



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.

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

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

Literacy | Our school has focused on Literacy last year and the following results help guide us for focus for upcoming years. Literacy data is comprised of EAL Report card June 2023-24 and Grade 9 PAT results, which help us to determine key areas of focus in Literacy.

English Language Arts Report Card Data | June 2024

Course	Report Card Stem	Indicator 1 Not Meeting	Indicator 2 Basic	Indicator 3 Good	Indicator 4 Excellent	NER (No Evidence Recorded)
ELA 7	Reads to explore, extend and construct understanding	2.9%	32.4%	37.5%	10.3%	2.9%
ELA 8	Reads to explore, extend and construct understanding	7.5%	29.5%	38.4%	13.0%	2.7%
ELA 9	Reads to explore, extend and construct understanding	6.5%	30.6%	35.9%	17.0%	3.9%

- Reading & Writing – More 2s and 3s than CBE and Area 6, fewer 4s
- Increase in Level 3 Indicator since last year
- Slight increase in number of NERs on the report card since previous year

English Language Arts | Provincial Achievement Test Results June 2024



	John Ware School (%)	Province of Alberta (%)
Acceptable Standard		
Total Test	81.1	83.4
Writing	86.7	86.6
Reading	78.3	78.9
Standard of Excellence	School	Province
Total Test	18.9	13.7
Writing	21.0	16.3
Reading	18.9	20.2
Below Acceptable Standard	School	Province
Total Test	18.9	16.6
Writing	13.3	13.4
Reading	21.7	21.1

- Great success in number of students meeting the Acceptable Standard
- Above the province in Standard of Excellence
- Slightly above province in Below Acceptable Standard for total test (-2.3%)
- Students scored better on their PAT than in report card stem results; need for calibration
- More than 20% of students are below in reading achievement

Perception Data | OurSchool Survey Fall 2024

- Increase in number who report they understand what they read/that it is useful
- 64% report that the language arts they are learning is interesting to them
- 58% report they feel a connection to texts
- Need to work on connection to, and interest in, text

Mathematics | We continue to program through a spiraling model of instruction, utilizing daily energizers and working at vertical, non-permanent writing surfaces to engage students in mathematical discourse to develop positive math identity.

Mathematics | Provincial Achievement Test Results June 2024

	John Ware School (%)	Province of Alberta (%)
Acceptable Standard		
Total Test	59.4	61.1
Part A	44.2	45.0
Part B	65.9	68.9
Standard of Excellence	School	Province
Total Test	14.5	15.9
Part A	22.5	19.9
Part B	15.9	17.0
Below Acceptable Standard	School	Province
Total Test	40.6	38.9
Part A	55.1	53.7
Part B	34.1	31.1





- Great success in number of students meeting the Acceptable Standard
- Above the province in Standard of Excellence
- Slightly above province in Below Acceptable Standard for total test (-2.3%)
- Part A was a struggle across the province; need to increase fluency in computation

Mathematics | Report Card Data June 2024

Course	Report Card Stem	Indicator 1 Not Meeting	Indicator 2 Basic	Indicator 3 Good	Indicator 4 Excellent	NER (No Evidence Recorded)
Math 7	Number – Develops number sense and applies strategies for computation and estimation	5.1%	20.6%	41.2%	22.1%	2.2%
Math 8	Number – Develops number sense and applies strategies for computation and estimation	7.5%	28.1%	33.1%	19.9%	1.4%
Math 9	Number – Develops number sense and applies strategies for computation and estimation	9.5%	31.8%	31.1%	19.6%	6.8%
Math 7	Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships	11.0%	26.5%	33.1%	19.9%	2.2%
Math 8	Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships	11.0%	30.8%	26.7%	21.2%	1.4%
Math 9	Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships	12.8%	29.7%	28.4%	20.3%	7.4%

- Number Stem – On par with CBE and Area, more 1s, fewer 4s
- Number Stem – Increase in number of Level 3 Indicators since last year
- Patterns and Relations Stem – More 2s, but fewer 3s and 4s, and more 1s – need for calibration and a push to move students to next achievement indicator
- Number of students not meeting increases as they move toward grade 9 – supports need for developing students' skills in solving more challenging problems
- High number of NERs, particularly in grade 9

Perception Data | OurSCHOOL Survey Fall 2024

- Increase in reporting positive feelings and confidence toward math
- Low result in "I enjoy working on challenging problems in math"

Well-Being | Student perception data around feeling safe at school and a sense of belonging have been of highest priority in supporting well-being. Perception data has been collected through the OurSchool survey (7, 8 & 9), CBE Survey (8 & 9), Alberta Assurance Survey (Gr. 7), and through classroom meetings and Chew & Chats to gauge students' perspectives for improvement.

