

## Sir Wilfrid Laurier School

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### 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 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.





# School Development Plan – Year 2 of 3

## School Goal

*Student achievement in literacy and mathematics will improve.*

## Outcome:

*Student achievement will improve in reading comprehension and conceptual understanding of number concepts through opportunities to talk about their learning in collaborative learning environments.*

## Outcome (Optional)

*Students will build trusting relationships within the school community through increased opportunities to talk about their learning*

## Outcome Measures

- ELA/EAL Report Card – Reads to explore, construct and extend understanding
- Math Report Card – Develops number sense and applies strategies for computation and estimation
- Provincial Achievement Tests
- Alberta Education Assurance Measures: “Students care about each other” and “I feel included at my school”
- CBE Student Survey: “In my classes, I learn with different people in different spaces to improve my reading and writing skills”, “I share my ideas and ask questions in math”, and “I can see my culture reflected in my school.”

## Data for Monitoring Progress

- Common assessments for Literacy and Mathematics
- Teacher perception data on the use of high impact classroom routines and meaningful classroom discussions
- Student perception data on opportunities for collaboration and peer relationships

## Learning Excellence Actions

- Create structured opportunities for collaboration within the learning environment through intentional use of assigned roles and co-created norms
- Embed high-impact classroom routines, such as number talks, into daily mathematics classroom practice
- Provide opportunities for meaningful classroom discussion and for learners to discuss texts and ideas before, during and after reading through Socratic seminars

## Well-Being Actions

- Create classroom environments where productive struggle is encouraged and valued
- Support positive interpersonal relationships through intentional skill teaching
- Create learning environments that teach collaboration

## Truth & Reconciliation, Diversity and Inclusion Actions

- Honour student voice and choice throughout the task design and assessment process
- Utilize and improve access to inclusive and culturally responsive texts
- Enhance relationships with and between students to strengthen cultural understanding



**Professional Learning**

- *Middle Years System Professional Learning series*
- *Staff-led professional learning to further develop routines for structured conversations*

**Structures and Processes**

- *Layered Meetings to incorporate Collaborative Response, Grade Team, School Support Team and Student Learning Team to ensure student supports and structures are embedded into daily classroom activities*
- *Student Well-Being Action Team*

**Resources**

- *Number Talks*
- *Socratic Seminars: Building a Culture of Student-Led Discussion, Davenport, 2016*
- *Reading Decision Tree*



## School Development Plan – Data Story

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### 2024-25 SDP GOAL ONE:

Outcome one: [Student achievement in literacy and mathematics will improve.](#)

#### Celebrations

- In the 2024-25 school year Sir Wilfrid Laurier School saw significant improvement in students' sense of belonging and overall well-being with 84% of students reporting that they feel welcome at school (up from 62% in the prior year)
- Students reported significant increases in areas such as student care and respect for one another. (an increase from 34% to 51%)
- Students report significant increases in opportunities to read, write and talk with classmates (from 34% to 82%)
- In mathematics students indicate that they are more likely to share their ideas and ask questions (from 65% to 73%)
- Academic achievement was noted through report card indicators in cohort grade groups. For example, students who moved from grade 6 to grade 7 demonstrated a decrease in the percent of students receiving a "2" (Basic) indicator in the number strand in mathematics. (18.5% in grade 6 to 11.7% in the same group in grade 7)

#### Areas for Growth

- Increase the number of students who report that they see their culture reflected at school (this number has stayed static at approximately 64% over 2 years).
- Implement year over year tracking for reading and numeracy skills to ensure that students are demonstrating growth

#### Next Steps

- Implement daily number talks into mathematics classrooms in all grades
- Classrooms will provide regular opportunities for Socratic seminars at least once a month to provide students with opportunities to discuss texts and ideas before, during and after reading

