



Dr. Martha Cohen 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 Mathematics and Writing last year and the following results help us to prioritize and provide a direction and focus for upcoming year(s).

LITERACY:

Report Card Data for the entire school: "Writes to express ideas"

Grade	% of Indicator 1	% of Indicator 2	% of Indicator 3	% of Indicator 4
Grade 6	4.7	47	35.6	8.5
Grade 7	1.3	33.3	43.6	15.4
Grade 8	4.2	44.3	31.3	15.1
Grade 9	7	28.3	40	20.7
School Avg.	4.2	38.4	37.8	14.7

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

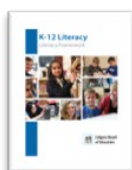
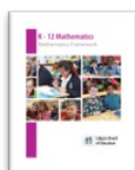
See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements


Provincial Achievement Test – Part A: Writing and Part B: Reading
 – (Grade 9 only, grade 6 did not write ELA)

Part A and B	Dr. Martha Cohen	Province
A – Writing Acceptable Standard	84.8	86.6
A – Writing Standard of Excellence	14.1	16.3
A – Writing Below Acceptable Standard	15.7	13.4
B - Reading Acceptable Standard	80.6	78.9
B - Reading Standard of Excellence	19.9	20.2
B - Reading Below Acceptable Standard	19.4	21.1

Last year our report cards indicated that 42.6% of our student were receiving a 1 or a 2 on their report cards in the area of writing. This is slightly higher than those receiving a 1 or a 2 in Reading. Our focus on writing last year has helped elevate our results somewhat, but we believe that we would like to further commit to improving writing.

In addition, on our grade 9 PAT results, our writing is slightly below our Reading results, also indicating that a further focus on writing would be beneficial for our learners. Unfortunately grade 6's in the province did not write a PAT in EAL so we do not have results in this area.





Well-Being

Literacy/Writing Questions	CBE Student Survey	
	Spring 2023	Spring 2024
I am a good writer.	74.65% Agree	74.48% Agree
I have the opportunity to receive feedback from others to improve my writing.	57.03% Agree	50.41% Agree
I have the opportunity to learn with different people in different spaces to improve my reading and writing skills.	49.61% Agree	46.34% Agree

In addition, according to our perception data from the CBE Student Survey, there was a drop for students agreeing with the following two statements:

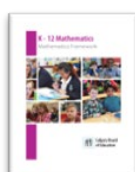
- I have the opportunity to receive feedback from others to improve my writing by 7%.
- I have the opportunity to learn with different people in different spaces to improve my reading and writing skills by 3%.

In regard to the statement, “I am a good writer”, the results were similar each year, but the desire is to increase the perception for students in this area. We want our students to have confidence in themselves in writing.

When it comes to an overall sense of well-being, we look at factors related to belonging and safety.

Belonging and Safety Questions	Spring 2023			Spring 2024		
	Assurance Survey	CBE Student Survey	OurSchool Survey	Assurance Survey	CBE Student Survey	OurSchool Survey
School Connectedness and Belonging Overall Agreement	76.09% Agree			71.01% Agree		
Sense of Belonging	75% Agree	66.35% Agree	70.65% Agree	74% Agree	59.68% Agree	52.7% Agree
Feels Accepted/Included		66.35% Agree	60.55% Agree		59.68% Agree	74.87% Agree
Feels Safe at School	78% Agree		73.23% Agree	68% Agree	62.81% Agree	66.01% Agree
Connected to at Least One Adult in the School		68.3% Agree			65.24% Agree	

In all but one area we have seen a drop from 2023 to 2024 across three different surveys. When looking at each survey, we looked for similar questions to cross reference how students were feeling or their overall perception. What we found is that we need to focus on specific opportunities to improve in these areas to support student sense of belonging and safety.





