



CBe-learn Jr High

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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:

- Enhance student proficiency in algebra and mathematical patterns
- Improve students' ability to support their analysis with information from the text

The CBe-learn Jr High Mathematics Goal emphasizes enhancing students' understanding of algebra by introducing **diverse teaching strategies** that encompass **multiple representations** of algebraic expressions. This comprehensive approach, including the **integration of visual aids and real-world applications**, aims to deepen students' grasp of mathematical relationships and patterns, **accommodating various learning styles**. The initiative also involves the use of **innovative educational tools** and regular assessments to monitor progress and ensure a solid foundation in algebra and broader numerical skills.

Report card marks (June 2024)

Patterns and Relations Achieving 3 or 4	Grade 7 – 47%
	Grade 8 – 48%
	Grade 9 – 30%

Grade 9 PAT (June 2024)

Math: Part A	32% Acceptable Standard 8% Standard of Excellence
Math: Part B	39% Acceptable Standard 16% Standard of Excellence

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



The CBe-learn Jr High Literacy Goal focuses on fortifying students' engagement with and comprehension of texts through **immersive reading strategies and diverse literary exposures**. The plan advocates for **interactive and inclusive teaching methods** that stimulate critical thinking, enhance interpretative skills, and encourage expressive confidence. Through these initiatives, the school aims to nurture a robust reading culture and equip students with the foundational literacy skills necessary for academic and lifelong success.

Report card marks (June 2024)

ELA Reading Achieving 3 or 4	Grade 7 – 38% Grade 8 – 29% Grade 9 – 49%
ELA Writing Achieving 3 or 4	Grade 7 – 48% Grade 8 – 27% Grade 9 – 47%
Grade 9 PAT (June 2024)	
ELA: Writing	79% Acceptable Standard 11% Standard of Excellence
ELA Reading	74% Acceptable Standard 24% Standard of Excellence

Well-Being:

- Implement strategies to reduce anxiety and stress

The CBe-learn Jr High Well-Being Goal underscores the commitment to fostering a holistic, supportive educational environment where students' mental, emotional, and physical health is prioritized. Initiatives are centered around reducing stress and anxiety, promoting resilience, and establishing strong community connections to combat challenges such as isolation and academic pressure. Through **comprehensive strategies and resources**, the school seeks to ensure each student feels valued, supported, and equipped to navigate personal and academic challenges.

Student Perception:

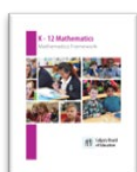
ability to “bounce back” and move forward after a setback

I ask for help when I need it	75%
Doesn't give up when trying to reach goals	73%
Keeps going even when challenged	73%
I have confidence in myself as a student	57%

Truth & Reconciliation, Diversity and Inclusion: New measure for 2024-2025

For the 2024-2025 school year, new measures focusing on Truth & Reconciliation, diversity, and inclusion highlight both strengths and areas for growth within our school community. A strong majority (85%) of students feel they are learning about Indigenous ways of being, belonging, doing, and knowing, and 58% report having the opportunity to learn directly from Indigenous Elders and Knowledge Keepers. However, only 54% feel that their own culture is reflected within the school, signaling a need for greater cultural representation.

Encouragingly, 98% of students identify as allies to those who differ in appearance, behavior, language, or identity, demonstrating a commitment to inclusivity.





Additionally, 91% of students feel that the school actively addresses instances of racism and discrimination, reinforcing a proactive approach to creating a safe and welcoming environment for all. These results reflect ongoing efforts to promote reconciliation and foster a community built on respect, inclusion, and meaningful learning.

I'm an ally to people who look, behave, speak and/or identify differently than me	98%
When racism and/or discrimination occur at my school, my school takes steps to address it	91%
At my school I learn about Indigenous ways of being, belonging, doing and knowing	85%
At my school I get to learn from Indigenous Elders, Knowledge Keepers	58%
I can see my culture reflected in my school	54%

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

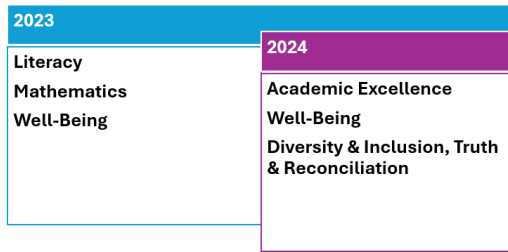
- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

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

SDP Transition

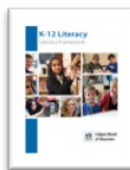
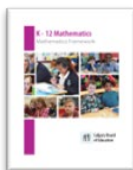


The connection between last year's goals and this year's academic language goal lies in progressive skill development and holistic student success, with a clear emphasis on communication and mastery over essential skills across subjects.

