



## Ian Bazalgette 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 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

Our school focused on Literacy, Numeracy, and Well-Being last year. The following results help us to prioritize and provide a direction and focus for upcoming year(s).

### Literacy – English Language Arts

### Student Achievement in Grade 9 English Language Arts PAT.

|           | 2022-2023                       |                        |                              | 2023-2024                       |                        |                              |
|-----------|---------------------------------|------------------------|------------------------------|---------------------------------|------------------------|------------------------------|
|           | Below<br>Acceptable<br>Standard | Acceptable<br>Standard | Standard<br>of<br>Excellence | Below<br>Acceptable<br>Standard | Acceptable<br>Standard | Standard<br>of<br>Excellence |
| Part<br>A | 38.1%                           | 61.9%                  | 11%                          | 20.4%                           | 79.6%                  | 11.7%                        |
| Part<br>B | 24.6%                           | 75.4%                  | 7.6%                         | 22.3%                           | 77.7%                  | 15.5%                        |

Student Achievement in Grad 9 English Language Arts over the past two years highlights significant improvement in both Part A and Part B of the student results.

In Part A of the examination there is an improvement of 17.7 percentage points at Below Acceptable Standard, 17.7 percentage points at Acceptable Standard, and 0.7 percentage points at Standard of Excellence. In Part B of the

### 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

- 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



examination there is an improvement of 2.3 percentage points at Below Acceptable Standard, 2.3 percentage points at Acceptable Standard, and 7.9 percentage points at Standard of Excellence. While there is much to celebrate in overall improvement of student achievement, there remains a significant number of students who are achieving at Below Acceptable Standard.

Our internal review of additional local assessment measures, such as diagnostic screener tools, and classroom assessments, indicates a need to focus on vocabulary development and creation of narrative, expository, and functional writing.

### Numeracy – Mathematics

#### Student Achievement in Grade 9 Mathematics.

|        | 2022-2023                 |                     |                        | 2023-2024                 |                     |                        |
|--------|---------------------------|---------------------|------------------------|---------------------------|---------------------|------------------------|
|        | Below Acceptable Standard | Acceptable Standard | Standard of Excellence | Below Acceptable Standard | Acceptable Standard | Standard of Excellence |
| Part A | 66.7%                     | 32.5%               | 12.0%                  | 55.7%                     | 43.3%               | 16.5%                  |
| Part B | 53.8%                     | 46.2%               | 10.3%                  | 36.1%                     | 63.9%               | 14.4%                  |

Student Achievement in Grad 9 Mathematics over the past two years highlights significant improvement in both Part A and Part B of the student results.

In Part A of the examination there is an improvement of 11.3 percentage points at Below Acceptable Standard, 10.8 percentage points at Acceptable Standard, and 4.5 percentage points at Standard of Excellence. In Part B of the examination there is an improvement of 17.7 percentage points at Below Acceptable Standard, 17.7 percentage points at Acceptable Standard, and 4.1 percentage points at Standard of Excellence. While there is much to celebrate in overall improvement of student achievement, there remains a significant number of students who are achieving at Below Acceptable Standard.

Our internal review of additional local assessment measures, such as Mathematics Interventions Programming Instrument (MIPI), and classroom assessments, indicate a need to focus Computational Fluency, Rational Numbers, and Number Sense.

### Well-Being

Throughout the school year, we gather student perception data through a variety of surveys. These surveys capture the voices of our students, providing us with deeper insights into their experiences within the learning environment. Comparing different aspects of student well-being data at the beginning and




**CBE 2024-27 Education  
Plan**
**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

end of each school year cycle helps us determine our next steps for improvement.

| Perception Data for School Connectedness and Belonging |                           |                                           |
|--------------------------------------------------------|---------------------------|-------------------------------------------|
| Assurance Survey                                       | CBE Student Survey        | OurSCHOOL Survey                          |
| <b>Safe and Caring</b>                                 | <b>Belonging Overall</b>  | <b>Belonging Overall</b>                  |
| June 2024 – 81.55%                                     | June 2024 – 77.85%        | Oct. 2024 – 65.33%                        |
| June 2023 – 85.45%                                     | June 2023 – 77.53%        | Oct. 2023 – 66.62%                        |
| June 2022 – 74.90%                                     | June 2022 – 70.91%        | Oct. 2022 – 65.44%                        |
| <b>I feel like I belong...</b>                         | <b>I feel included...</b> | <b>Sense of Belonging...</b>              |
| June 2024 – 77.0%                                      | June 2024 – 63.66%        | Oct. 2024 – 65.0%                         |
| June 2023 – 78.0%                                      | June 2023 – 68.65%        | Oct. 2023 – 62.0%                         |
| June 2022 – 65.0%                                      | June 2022 – 70.4%         | Oct. 2022 – 62.0%                         |
| <b>I feel welcome...</b>                               | <b>I feel welcome...</b>  |                                           |
| June 2024 – 86.0%                                      | June 2024 – 70.97%        |                                           |
| June 2023 – 88.0%                                      | June 2023 – 67.32%        |                                           |
| June 2022 – 73.0%                                      | June 2022 – 72.5%         |                                           |
| <b>I feel safe at school...</b>                        |                           | <b>Feeling safe to and from school...</b> |
| June 2024 – 80.0%                                      |                           | Oct. 2024 – 49.0%                         |
| June 2023 – 81.0%                                      |                           | Oct. 2023 – 51.0%                         |
| June 2022 – 62.0%                                      |                           | Oct. 2022 – 54.0%                         |

The data is positively trending upward in most data points. However, the data suggest sense of belonging and student voice needs improved so that students feel welcome and more included in their educational choices. Additionally, safety in travel to and from home to school is identified as another area of concern.

