



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

Annie Gale 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

- Over the past few years teachers and administration have noted a disconnect between report card data and EAL benchmarks and Provincial Achievement Test (PAT) results. As such, teachers have focused on intentional benchmarking and calibration to ensure results are congruent.
- Calibration and teacher collaborative planning of tasks and assessments remains a focus for this calendar year.

Literacy:

- Report card data indicates an overall increase in 1s, ELL and IPP indicators, which would be expected given the work done to calibrate. This work needs to continue, as we noticed that Provincial Achievement Test data continues to not align with teacher report card results. For example, although 14.8% of students received the Standard of Excellence of the PAT Part B: Reading, only 8% of our Grade 9 students received 4s on the report card.
- There was a slight improvement in students achieving the Acceptable Standard (0.6%) compared to the previous year.
- Annie Gale continues to work at closing the gap between local and provincial results, being 8.5% behind provincial results in reading.



- Local data collection (based on the CBE Reading Decision Tree screeners) indicated that 57% of Annie Gale students improved their reading comprehension ability (CORE Maze), and 72% of students saw vocabulary improvement based on the DIBELS screener.
- Overall, 89% of students stated that they understood what they read, but only 58% stated they have access to reading materials of interest.

Numeracy:

- Overall decline in Provincial Achievement Test results.
 - o Grade 9 students saw a 9% decline in Acceptable standard and 4.2% decline in Standard of Excellence when compared to the previous year results.
 - o Overall, 50% of students met the Acceptable standard and 11.7% achieved Excellence. Both measures were below the provincial average.
- Report card data indicated similar trends seen in literacy, with an increase in 1s and 2s, and an overall decline in 3s and 4s.
- Local measures, collected as running records based on student understanding of fraction curriculum outcomes, indicated 62% of students improving their understanding in 5 or more outcomes (roughly equivalent to one grade level).
 - o Twenty-two percent of Annie Gale students saw an increase of 10 or more fraction outcomes, which would correlate with two grade levels of growth.
- Seventy-eight percent of students reported that they felt confident in mathematics (a decline of 3%) and only 69% said they understood how they could improve their skills.

Well-Being

- On the spring OurSCHOOL survey, only 51% of Annie Gale students indicated they felt safe at school. This measure did not align with the results of the Alberta Assurance survey, where 74% of students indicated they felt safe at school. This discrepancy will be explored this year as we discuss what safety looks and feels like at Annie Gale School.
- Students felt that “Racism and Discrimination” were key issues, with only 55% indicating that our school is doing enough to deal with this concern.
- Sixty-six percent (OurSCHOOL survey) and 75% (Alberta Education Assurance survey) of students indicated they felt a sense of belonging at Annie Gale. Student pride in belonging to our school community was also of concern, with only 67% of students responding positively to this measure on the CBE student survey.
- Students indicated they felt welcomed (83%) and that teachers cared for them (81%) on the Alberta Education Survey. However, the CBE student survey results indicated lower figures, with 63% stated they felt welcome and 76% of students indicated they felt





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

their teachers cared for them. Similar to safety, it is our plan to query this discrepancy and work to increase both measures.

Truth & Reconciliation, Diversity, and Inclusion

- Annie Gale students indicated that they did not feel their culture was being reflected in the school, with only 57% indicating agreement on this issue (CBE Student Survey).
- Sixty percent of students felt they were included in the Annie Gale community (CBE Student Survey), and that only 53% (Alberta Education Assurance survey) of students felt that other students cared for them.
- Two of our data measures selected in last year's School Development Plan were not able to be assessed as they did not appear on the CBE Student Survey for all students (only two students responded to "I try to look at all sides of an issue before I make a decision" and one student responded to "I understand that there are at least two sides to every issue and I try to understand them").
- As previously noted, only 55% of students felt that enough was being done to address concerns of racism and discrimination which likely contributes to the sense of safety and belonging indicated by students.





School Development Plan – Year 1 of 3

School Goal

Student academic achievement in mathematics and literacy will improve.

Outcome:

Student achievement will improve in reading and number sense through high-impact teaching strategies.

Outcome (Optional)

Outcome Measures

- *Students will demonstrate an increased understanding of number sense as reported on June 2025 report card.*
- *Students will demonstrate an increased ability to comprehend what they are reading as reported on June 2025 report card.*

Data for Monitoring Progress

- **Numeracy**
 - *Locally Developed Fraction benchmarking and Running Records*
 - *Report Card (Number)*
 - *Provincial Achievement Tests*
 - *Part A: Rational Numbers*
 - *Part B: Number*
- **Literacy**
 - *Reading Assessment Tree benchmarking tools (DIBLES, Maze, Words their Way USI)*
 - *Literacy: Part B: Reading*

