



École David Thompson School

9320 Arbour Crescent SE, Calgary, AB T2J 0X8 t | 403-777-7470 | e | davidthompson@cbe.ab.ca

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 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Students continue to demonstrate excellence in writing across all grades. Report card data indicates 98% of students achieved "2" or greater, while the percent of students achieving "4" was 2% higher than the CBE average. With respect to provincial achievement tests, 46.3% of grade 9 students achieved excellence in writing compared to 16.3% provincially. Grade 6 students did not write the PAT as there was a new curriculum. Ongoing calibration, common writing tasks, and formative assessment strategies through PLCs have contributed to results. Grade 9 students achieving the acceptable standard in reading was 80.9% compared to 78.9% in the province and 19.1% at the standard of excellence in reading compared to 20.2% in the province.

26.9% of students achieved excellence in math (French immersion) on the grade 9 math provincial achievement test, compared to 19.5% of students across the province. 2.3% of students in the English program achieved excellence on the grade 9 math PAT, compared to 13.7% of students across the province. Students in the English program correctly answered 5 out of 12

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



questions related to “number”. 79% of students state they know what to do next to improve in mathematics, and 81% feel confident that they can learn mathematics.

Well-Being

On the OurSchool survey, self-regulation, anxiety and depression are in line with Canadian norms. Creation of Zen Den and wellness days used to teach wellness strategies have been impactful. Life satisfaction was up 7% to 80%.

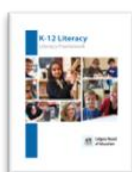
Further, 76% of students had positive relationships; the Canadian norm for these grades is 76%. 80% of the girls and 73% of the boys in this school had positive relationships. The Canadian norm for girls is 78% and for boys is 74%.

It is important to note that students in grades 6 and 8 expressed high levels of anxiety and depression compared to Canadian norms.

According to the Alberta Education Assurance Survey, 77% of students feel safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is a 6% increase from 2023 results and are in line with the provincial average.

Key results on the CBE Student Survey include:

Statement	Students who Agree
My teacher(s) want me to be successful.	87%
I think it's important to help other students when they need it.	95%
I base my decisions on what I think is fair and unfair.	95%
I am responsible for myself and my actions.	95%
My school is a place where learning and extra-curricular activities are safe and accessible (physically, intellectually, emotionally, socially) to all students.	81%
I'm an ally to people who look, behave, speak and/or identify differently than me.	90%





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

Truth & Reconciliation, Diversity and Inclusion

We continued to have a strong relationship with an Elder, who has worked directly with staff and students. Last year was the first year of our new garden, which was officially opened in fall 2023. Elder Dr. Mike Bruisedhead gifted the name "Four Lodges" garden. Student awards are based on Spirit, mind, body and heart. Signage in the building reflects our commitment and connection to TRC and the importance of diversity. 85.41% of students agree that "At my school I learn about Indigenous ways of being, belonging, doing & knowing" while 77% agree that they get to learn from Indigenous Elders, Knowledge Keepers.

There has been a concerted effort to enhance diversity in print resources in classrooms and learning commons so that everyone can see themselves reflected in the school. OurSchool Survey shows sense of belonging at school above Canadian norms in grades 5, 6, 7, and 9. Overall, 65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 65%. 59% of the girls and 75% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 60% and for boys is 70%.





School Development Plan – Year 1 of 3

School Goal

Student achievement in numeracy will improve.

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

Outcome (Optional)

Outcome Measures

Report Card Indicator

- Number - Develops number sense and applies strategies for computation and estimation (gr. 7-9)
- Understands and applies concepts related to number, patterns and algebra (gr. 5-6)
-

Provincial Achievement Test (PAT)

- Mathematics Part A & Part B

CBE Student Survey

- I know what to do next to improve in mathematics.

Data for Monitoring Progress

Internal Tracking

- Internal Common Assessment (collaboratively developed by math team)
- Collaborative Response

Formative Progress

- Professional Learning Communities
- Teacher use of Pre-post assessments
- Math Intervention/Programming Instrument (MIPI)
- Numeracy Tracking Sheet

Perception Data

- CBE Student Survey
- I know what to do next to improve in mathematics.

