Cohort. This indicates a need to build intentional opportunities to build connection, respect and trust in the school community.
- Grade 8 saw substantial growth in feeling safe at school, with a 33% increase, and in Math Level 4s in French, with a 41.1% increase. This suggests that a sense of safety at school may be linked to academic confidence and that the practices gaining traction in grade 8 could benefit others and can be considered for school-wide investigation.
- There was a 5% overall decline in the CBE Survey question “I have at least one adult staff at school who I really connect with.” This data indicates a need for continued focus on strengthening opportunities for meaningful connection between students and staff.

### Next Steps

- In the 2025-26 school year, we will focus on rebuilding trust, respect, and belonging through consistent routines, restorative practices, student voice groups, and stronger family communication, and enhancing consistency across the school community
- Teachers will intentionally check-in with students and will hold homeroom meetings that establish themselves as caring adults invested in student wellbeing to support stronger student-staff connection.







- Teachers will design collaborative tasks for that engage students with a broad range of peers, fostering respect, trust and community.
- Opportunities will be provided to honour all student voices and actively build school culture, to support students in feeling included, valued, and connected.
- Grade teams will develop and implement homeroom activities that celebrate diverse stories, promote understanding of different values, beliefs, and cultures, and support personal well-being, empathy, and healthy relationships, extending practices from Grade 8 that have shown strong growth in feeling safe and academic confidence.
- Students will be encouraged to take leadership roles in cultural events and student-informed initiatives, creating additional opportunities to strengthen peer connections, build community, and enhance both safety and academic confidence school-wide.

