



Simon Fraser 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

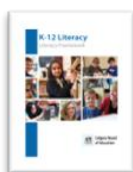
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 supports 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.

[Simon Fraser School SIRR 24-25](#)





School Development Plan – Year 2 of 3

School Goal

Student academic achievement in literacy and numeracy will improve.

Outcome:

Student achievement in Reading and “Number” will improve through intentional instructional design and assessment.

Outcome Measures

- ELA Report Card Indicator Achievement
 - Reads to explore, construct and extend understanding
- Mathematics Report Card Indicator Achievement
 - Number
- Provincial Achievement Test (PAT) Grade 6 and 9 ELA Part B
- PAT Mathematics Part A & Part B Grade 6 & 9
- Student Perception Data - CBE Student Survey Results (K-12):
 - “I understand what I read”
 - “I am confident that I can learn mathematics”

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze, Spelling)
- Report Card Data (Feb & June 2025)
- PAT Data
- CBE Survey
- Sask Math Numeracy Diagnostic

Learning Excellence Actions

- Utilize high-impact strategies to engage students in reading, vocabulary across all disciplines
- Utilize a variety of text sets, both linguistically and culturally diverse, that align with disciplines
- Design and implement tasks that promote reasoning in mathematics to support building conceptual understanding in “Number”
- Incorporate low-floor high ceiling tasks to engage all learners at their “just right” level
- Build direct literacy instruction to incorporate strategies such as morpheme recognition to understand academic terms, and a focus on fostering comprehension, conceptual

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide repeated opportunities for learners to practice and consolidate literacy/numeracy skills and knowledge across disciplines
- Create learning spaces that provide learners with safe and respectful environment
- Encourage students to see themselves as confident problem solvers and readers
- Create a culture that values the thinking process and strategies over speed and algorithms

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider relevancy and representation in text selection
- Use scaffolded learning intentions to reflect that students may have different learning goals
- Find opportunities to tap knowledge and experiences related to students’ culture, community, family, and history as resources
- When possible, connect learning to responsibilities of being a treaty person





understanding of vocabulary
to allow transfer across
subjects and disciplines

Professional Learning

- Middle Years System Professional Learning
- Intentional collaborative instructional design and assessment focused on meeting the needs of all learners
- Coaching targeted differentiation
- Leveraging Literacy Mathematics and Well-Being Frameworks
- High impact instructional practices in Mathematics – Criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and conceptual understanding
- Access to EAL Strategist and System sessions to provide responsive support focused on EAL foundations, structures/processes, and programming (instruction/assessment)

Structures and Processes

- Classroom:
 - Include meaningful reading/math tasks at student “just-right” levels
- School:
 - PLCs
 - Collaborative Response and Continuum of Supports
 - Varied text sets
 - Community of interdisciplinary team meetings
 - Student Learning Team (SLT) processes to support implementation of Continuum of Supports in Mathematics/Literacy
 - Access to CBE EAL Support Model initiative

Resources

- Reading Assessment Decision Tree
- Text Calibration
- Improving access to varied text sets
- ELA/ELAL Insite | Teaching Practices
- ELA/ELAL Insite | Equity & Interventions
- Complex English as an Additional Language Learners (CELLs)
- Continuum of Supports
- CBE Guiding Principles Assessment and Reporting - Assessment Practices are Fair, Transparent and Equitable for all students
- CBE Frameworks & Companion Guides
- Middle Years Learner Resources

School Development Plan – Year 2 of 3

School Goal:

Students' experience of feeling safe and welcome at school will increase

Outcome:

Students' sense of belonging will improve

Outcome Measures

- OurSCHOOL Survey (Sense of Belonging Summary measure)
- Alberta Education Assurance Survey: “At school I feel like I belong” and “I feel welcome at my school”
- CBE Student Survey questions: “I feel included at school” and “I feel welcome at school”

Data for Monitoring Progress

- Attendance Analytics Data including EAL, Coded Students, and Students who Self-identify as Indigenous
- OurSCHOOL Fall and Spring survey results
- CBE Student Survey
- Alberta Education Assurance Survey