Learning Excellence Actions

Utilize high impact numeracy strategies to engage students:

- CBE Frameworks
- Facilitate meaningful mathematical discourse
- Embed mathematical routines and/or games into daily practice.
- Use inquiry tasks connected to the real world (project-based learning).

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- CBE Wellness Framework
- Communicate that everyone can do well in mathematics.
- Create an environment where mistakes are valued.

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

Use mathematics as a tool for analyzing the world in which students live.

- Engage students in project-based learning to understand and





- Create opportunities for collaboration.

- Create a culture that values the thinking process and strategies over speed and algorithms.
- Encourage student collaboration and valuing differing ideas

investigate meaningful situations.

- Create interdisciplinary learning opportunities.

Professional Learning

CBE Professional Learning Series

- Middle Schools

Additional professional learning:

- Model use of games/routines with staff, as a curriculum team
- Collaboratively explore what interest and engagement look like/not look like.

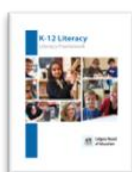
Structures and Processes

School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings

Resources

- Tasks that Promote Reasoning and Problem-Solving Document
- Mathematics Equity & Identity Guide
- Mathematics Insite | Environment Page
- MathUP (K-6)
- Peter Liljedahl: Building Thinking Classrooms
- Implement tasks that Promote Reasoning and Problem-Solving Document
- Support Productive Struggle in Mathematics Document
- Nine Mathematical Strategies
- Mathematical Ways of Working
- Numeracy Flat sheet
- Math-ish: Finding Creativity, Diversity, and Meaning in Mathematics book by Jo Boaler
- CBE K-12 Mathematics Framework





School Development Plan – Year 1 of 3

School Goal

Student wellness will improve.

Outcome

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

Outcome (Optional)

Outcome Measures

Alberta Education Assurance Survey

- students feel safe at school, are learning the importance of caring for others, are
- learning respect for others and are treated fairly in school.

Student response to CBE Student Survey questions

- My teacher(s) check in with me often about my well-being.
- I have at least one adult staff at school who I really connect with.

Student perception on OurSCHOOL Survey

- “Students who feel accepted and valued by their peers and by others at their school.”
- “Students who feel safe at school”

Data for Monitoring Progress

Internal tracking

- Collaborative Response
- Social Emotional Learning

Formative progress

- Professional Learning Communities
- Teacher use of pulse surveys in Health
- Wellness Tracking Spreadsheet

Perception data

- Pre- and post- survey data to measure impact throughout the school year
- Health Pulse Surveys regarding sense of belonging and safety
- Review of provincial and district surveys as indicated in “Outcome Measures”

Learning Excellence Actions

- Utilize high impact Wellness strategies to engage students:
- Work with students to develop structures to support connectedness between classes, grades, etc.

Well-Being Actions

Create learning spaces that provides learners with safe and respectful environments.

- Implementation of schoolwide social emotional learning (SEL) based on the five competencies of:

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Engage in whole school planning to develop robust Extended Programs during





- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making
- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces throughout the school year.
- Review any existing school-based policy that encourage connection, and those that might limit the ability for students to interact with each other (e.g., zones of the school grounds, time tabling, etc.).

regularly scheduled homeroom periods that are based on student needs (as seen through survey results and student conversations)

- Video series with Ahstanskiaki Sandra Manyfeathers (Traditional Knowledge Keeper) that are informed by student need through the lens of the Holistic Lifelong Learning Framework

Professional Learning

- CBE Professional Learning Series
- SEL middle school working group
- Book study "Braided Learning" by Susan Dion
- Professional Learning in the Spirit and Heart Domains
- Engage in professional learning to understand topics of Mental Health Literacy, Trauma Informed Practice, Social & Emotional Learning, and meeting the needs of neurodivergent students

Structures and Processes

School-Based:

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings

Resources

- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- Well-Being Team
- Alberta Family Wellness Initiative
- Assessment and Reporting in CBE
- CBE Well-Being Team
- Indigenous Education Lifelong Learning framework resources
- Social Emotional Learning (SEL) Brightspace by D2L Shell
- Mental Health and Resilience Padlet