Alberta Education Assurance Survey | Grade 7 Spring 2024





Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	John Ware School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.3	80.5	80.2	83.7	84.4	84.5	n/a	Maintained	n/a
	Citizenship	67.9	59.1	60.6	79.4	80.3	80.9	Low	Improved	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PATS: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PATS: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PATS: Acceptable	n/a	65.1	65.1	n/a	62.6	62.6	n/a	n/a	n/a
	PATS: Excellence	n/a	13.4	13.4	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
	Education Quality	81.3	79.2	81.3	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	76.5	67.2	66.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	77.4	71.6	73.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.9	70.6	72.4	79.5	79.1	78.9	Very Low	Maintained	Concern

- Improvement in Student Learning Engagement, Citizenship, and Welcoming, Caring, Respectful & Safe Learning Environments.
- Area of need: parental involvement, students reporting that students treat each other well.

Spring 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	John Ware School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	5.5	n/a	n/a	n/a	n/a
Drop Out Rate	0.0	0.0	0.4	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Participation Needs	69.9	69.4	72.0	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	80.3	70.2	70.5	79.9	80.4	80.7	High	Improved	Good
Program of Studies	81.9	77.3	76.2	82.8	82.9	82.9	Very High	Improved	Excellent
Program of Studies – At Risk Students	78.4	72.7	75.1	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	82.8	75.2	75.1	87.1	87.5	88.1	Intermediate	Improved	Good
Satisfaction with Program Access	62.9	64.1	62.5	71.9	72.9	72.7	Very Low	Maintained	Concern
School Improvement	87.4	95.0	93.9	75.8	75.2	74.7	Low	Improved Significantly	Good
Transition Rate (6-yr)	n/a	n/a	n/a	80.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	83.5	66.0	73.8	82.8	83.1	84.0	High	Improved	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

- Significant increase in “School Improvement” and continued strength in “work preparation”.

OurSCHOOL Survey | Fall 2024

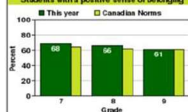
2023-24

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 65% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 62% of the girls and 72% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 56% and for boys is 68%.

Students with a positive sense of belonging



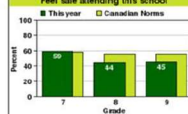
Last year, our students rated their sense of belonging, which was at or above the Canadian norms.

Feel safe attending this school

Students who feel safe at school as well as going to and from school.

- 49% of students felt safe attending the school; the Canadian norm for these grades is 57%.
- 48% of the girls and 53% of the boys felt safe attending the school. The Canadian norm for girls is 53% and for boys is 60%.

Feel safe attending this school



Students reporting their sense of safety at school was at or below the Canadian norm and area of focus.

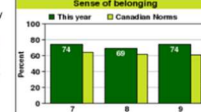
2024-25

Sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 72% of students in this school had a high sense of belonging; the Canadian norm for these grades is 62%.
- 69% of the girls and 79% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 56% and for boys is 68%.

Sense of belonging



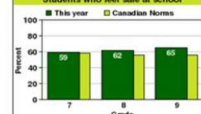
Significant increase in the number of students feeling a sense of belonging, and we are above the Canadian norms.

Students who feel safe at school

Students who feel safe at school as well as going to and from school.

- 62% of students felt safe attending the school; the Canadian norm for these grades is 57%.
- 62% of the girls and 65% of the boys felt safe attending the school. The Canadian norm for girls is 53% and for boys is 60%.

Students who feel safe at school



Significant increase in the number of students who feel safe at school.

Truth & Reconciliation, Diversity, and Inclusion | John Ware School has a rich, diverse community with over half the school population identified with a special education code, self-identifying as Indigenous, English as an Additional Language (EAL), within our school community. This is a greater number of students with diverse learning needs than represented at the area level and that of CBE.