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

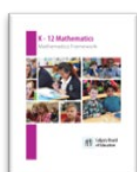
Students and employees experience a sense of belonging and connection

- 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

Truth & Reconciliation, Diversity, and Inclusion

Our school demographics represent the diverse population, 18% percent of students are English as an Additional Language (EAL) learners, 20% of students with learning exceptionalities are supported by an Individual Program Plan (IPP), and 4.5% of students self-identify as Indigenous. A significant number of students reported having positive relationships with friends and family and noted that there are high expectations for their success in learning, according to the CBE Student Survey. Additionally, the data below offers insights into students' perceptions of inclusion and diversity within the school environment. This information highlights the need to enhance classroom opportunities where students can connect with their identity and cultural representation through daily learning experiences and increase their sense of belonging and the need to address timely topics such as racism in order for everyone, regardless of background, to feel like they belong.

Survey Questions	Spring 2023	Spring 2024
I see my culture reflected in my school	42.54% Agree	43.41% Agree
When racism and discrimination occur at my school, my school takes steps to address it.		67.82% Agree





School Development Plan – Year 1 of 3

School Goal

Students will have an improved sense of belonging at school

Outcome:

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

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

- Harvard Relationship Mapping survey
- Teacher perception feedback using [SEL Competencies](#)
- School Developed Survey Questions

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

Professional Learning

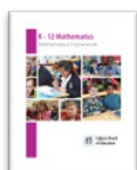
- Middle Schools SEL Working Group

Structures and Processes

- Student Well-Being Action Team
- Weekly Holistic Student

Resources

- [Student Well-Being Framework &](#)





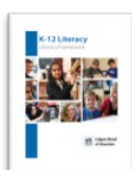
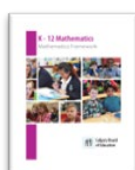
- Well-Being break out session for Middle Years
- Engage in professional learning about Comprehensive School Health
- Middle Schools Student Well-Being Symposium
- Professional Learning in the Spirit and Heart Domains

- Support (HSS) Circle meetings
- Collaborative Response Meetings
 - Grade Team meetings
 - School Learning Teams (SLT)
 - Student Services Team

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 1 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 Achievement
 - Writes to develop, organize and express information and ideas
- PAT – Grade 6 and 9 Part A
- Alberta Education Measure Results Report
 - The language arts I am learning at school is interesting to me.
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Data for Monitoring Progress

- Student Perception Data – CBE Student Survey Results
 - I am a good writer (competent)
- Fall and Spring Writing Diagnostics

Learning Excellence Actions

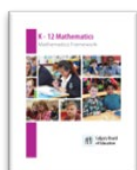
- Utilize consistent, specific and timely formative assessment practices to move student learning forward
- Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified outcomes
- Consistently use and reference mentor texts, writing exemplars, 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

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment
- Honour student voice and choice
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide feedback that moves learners forward.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Use technologies intentionally and purposefully that support literacy practices and represent learning
- Foster student identity as a reader and writer

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students with opportunities to interactively and collaboratively construct text(s)
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Empower students to have voice in learning, assessment, and decisions
- Consider relevancy and representation when selecting texts
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Decolonize curriculum resources by replacing stories that favour Western worldviews with Indigenous worldviews





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

- Create learning spaces that provide learners with a safe and respectful environment
- Honour student voice and choice
- Engage learners in goal setting, self assessment, and/or reflection
- Complete and refer to students' reading and/or writing interest surveys

Professional Learning

- System Professional Learning
- [ELA/ELAL Insite | Professional Learning](#)
- [Assessment & Reporting Insite | Professional Learning](#)
- Suggested Topics:
- Explore Self-regulated Strategy Development (SRSD, on SAM), CBE PL network, calibration, triangulation, Writing Rope

Structures and Processes

- Classroom:
 - Document and support instruction and learning in intentional ways
 - Provide daily structured and supported writing times
- School:
 - PLCs
 - Collaborative Response
 - Grade team meetings
 - Book Study

Resources

- [ELA/ELAL Insite | Teaching Practices](#) (scroll to Writing for resources and professional readings)
- Reading and Interventions:
- [ELA/ELAL Insite | Equity & Interventions](#)
- *The Writing Revolution 2.0*