**Learning Excellence Actions**

- Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances with the use of CASEL sample teaching activities
- Utilize texts that highlight the concept of 'belonging' and culture
- Work with students to develop structures to support connectedness

Well-Being Actions

- Student Well-Being Action Team, School Council and Student Leadership classes develop school-wide initiatives based on Middle School Well-Being Symposium Learning
- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces
- Review existing school-based policies 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.)
- Creation of multigrade "dragon" houses to increase connections and the number of teacher advocates

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school planning to develop robust extended programs (e.g. clubs, teams, safe space offerings, etc.) that are based on student voice and encompass diverse students' skills and interests
- Create school wide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.
- Create Grade 9 Indigenous Student Holistic Transition Plans

Professional Learning

- Well-Being break out session for Middle Years
- Middle Schools Student Well-Being Symposium
- Build teaching capacity to reflect on social and emotional competencies in ways that are culturally responsive

Structures and Processes

- Student Well-Being Action Team
- Collaborative Team Meetings
- Grade Team Meetings
- Wellness & Dragon Houses
- PLC

Resources

- SEL Brightspace by D2L
- School Walk Around Tool
- Dates of Significance
- CBE Indigenous Education Resources



School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Student academic achievement in literacy and numeracy will improve.*

Outcome one: *Student achievement in Reading and “Number” will improve through intentional instructional design and assessment.*

Celebrations

- Students’ vocabulary development skills have improved as demonstrated by a 1-10% decrease in all grades at the intensive level
- Students’ comprehension skills have improved in grades 5 and 6 with a 9.5% increase of students moving from strategic to benchmark
- More grade 6 and 9 students are achieving at a level of acceptable or above in PAT results for Mathematics Part A as compared to the last 2-year average, with grade 6 results increasing 1.5% and grade 9 results increasing 6%

Areas for Growth

- Small growth in reading comprehension. Specifically in Division 3, there was only a 0.5% decrease of students working at an intensive level
- Slight decline in student confidence perception data: CBE Survey question, “I understand what I read” dropped 1% and “I am confident I can learn mathematics” dropped 2%, indicating the importance of ensuring all students are able to access learning at their just right level to develop confidence and understanding
- Lower proportion of students achieving acceptable or above on the mathematics Provincial Achievement Test Part A as compared to Part B, with a 10.9% difference at grade 6 and a 16.3% difference at grade 9

Next Steps

- Continue to focus on intentional instructional design of flexible learning experiences that include cycles of adjustments based on individual needs of students
- Continue to build direct literacy instruction to incorporate strategies such as morpheme recognition to understand academic terms, and a focus on fostering comprehension, conceptual understanding of vocabulary to allow transfer across subjects and disciplines
- Enhance students’ numeracy skills and conceptual understanding through targeted instruction and low-floor, high-ceiling task design



- Connect core subject teachers across disciplines to design cross-curricular integrated approaches to focus on vocabulary development

2024-25 SDP GOAL TWO: *Students' experience of feeling safe and welcome at school will increase*

Outcome one: *Students' sense of belonging will improve*

Celebrations

- Students' sense of belonging improved. Data from the OurSCHOOL survey shows significant growth in every grade ranging from 10-25%
- Students' perception of feeling safe at school showed growth. In the OurSCHOOL data, there was an increase of 9-25% across grade levels. Similar results were seen on the Alberta Education Assurance survey with an increase of 10%
- Results on the CBE Survey showed an increase of 9% in students' sense of feeling included at school

Areas for Growth

- Although there was growth in student perception that their culture is reflected in the school, with an increase from 50 to 56%, this result is significantly lower than other wellness measures
- Outcome measure in Heart Domain, "There is at least one adult at school that I really connect with", declined from 64% to 61%

Next Steps

- Ensuring collections of culturally and linguistically diverse texts and resources are regularly accessed in classrooms to increase representation in learning materials
- Create ongoing initiatives, such as "Days of Importance" or displays of cultural celebrations, to embed cultural recognition as a sustained practice through the school year
- Maintain the Wellness period as a structured block in the weekly timetable as a time for direct instruction of social/emotional competences and community building experiences
- Establish school "houses" of multi-grade groups to foster connections across grade levels and provide opportunities for students to build relationships with more adults in the learning community