**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

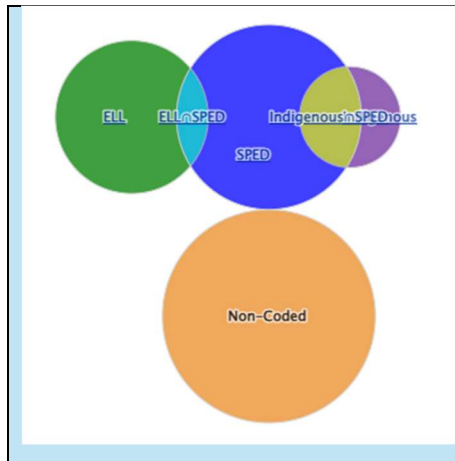
Students and employees thrive in a culture of well-being

- 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



- Positive results for student-teacher connection
- Students with special education codes and EAL students meeting with success on PAT results.
- Students who self-identify as Indigenous receive support through their classroom teachers, student services and Indigenous Student Success Learning Leader (ISSLL).
- Area of need: number of students not achieving Acceptable Standard. Attendance for students who self-identify as Indigenous and EAL student absentee rate (20-50%) higher than Area 6 and CBE. Ongoing tracking and communication with families to understand absences and student needs to address sense of belonging and regular attendance.





School Development Plan – Year 1 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

- ELA - Reading to explore, construct, and understand
- Mathematics – Number and 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 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 – student sense of safety and belonging, particularly focusing on grade 7 in transition to Junior High.
- Informal student perception data – Chew n Chats by grade; student well-being surveys address engagement in classroom and school activities

- Learning Excellence Actions
- Utilize high impact literacy and numeracy strategies to engage students:
- Utilize the Reading Assessment Decision Tree to guide next steps to support student reading instruction
- Explicitly model and teach high impact reading

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments

- Provide opportunities for learners to practice and consolidate literacy skills and knowledge
- Activate students as owners of their own learning by engaging learners in goal setting,

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





strategies to support pre-reading, during-reading, and post-reading

- Provide a variety of opportunities to build reading comprehension skills across ALL subjects to promote disciplinary literacy
- Increase the use of activators and problem-solving tasks to promote productive struggle

self-assessment, and/or reflection

- Encourage students to see themselves as confident problem solvers who can make valuable contributions and see mistakes and incorrect answers as a source of learning.
- Model and practice strategies fostering a value of productive struggle
- Weekly Home Room block to explore Social Emotional Learning (SEL) teaching.

- Decolonize curriculum resources by leveraging stories that favor Indigenous worldviews
- Offer literacy opportunities in a students' home language (i.e., using dual-language text and/or translation to support student engagement in text)
- Utilize and provide access to 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

- Improving Reading for Older Students (IROS) modules
- Middle Years System Professional Learning focused on Literacy and Wellbeing
- Literacy instruction focused on inferencing, analyzing and summarizing
- Team Professional Learning Communities (PLCs) focused on calibration of assessment
- Staff professional learning on designing rich mathematics problems of varying complexity and cognitive level
- Social Emotional Learning (SEL) Middle Years working group.

Structures and Processes School-Based

- Collaborative planning time
- Routine Professional Learning Community (PLC) and Collaborative Response Team meetings
- EAL Benchmark tracking and implementing teaching practices through the lens of diversity and inclusion
- Disciplinary collaboration to design tasks that support building reading comprehension strategies and skills across content areas
- Utilize consistent, specific and timely formative assessment practices to move student learning forward in reading, writing and problem solving
- Utilize Continuum of Supports in every learning space
- Spaced practice in mathematics & literacy

Resources

- CBE Frameworks and Companion Guides
- The Reading Assessment Decision Tree
- This is Disciplinary Literacy (Releah, Cossett, Lent, 2016)
- Building Thinking Classrooms in Mathematics (Liljedahl, 2020)
- Collaborative Response: Jigsaw Learning
- Implement tasks to promote reasoning and problem-solving document
- Equity & Identity Guide
- Understanding Reading 4-9
- ELA/ELAL | Teaching Practice
- Indigenous Education Team
- Elders & Knowledge Keepers
- Tsuut'ina Education Liaison
- YMCA Prairie Chickens
- Honoring Life, Calgary Aboriginal Friendship Centre

Links to Insightful Resources on Insite





- CBE Education Plan | 2024-2027
- School Development Planning
- School Improvement Results Report
- Data Process within School Development Planning
- Assessment and Reporting (*including the Reporting and Expectations Timeline*)
- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework

