



JOHN WARE SCHOOL

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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.

<https://johnware.cbe.ab.ca/school>

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 Plan – Year 2 of 3

School Goal: Through intentional design of the learning environment, student engagement in literacy and mathematics will improve.

Outcome: Student achievement in reading comprehension will improve through a focus on disciplinary literacy.

Outcome: Student interest and achievement will improve by engaging in challenging problems and rich tasks.

Outcome Measures

Report Card Indicators

- English Language Arts - Reading to explore, construct, and understand
- Mathematics – Number, Patterns & Relations

Provincial Achievement Tests

- ELA Provincial Achievement – Part B
- Mathematics Provincial Achievement – Part B

CBE Surveys

- AE Assurance Survey Results – “The language arts/mathematics I am learning at school is interesting to me”
- CBE Student Survey Results – “I feel a connection to the texts I read and hear in class” and “I understand what I read”; “I enjoy working on challenging problems in mathematics”

Data for Monitoring Progress

Internal tracking

- Diagnostic assessment results (MAZE, PAT Baseline, MIPI data)
- Common assessments in literacy and mathematics
- Reading Assessment Decision Tree
- English as an Additional Language (EAL) Benchmarking Proficiency Scale

Formative progress

- Professional Learning Communities
- Teacher use of pre-post assessments

Perception Data

- Teacher perception data – High impact instructional practices in mathematics (ex: use of Vertical Non-Permanent Surfaces and Spaced Practice) and reading across all disciplines
- OurSCHOOL Survey (Fall 2025), Alberta Assurance Spring 2025 Data (Gr. 7), CBE Student Survey Data (Fall 2025)
- Informal student perception data – Chew n’ Chats by grade; student well-being surveys address engagement in classroom and school activities

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Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage students:

- Grades 4-9 *Reading Assessment Decision Tree* to guide instruction
- Visual representations of core content vocabulary and processes

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments

- Model and practice strategies fostering productive struggle
- Social Emotional Learning (SEL) and teaching
- Student Wellbeing Action Team (SWAT) attend

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Provide opportunities for students to participate in school-based activities that cater to their interests and strengths

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- Explicitly model and teach content vocabulary in each discipline.
- Regular use of activators and problem-solving tasks promoting productive struggle

- symposium December 2025
- Student voice to create positive change
- Monthly multi-grade homeroom community building activities

- Decolonize education through inclusive, linguistically diverse, culturally diverse, and inviting texts that provide "windows" into the experiences of others and "mirrors" into students' own experiences (Sims Bishop, 1990)

Professional Learning CBE Professional Learning Series

- Literacy instruction focused on inferencing, analyzing and summarizing
- *Well-Being and Truth & Reconciliation, Diversity, and Inclusion Professional Learning connected to actions above*
- Social Emotional Learning (SEL) Middle Years working group.
- Middle Years Mathematics and Literacy PL

Structures and Processes School-Based

- Collaborative planning time
- Routine Professional Learning Community (PLC) and Collaborative Response Team meetings
- EAL Benchmark tracking & teaching practices through the lens of diversity and inclusion
- Utilize consistent, specific and timely formative assessment practices to move student learning forward in reading, writing & problem solving
- Utilize Continuum of Supports & Responses
- Spaced practice in mathematics & literacy

Resources

- Educational Assistant
- Student Services Learning Leader
- System Supports: Indigenous Student Success Learning Leader (ISSLL), Diversity Learning Support Liaison (DLSA), Inclusive Education Learning Leader (IELL)
- Core Curriculum 7-9 Assessment Rubrics
- CBE Frameworks and Companion Guides
- Grades 4-9 Reading Assessment Decision Tree
- Indigenous Education Team
- Elders & Knowledge Keepers
- Tsuut'ina Education Liaison
- YMCA Prairie Chickens
- Honoring Life, Calgary Aboriginal Friendship Centre
- Student Wellbeing Symposium resources

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School Development Plan – Data Story

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Well-Being

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2025-26 SDP GOAL ONE: Through intentional design of the learning environment, student engagement in literacy and mathematics will improve.

Outcome one: Student achievement in reading comprehension will improve through a focus on disciplinary literacy.

Outcome two: Student interest and achievement will improve by engaging in challenging problems and rich tasks.

Celebrations

- Strong increase in students reporting they feel safe at school.
- Rise in students reporting they experience positive relationships at school.
- We have a significant population of students with identified special education needs (58.7%), which is almost triple the provincial average. Our students are achieving success and are on par with the province.
- In most subjects, our EAL students are achieving higher than the provincial average; mathematics, social studies, science (excellence).
- Mathematics - Number: improvement in the number of 1s shifting to 2s.
- Mathematics - Patterns and Relations: significant improvement in grades 8 & 9.

Areas for Growth

- We need to address the high number of NER indicators – need to differentiate between incomplete assignments and absenteeism, accessing alternate assessment techniques and use of ADP
- The number of students not achieving the Acceptable Standard on Provincial Achievement Tests.
- Address discrepancy between report card grades and PAT results

Next Steps

- Grade-team calibration for assessment: Analyze report card grades with PAT Data, use of Core Assessment Rubric and Assessment & Reporting Guides.
- Assessment practices: Enhance consistency of skill progression, demonstrated depth of understanding, and clear direction for students to understand next steps in learning.
- Teams explore alternate forms of assessment to minimize use of the NER indicator; work with administrators to address absenteeism.
- Continue fostering safe spaces for engaging in challenging problem solving and comprehension tasks to build student skills and confidence.