- Reading comprehension and exposure to diverse texts from the literacy goal align with this year's focus on academic language, as students build vocabulary and gain familiarity with language structures found in texts.
- Last year's math goal focused on multiple representations of algebraic expressions and ensuring conceptual clarity through varied strategies, which is a foundation for this year's goal. Academic language is crucial for explaining math processes and justifying solutions—skills that align with this year's focus on effectively communicating explanations.
- Academic communication requires emotional resilience and confidence—skills that were emphasized last year through building supportive environments. This ensures students feel safe expressing complex ideas or engaging in challenging discussions.

Interdisciplinary Development: The academic language goal acts as a bridge, requiring skills from both literacy (expression, critical thinking) and math (justification, pattern analysis) while reinforcing mental well-being (resilience in communication).

Long-Term Success: We aim to equip students not just for academic achievement but for lifelong skills in communication and problem-solving, with this year's goal serving as the next step in ensuring students are prepared to engage in advanced discourse across subjects and contexts.





School Development Plan – Year 1 of 3

School Goal

Students will develop proficiency in academic language necessary to effectively communicate for a variety of language functions found in classroom discourse, tests, and assessments.

Outcome

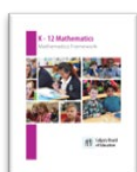
Students will demonstrate improvement in their ability to use academic language to effectively communicate for a variety of language functions, such as **explaining, justifying, persuading, arguing, analyzing, evaluating, synthesizing, inferring, predicting**

Outcome Measures

- **ELA Report Card Indicator:** Reads to explore, construct and extend understanding
- **ELA Report Card Indicator:** Writes to develop, organize and express information and ideas
- **Science Report Card Indicator:** Demonstrates skills for inquiry and communication
- **Math Report Card Indicator:** Patterns and Relations - Uses algebraic reasoning to represent patterns and relationships
- **CTF Report Card Indicator:** Communicates knowledge and skills in response to challenges
- **Social Studies Indicator:** Communicates understanding of events and/or issues from different points of view
- **Written Assignments Rubric:** Evaluate students' ability to communicate ideas using academic vocabulary. Track baseline vs. end-of-year performance.
- **Provincial Achievement Test:** Grade 9
- **Professional Learning Survey/Reflection:** Track participation and impact of professional development through surveys and self-assessments on strategies implemented throughout the year.

Data for Monitoring Progress

- Report Card Data
- Baseline and Ongoing Rubric Assessments
- Formative Assessments (exit slips, quizzes, check-ins)
- Participation, Engagement and Attendance Data
- Student Surveys/Reflections
- PAT results in all subject areas





Learning Excellence Actions

- *Apply high-impact instructional and assessment strategies to engage students in reading, vocabulary, and word learning across disciplines.*
- *Incorporate multimodal text sets and structured writing lessons that align with authentic tasks within each discipline.*
- *Intentionally designed opportunities and entry points available for students to practice, demonstrate fluency and demonstrate discipline-based vocabulary.*

Well-Being Actions

- *Empower students to take ownership of their learning by engaging them in goal setting, self-assessment, and reflection.*
- *Create safe, respectful learning environments that offer repeated opportunities for students to practice and consolidate literacy skills across disciplines.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide access to inclusive, linguistically and culturally diverse, and engaging texts.*
- *Ensure text selection reflects relevant themes and diverse representation.*
- *Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind*

Professional Learning

- *Middle Years System Professional Learning*
- *Improving Reading for Older Students (IROS) Laying the Foundation Word Recognition Growing Vocabulary Reading Comprehension*
- *ELA Insite*
- *System Support: ELA Specialist*

Structures and Processes

- *Collaborative Response*
- *SLT Structure*
- *Documentation*
- *Grade team meetings*
- *Subject area meetings*

Resources

- *ELA Insite*
- *Read Theory*
- *IXL*
- *Text Calibration Protocol**
- *This Is Disciplinary Literacy: Reading, Writing, Thinking, and Doing - ReLeah Cossett Lent*

* The Text Calibration Protocol helps K-12 teachers select texts that align with specific learning outcomes in English Language Arts. It is a two-part process: teachers first engage in discussions to calibrate their understanding of grade-level outcomes, then identify texts that support those outcomes. This protocol ensures consistent, fair assessments, promotes diverse perspectives through resource guides, and can be completed over two 30-minute sessions within team or PLC meetings.

