

Annie Gale School

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Alberta Education Outcomes

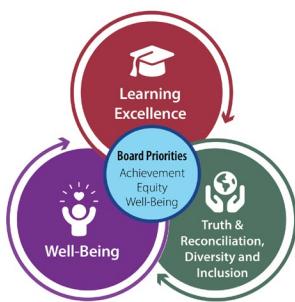
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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 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.

[ANNIE GALE 2024/2025 SIRR](#)



**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 Measures**

- Students will demonstrate an increase in Grade 6 and 9 Math Part A and Part B PAT results
- Students will demonstrate an increase in Grade 6 and 9 Reading PAT results
- Students will demonstrate improvement on report card data (Reading, Number)

Data for Monitoring Progress

- *Reading Assessment Tree* benchmarking tools (DIBLES, Maze, Words their Way, USI)
- *Locally Developed Fraction* benchmarking and Running Records
- Teacher anecdotal evidence generated through locally developed Word Wednesday work focused on word analysis and morphology

Learning Excellence Actions

- Weekly focused instruction (Word Wednesday) focused on word analysis and morphology of frequent subject-specific and academic words
- All subject areas will use a universal reading annotation strategy (CATCH)
- 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
- Utilization of Annie Gale COURAGE Model
- Weekly messages to parents to reinforce importance of home support regarding student achievement and well-being

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
- 1.0 FTE student-services learning leader to support academic achievement
- Focused lessons on executive function and organizational supports in Grizzly Den
- 0.5 EAL learning leader to support English Language Learner literacy acquisition

Professional Learning

- *Understanding by Design* teacher/leader book study
- Leadership team book study (Student-Centred Leadership)

All L&L teachers:

Structures and Processes

- Department based PLC focused on Reading and Numeracy goals
- Department analysis of collected data to inform next steps
- Assessment calibration in department

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 beyond the simple view of reading*. Reading Research





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

- *Targeted literacy pullout for EAL students*
- *Designated numeracy pullout for targeted students*
- *Additional literacy and numeracy support in L&L classrooms*
- *Classroom word walls*
- *School developed Universal Annotation Strategy (CATCH)*
- *Use of common high impact strategies in school created humanities Toolkit*
- *Acquiring fiction texts at just-right-reading level for students*
- *Math toolkit of high impact numeracy strategies*
- *Non-permanent surfaces for math*
- *Use of physical and visual manipulatives in math*
- *Use of exemplars*
- *Anchor charts in classrooms*
- *Use of strategies to make reading visible (student contests, student voice in collections, reading displays in learning commons)*

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.*
- *Robinson, V., (2011). *Student Centered Leadership*.*
- *Culturally Responsive Instruction (CBE Document)*

School Development Plan – Year 2 of 3

School Goal:

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

Outcome:

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



**Outcome Measures**

- *Students will report an increased sense of safety at school on both the OurSCHOOL survey and Alberta Education Assurance Survey.*
- *Students will report an increased sense of pride in being a student at Annie Gale responding to the following questions:*
 - *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 (CBE student survey)*

Data for Monitoring Progress

- *SWAT team local surveys created by students.*
- *Comparison with previous year of incident reports and suspensions.*
- *Teacher notes generated through Collaborate Response record keeping.*

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*
- *Spirit weeks*

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 help attendance at school*

Professional Learning

- *Collaborative Response Training (Student Services and Assistant Principal)*
- *CCI Training (Assistant Principal)*
- *In-school professional learning by Social Emotional Lead Teacher*

Structures and Processes

- *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*
- *Weekly messages to families from Principal*
- *Student choice in CTF offerings (Grade 8 and 9)*

Resources

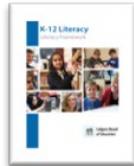
- *Diversity and Inclusion: Comprehensive School Health Model (Alberta Education)*
- *Diversity and Inclusion Professional Learning Guide (CBE)*
- *Alberta's Anti-Racism Action Plan*
- *Anti-Racist Classrooms Action Items (CBE)*
- *Alberta Education (2008) Supporting Positive Behaviour in*





- *CTF Wheel for Grade 7 students to provide wide range of experiences*
- *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*
- *SELT teacher providing targeted professional development, school support, and student small group intervention*
- *Participation in CBE well-being symposium*

*Alberta Schools: An Intensive Individualized Approach
Culturally Responsive Instruction (CBE Document)*



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

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

Celebrations

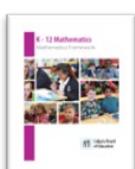
- Increase in Grade 9 students achieving acceptable and standard of excellence on PATS in both Math and Reading.
- 70% of Grade 9 students achieved an acceptable standard in reading on the PAT.
- Significant increase in student's school-wide achieving 3 and 4 in Reading on June report cards compared to previous year.
- More students have grown in their understanding of fractions, with 33% now achieving grade level (an increase of 11%).
- Grade 6 Math PAT had 56% (Part A) and 58% (Part B) of students achieving Acceptable, with 13% of students achieving the Standard of Excellence on both exams.
- Grade 6 Reading PAT had 78% of students achieving Acceptable, with 18% achieving the Standard of Excellence.

Areas for Growth

- A significant portion of students in all grades (62%) require additional support in reading, with 48% identified as requiring intensive support.
- At the end of the year, 70% of students in Grade 7 were assessed as requiring intensive reading support based on the MAZE reading assessment.
- 68% of all students were assessed below grade level based on fraction running records.

Next Steps

- Implementing a school-developed Word Wednesday literacy program to support student literacy development focused on word analysis and morphology of frequent subject-specific and academic words.
- Increased instruction time and school resources focused on exposing students to a variety of texts to support the development of literacy skills.
- Spaced practice with solving fraction-related problems at least once a week during instructional time.
- Teaching students a variety of strategies to approach and solve problems involving fractions.





2024-25 SDP GOAL TWO: Students will have an improved sense of belonging and safety at school.

Outcome one: *Students will be proud and respectful members of the Annie Gale School community.*

Celebrations

- Increase in students reporting feeling safe ("Safety at School") based on both the OurSCHOOL survey (+5%) and Alberta Assurance Survey (+2%).
- Increase in students reporting a feeling of connectedness at school ("Sense of Belonging") on OurSCHOOL survey (+3%) and the CBE student survey (+5%).
- Increase in students demonstrating school pride through the purchase of school-created spirit wear.
- Alberta Education Assurance Survey saw increases on multiple measures (Student Learning Engagement +5%, Citizenship +8%, Parent Involvement +12%).

Areas for Growth

- Increase in students' sense of pride in school, as measures are still below desired levels.
- Continue to improve students' feelings of safety at school, as measures are still below desired levels

Next Steps

- Students will participate in targeted well-being lessons around COURAGE model during homeroom time (Grizzly Den).
- School-wide pep rallies and Spirit Weeks.
- Increase opportunities for students to attend inter-school sporting events.
- Creation of student well-being committee.
- CTF Wheel for Grade 7 students to provide wide range of experiences.
- Grizzly Den lessons focused on creating a safe and caring school, anti-bullying, and anti-racist strategies.
- Targeted small group support focused on problem solving and conflict de-escalation supported through SELT teacher.
- Have Student Well-being Action Team (SWAT) bring back learning from CBE well-being symposium regarding increase school connectedness and improving student sense of safety.