**Truth & Reconciliation, Diversity, and Inclusion**

Our school population consists of 41% English as Additional Language (EAL) learners, 26% of students taking Science Alternative program, 18% students with Exceptional needs, and 12% students who self-identify as Indigenous learners. By examining student survey data, we noticed that a sense of belonging at school is a concern across the Calgary Board of Education. This highlights the need for us to pay close attention to and take specific steps to enhance their sense of belonging.





# School Development Plan – Year 1 of 3

## School Goal

Student academic achievement in Literacy will improve.

## Outcome:

Student achievement in reading and writing will improve through a focus on inclusive and responsive teaching practices.

## Outcome Measures

- CBE Decision Tree – Vocabulary, Spelling Inventory, Oral Reading Fluency, and MAZE
- English Language Arts Team – Common Reading and Writing Assessments
- Report Card Indicators Assessed and Reported by English Language Arts Team
- Provincial Achievement Test (PAT) English Language Arts Part A & Part B

## Data for Monitoring Progress

- Teacher Perception data – Implement tasks that build understanding of complex and abstract reading and writing strategies
- Team calibration assessment data
- CBE Student Survey
  - I enjoy working on challenging...
  - I know what to do next to improve in...

## Learning Excellence Actions

- Use the CBE's Reading Assessment *Decision Tree* to guide next steps to support students
- Build and utilize diverse text sets that include multiple voices and that students can see themselves in
- Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines
- Provide a variety of tools to support the reciprocal relationship between reading and writing
- Utilize high impact strategies to build reading comprehension
- Use Read Alouds and Think Alouds with different text genres

## Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Honor student voice and choice. Specifically, explore diverse text sets so that students see themselves and their culture in the voices of texts they explore
- Encourage students to see themselves as growth-minded readers who can synthesize texts in various communication mediums, and who can create texts through various mediums. Particular attention will be focused on various forms of writing (ex. Narrative prose, expository prose,

## Truth & Reconciliation, Diversity and Inclusion Actions

- Decolonize curriculum by adding stories that challenge or question classical Western worldviews by introducing Indigenous, Eastern, and other alternative perspectives.
- Utilize scaffolding strategies to support multilingual learners
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks





- Provide fluency protocols, including choral, echo, and whisper reading
- Provide students with learning opportunities that mirror the reasons, texts, and application of thinking skills that would be found within a discipline
- Frame learning through essential disciplinary questions to guide students' authentic inquiry into issues that are relevant to student/discipline
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline
- Create learning tasks that provide multiple entry points and opportunities to explore abstract complex texts
- Utilize consistent, specific and timely formative assessment practices to move student learning forward

functional prose, et cetera.).

- 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 skills and knowledge within different disciplines
- Provide feedback that moves learners forward.

that intentionally activate the spirit, heart, body, and mind

#### Professional Learning

- CBE System Professional Learning
- High Impact Instructional Practices in Literacy, as highlighted in the CBE's Literacy Framework – Criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and

#### Structures and Processes

School:

- Collaborative time in both curricular team and student support team
- Curriculum Specific Professional Learning Community (PLC)

#### Resources

- CBE Guiding Principles Assessment and Reporting – Assessment Practices are Fair, Transparent, and Equitable for all students
- CBE K-12 Literacy Framework - Literacy Teaching Practices





conceptual  
understanding

- Improving Reading for Older Students (IROS) modules
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Suggested Topics:
  - Word study, disciplinary vocabulary, tier 2/3 vocabulary, concept sorts
  - Creating text sets across disciplines, concept-based learning, what is disciplinary literacy
  - Explore Self-regulated Strategy Development (SRSD, on SAM), CBE PL network, calibration, triangulation, Writing Rope

- POD (Animal Families) team meetings
- Student Learning Team (SLT) to support implementation of Continuum of Supports
- Collaborative Response Meetings
- EAL Benchmarking and implementing teaching practices through the lens of diversity and inclusion

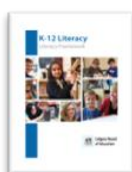
#### Classroom:

- Document and support instruction and learning in intentional ways
- Include meaningful daily reading and writing tasks in all disciplines
- Small group intervention providing focused supports for students at risk in English Language Arts achievement

- Reading Assessment Decision Tree (RAD) Gr 4-12
- Indigenous Education Holistic Lifelong Learner Framework
- Text Calibration Protocol
- ELA/ELAL Insite | Teaching Practices

- Reading and Interventions:

ELA/ELAL Insite | Equity & Interventions





## School Development Plan – Year 1 of 3

### School Goal

Students will have a sense of belonging at school.

### Outcome

Students experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) 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

- Harvard Relationship Mapping survey
- Attendance Analytics Data – EAL and Students who Self-identify as Indigenous
- Teacher perception feedback using SEL Competencies

### 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'
- Work with students to develop structures to support connectedness between classes and grade groupings

### Well-Being Actions

- Student Well-Being Action Team develops 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, timetabling, etc.)

### 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
- Widen scope of Grade 9 Indigenous Student Holistic Transition Plans

### Professional Learning

- Middle Schools SEL Working Group

### Structures and Processes

- Student Well-Being Action Team

### Resources





- Well-Being break out session for Middle Years
- Middle Schools Student Well-Being Symposium

- Monthly Holistic Student Support (HSS) meetings
- Collaborative Team Meetings
- Grade team meetings

- Student Well-Being Framework & Companion Guide (middle years)
- Relationship Mapping
- SEL Brightspace by D2L
- School Walk Around Tool
- Dates of Significance
- Learning Leader of School Culture and Holistic Student Well-Being

