

Dr. Martha Cohen School

116 Brightondale Park S.E., Calgary, AB T2Z 0V1 t | 403-8173548 e | email:drmarthacohen@cbe.ab.ca

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

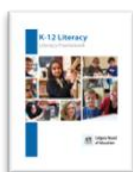
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

Dr. Martha Cohen School – [Our School](#)





School Development Plan – Year 2 of 3

School Goal

Students will have an improved sense of belonging at school.

Outcome:

Students' experience caring about one another will improve.

Students feel that their teachers check in and care about their well-being will improve.

Continue to improve sense of belonging at school.

Outcome Measures

- *OurSCHOOL Survey (School Connectedness and Belonging Overall 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

- *School Developed Survey Questions*
- *Student Voice anecdotal observations*
- *Attendance rates*
- *Participation rates in clubs, teams, and student-led events.*

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*
- *Integrate cross-curricular SEL learning outcomes into Humanities and Health classes using CASEL competencies.*
- *Work with students to develop structures to support connectedness between classes, teachers 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*
- *Use Relationship Mapping to ensure every student has a known adult advocate in the building.*

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.*
- *Students can visibly see their culture reflected within the school on the walls, through artwork, days of significance, cafeteria, flags and posters.*



**Professional Learning**

- *Middle Schools SEL Working Group*
- *Well-Being break out session for Middle Years*
- *Engage in professional learning about Comprehensive School Health*
- *Middle Schools Student Well-Being Symposium*

Structures and Processes

- *Student Well-Being Action Team*
- *Weekly Holistic Student Support (HSS) Circle Meetings*
- *Grade team meetings*
- *School Learning Teams (SLT)*
- *Collaborative Response Meetings*

Resources

- *Student Well-Being Framework & Companion Guide (middle years)*
- *Relationship Mapping*
- *SEL Brightspace by D2L*
- *School Walk Around Tool*
- *Dates of Significance*
- *School Connectedness Action Guide*
- *School Connectedness Helps Students Thrive*
- *CBE Well-Being Team*
- *Connectedness and Belonging Padlet*

School Development Plan – Year 2 of 3

School Goal:

Student achievement in literacy will improve.

Outcome:

Student achievement in writing will improve through explicit instruction.

Outcome Measures

English Language Arts report Card Indicator Of Achievement

- *Writes to develop, organize and express information and ideas*

PAT – Grade 6- and 9-Part A

Survey Results Student Perception Data – CBE Student

- *I am a good writer (competent)*
- *I know what to do next to improve my writing*

Data for Monitoring Progress

Fall and Spring Writing Diagnostics

Alberta Education Measure Results Report

- *The language arts I am learning at school is interesting to me.*





Learning Excellence Actions

- Utilize consistent, specific and timely formative assessment practices to move student learning forward
- Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified outcomes
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments
- Build reciprocal reading writing strategies to explicitly teach and support planning, idea development, organization, edits
- Build opportunities for student voice and choice in text selection, task design, and assessment
- Ensure meaningful daily reading and writing tasks in all content areas
- Clearly articulate learning intentions
- Build, share, and use exemplars with students to enrich student understanding of success criteria
- Use formative assessment to monitor progress towards learning goal.
- Utilize consistent, specific and timely formative assessment practices to move student learning forward
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with self-assessments

Well-Being Actions

- *Classroom:*
 - *Document and support instruction and learning in intentional ways*
- *Promote growth mindset language in writing feedback (focus on effort, strategies, and process).*
- *Provide daily structured and supported writing times*
- *School:*
 - *PLCs*
 - *Collaborative Response*
 - *Grade team meetings*
 - *Book Study work towards the Learning Excellence outcomes*
 - *Celebrate student writing through school-wide publishing events, bulletin boards, or digital showcases.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *List of actions connected to and based on T&R, D, and I Data Story you will take to work towards the Learning Excellence outcomes*
- *Include authentic Indigenous texts and local community stories as mentor texts.*
- *Integrate multilingual writing prompts that invite students to draw on home language or culture.*
- *Highlight voices from underrepresented authors to broaden student writing perspectives.*





Professional Learning

- *Book study: "Teaching Writing in the Middle School" (Graham & Perin) or "The Writing Revolution."*
- *Workshops on inclusive literacy and anti-bias text selection.*

Structures and Processes

- *Writing PLCs embedded into staff meetings twice per month.*
- *Grade Team Moderation sessions using exemplars and calibration discussions.*
- *Shared digital repository of exemplars, rubrics, and student samples.*

Resources

- *CBE Literacy Framework*
- *Writing Exemplars (Grades 6–9, CBE repository)*
- *Google Formative Assessment Templates*
- *Inclusive Education Supports for ELL and diverse learners*
- *Mentor Text Library featuring Canadian, Indigenous, and global authors*

School Development Plan – Data Story

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.

P GOAL ONE: Student Will Have an Improved Sense of Belonging at School

Outcome one: *Students experience in building trusting relationships within the school community (peer-to-peer, student to-student, student-to-staff will improve*

Celebrations

- *The OurSchool survey shows an overall improvement in Connectedness and Belonging of 8.6%*
- *The Alberta Education Assurance Survey shows improvement in both sense of belonging and feeling welcome at school.*
- *The CBE Student Survey also shows improvements in both feeling included and welcomed at school*

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





Areas for Growth

- *How can we improve students' perception around "feeling safe" at school.*
- *What additional things can we implement to improve how students care about one another.*
- *Ensure students know where they can go to get help with problems not related to schoolwork.*

Next Steps

- *Looking at all three surveys, we have determined that we will continue to move forward with working on belonging and connectedness, re-focus our outcome on "Safety" at school and ensuring teachers are "checking in" regularly on student well-being.*



**2024-25 SDP GOAL TWO: Student Achievement in Literacy will Improve**

Outcome one: Student achievement in writing will improve through explicit instruction.

Celebrations

- Our report cards indicate that we stayed fairly consistent in writing as a school
- Students improved in their belief that they are “good and competent” writers.
- Students improved in their understanding of how they can continue to improve in their writing

Areas for Growth

- To work toward greater growth as seen in the report card indicators for “Writes to develop, organize and express information and ideas”.
- Develop professional learning to support better engagement in language arts so student find greater enjoyment.

Next Steps

- *Based on results from Writing on Report Cards, we will continue to work on writing skills.*
- *We will begin the year with locally developed writing assessments to determine next steps and cycles throughout the year to monitor progress.*

