



Sir Wilfrid Laurier 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

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

Learning Excellence

Literacy | We chose to examine June 2024 report card data in the reading stem across all grades and perception data collected from the Spring 2024 CBE Student Survey.

Course	Stem	Indicator 1 – Not meeting	Indicator 2 - Basic	Indicator 3 - Good	Indicator 4 - Excellent
ELAL 6	Reads to explore and understand	13.4%	41.2%	43.7%	1.7%
ELA 7	Reads to explore, construct and extend understanding	0%	20.7%	44.6%	32.2%
ELA 8	Reads to explore, construct and extend understanding	0.8%	43.8%	41.3%	12.4%
ELA 9	Reads to explore, construct and extend understanding	3.3%	32.2%	45.5%	17.4%

**Spring 2024 CBE Student Survey**

In my classes, I have the opportunity to read, write and talk with my classmates every day	34.40%
In my classes, I learn with different people in different spaces to improve my reading and writing skills	20.41%

After analyzing report card data, we noticed a significant number of students were achieving the indicator 2 - basic. Additionally, data from the CBE Student Survey indicated an opportunity to increase the frequency and variety in which students engaged with collaborative reading opportunities with their peers.

Math | We chose to focus on report card data in the number stem across all grades and perception data collected from the Spring 2024 CBE Student Survey.

Course	Stem	Indicator 1 – Not meeting	Indicator 2 - Basic	Indicator 3 - Good	Indicator 4 - Excellent
Math 6	Understands and applies concepts related to number, patterns and algebra	0%	18.5%	49.6%	28.6%
Math 7	Number – Develops number sense and applies strategies for computation and estimation	0.8%	10.7%	62.0%	25.6%
Math 8	Number – Develops number sense and applies strategies for computation and estimation	0%	41.3%	38.8%	19.0%
Math 9	Number – Develops number sense and applies strategies for computation and estimation	3.3%	18.2%	9.7%	37.2%

Spring 2024 CBE Student Survey

I share my ideas and ask questions in math	65%
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After analyzing report card data in the number stem, we noticed a significant number of students in Math 8 were achieving the indicator 2 - basic. Additionally, data from the CBE Student Survey indicated an area for growth to increase the frequency with which students participate in and verbally share their ideas and questions. Teachers also reported that students were more likely to share ideas and ask questions when structures and routines were provided to them.

Well-Being



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

Student perception data is collected through various surveys and meetings with student focus groups throughout the school year to capture student voice. Our student focus groups provide the opportunity for students to share in detail their experiences and provide clarification. Themes that emerged during focus groups were: the importance of safe learning environments; the need to recognize and celebrate diversity within the classroom environment; and the desire for increased opportunities to collaborate with students both in their class and other grades.

Alberta Education Assurance Measures

Students care about each other	35%
I talk to my caregivers, friends, teachers about how I feel	50%
I feel included at my school	62%

By analyzing the Alberta Education Assurance Measures, we identified areas for growth in the development of trusting student relationships within the school community and opportunities for students to feel included and collaborate with each other.

Truth & Reconciliation, Diversity, and Inclusion | To identify our next steps in the area of Truth & Reconciliation, Diversity, and Inclusion, we analyzed student perception data from the Spring 2024 CBE Student Survey as well as the Fall 2024 OurSCHOOL Survey.

OurSCHOOL Survey Question	1- Never	2- Sometimes	3-Most of the time	4-All of the time
My culture, beliefs and experiences are respected by others at school	8%	23%	38%	31%

Spring 2024 CBE Student Survey

I can see my culture reflected in my school	63.75%
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After analyzing this perception data, we noticed 31% of students felt their culture was not always respected. We also heard from students there is a desire to have learning opportunities woven into projects, interactive activities and clubs that support the learning about and celebration of diverse cultures within the school community.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome:

Student achievement will improve in reading and mathematics through intentional design of collaborative learning environments.

Outcome (Optional)

Students will build trusting relationships within the school community through increased opportunities to collaborate.

Outcome Measures

- ELA/ELAL Report Card - Reads to explore, construct and extend understanding
- Math Report Card - Number, pattern and relations
- Provincial Achievement Test
- Alberta Education Assurance Measures: "Students care about each other" and "I feel included at my school"
- CBE Student Survey Results: "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 both Literacy and Mathematics
- Teacher Perception Data on 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 the intentional use of assigned roles and co-created norms
- Embed high impact classroom routines, such as number talks, into daily classroom practice
- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts and ideas before, during, and after reading through the use of Socratic seminars

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Create an environment where productive struggle is valued
- Support the creation of positive interpersonal relationships

Truth & Reconciliation, Diversity and Inclusion Actions

- Honour student voice and choice throughout the task design and assessment process
- Utilize and provide access to inclusive, culturally diverse and inviting texts
- Enhance relationships with and between students to strengthen cultural understanding throughout the school





Professional Learning

- Middle Years System Professional Learning
- Middle School Student Well-Being Symposium
- ELA/ELAL Insite | Professional Learning
- With staff, create and model the use of routines/collaborative learning and structured conversations with the use of protocols
- Professional learning on creating culturally relevant learning tasks

Structures and Processes

- Culturally Relevant Task (CRT) design
- Provide access to engaging, diverse books in the library and classroom
- Provide access to visuals, explicit instruction, and opportunities to practice structured conversations with protocols
- Layered Meetings – Collaborative Team, Professional Learning Communities, Grade Team Planning, School Support Team and Student Learning Team
- Student Well-Being Action Team

Resources

- Mathematics Insite | Environment, Identity & Routines
- Socratic Seminars Article by Mary Davenport
- ELA/ELAL Insite | Teaching Practices
- ELA/ELAL Insite | Literacy Environment, Identity & Routines
- CBE Diversity & Inclusion D2L Shell
- CBE Diversity & Inclusion Professional Learning Series