Learning Excellence Actions

- *All subject areas will use a universal reading annotation strategy*
- *Targeted spaced practice focused on fractions*
- *Teachers will collaborate and calibrate through the lens of Understanding by Design*

Well-Being Actions

- *Direct teaching around “growth mindset”*
- *Development of Annie Gale “COURAGE” Model*
- *Weekly messages to parents to reinforce importance of home support regarding student achievement and wellbeing*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Using culturally responsive teaching practices to engage students in academic learning.*
- *Modified and differentiated programming being used by teachers when appropriate*

Professional Learning

- *Understanding by Design teacher/leader book study*
- *Middle School Learning Sessions*

All L&L teachers:

Structures and Processes

- *Department based PLC focused on Reading and Numeracy goals*
- *Assessment calibration in department*
- *Designated Literacy pullout for EAL students*

Resources

- *Core Vocabulary Screener (Grade 4-12 Reading Assessment Decision Tree)*
- *Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances*



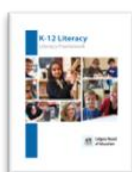


- *The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*

- *Designated Numeracy pullout for targeted students*
- *Additional literacy and numeracy support in L and L classrooms*
- *Classroom word walls.*
- *School developed Universal Annotation Strategy*
- *Use of common high impact strategies (Fayer model, hexagonal thinking, semantic gradients, morphology) in humanities*
- *Acquiring fiction texts at just-right-reading level for students*
- *Math tool-kit of high impact numeracy strategies*
- *Non-permanent surface for math*
- *Use of physical and visual manipulatives in math*
- *Use of exemplars*
- *Anchor charts in classrooms*

beyond the simple view of reading. Reading Research Quarterly, 56, S25-S44.
<https://doi.org/10.1002/rrq.411>

- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD.
- Lent, R. C. (2016). *This is disciplinary literacy: reading, writing, thinking and doing...content area by content area.* Corwin.
- Boaler, J. (2016). *Mathematical Mindsets.*
- Liljedahl, P. (2021). *Building Thinking Classrooms in Mathematics, grades K-12: 14 teaching practices for enhancing learning.* Corwin.
- Smith, M., Raith, M., & Steele, M. (2017). *Taking Action: Implementing Effective Mathematics Teaching Practices in Grades 6-8* (1st ed.). National Council of Teachers of Mathematics.
- *Culturally Responsive Instruction (CBE Document)*





School Development Plan – Year 1 of 3

School Goal

Students will have an improved sense of belonging and safety at school.

Outcome

Students will be proud and respectful members of the Annie Gale School community.

Outcome (Optional)

Outcome Measures

- *Students will report an increased sense of safety at school on the OurSCHOOL survey (conducted in Spring 2025)*
- *Students will report an increased sense of pride in being a student at Annie Gale on the CBE Student Survey (Spring 2025).*

Data for Monitoring Progress

- *OurSCHOOL survey "Sense of Belonging"*
- *OurSCHOOL survey "Safety at school"*
- *Alberta Education Assurance survey "I feel safe"*
- *CBE Student Survey "I am proud to be part of my school"*
- *CBE Student Survey "I feel welcome at school"*
- *CBE Student Survey "I feel included at school"*

Learning Excellence Actions

- *Teachers will reinforce growth mindset regularly in all classes.*
- *Inclusive teaching practices used in classroom to ensure students are working on appropriately leveled tasks.*

Well-Being Actions

- *Students will participate in targeted well-being lessons around COURAGE model during homeroom time*
- *Creation of a student well-being committee*
- *Student-led (created and administered) survey produced by student well-being committee.*
- *School-wide pep rallies*
- *Students attending sporting events*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Students will participate in targeted well-being lessons around the CBE Indigenous Education Holistic Lifelong Learning Framework during homeroom time.*
- *Updating student-created bulletin boards related to diversity, culture, and inclusion.*
- *Modified schedules, attendance plans, and learning spaces in place for students who require additional supports to support attendance at school.*

Professional Learning

Structures and Processes

Resources





- *Middle School Learning Sessions*
- *CBE Well-being symposium*

- *Dedicated homeroom time (1 hour) each week to deliver targeted well-being lessons designed by teacher committee*
- *Direct wellness teaching around belonging during Health classes*
- *Principal Advisory Council*
- *Weekly messages to families from Principal*
- *Student choice in CTF offerings*
- *Circle classroom discussions*
- *Teacher designed culturally responsive instruction*
- *Student services space for students on as need basis*
- *Leadership classes tasked with planning and organizing student led events*

- *Diversity and Inclusion: Comprehensive School Health Model (Alberta Education)*
- *Diversity and Inclusion Professional Learning Guide (CBE)*
- *Alberta's Anti-Racism Action Plan*
- *Anti-Racist Classrooms Action Items (CBE)*
- *Alberta Education (2008) Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach*
- *Culturally Responsive Instruction (CBE Document)*

