

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

Sir John Franklin 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 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.

<https://sirjohnfranklin.cbe.ab.ca/documents/d9301db1-637d-446b-b409-5b0574cf4880/School-Improvement-Results-Report.pdf>

**School Goal**

Students' excellence in literacy will improve.

Outcome

Students' written communication will improve through a focus on vocabulary development and sustained writing.

Outcome Measures

- Grade 6 and 9 PATs (ELA – writing)
- Report Card data
- Alberta K-12 ESL Proficiency Benchmarks
- LEAD CC3, IPT Writing

Data for Monitoring Progress

- School based PLC common assessments
- Formative and summative assessment on literacy outcomes
- Teacher perception data regarding impact on professional growth

Learning Excellence Actions

- Focus on key components of vocabulary development through word-learning strategies in all classes
- Teachers will use graphic organizers, modeling, and flexible groupings to support all learners.

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth to increase competence and confidence in writing.
- Students will set goals and measure sustained writing
- Teachers will use SEL to model joy and growth mindsets in relation to writing.

Truth & Reconciliation, Diversity and Inclusion Actions

- Consistently provide opportunities for students to learn and relearn appropriate vocabulary, practice, and model having difficult conversations (including conversations about discrimination and racism), followed by written reflections.
- Teachers will use interactive writing tasks for EAL LP1 and LP2 learners
- Utilize culturally relevant texts and resources

Professional Learning

- Professional Learning around CASEL to increase student confidence in writing
- Literacy and SEL Middle Years working groups
- [An Integrated Approach to Supporting Student Literacy Development](#)

Structures and Processes

- Collaborative Response focused through the lens of the 5 SEL competencies for literacy confidence
- Professional Development for staff around use of SEL in all programs and classes

Resources

- [CASEL fundamentals and sample teaching activities](#)
- [Social Emotional Learning for Well-Being Brightspace by D2L Resource](#)
- [An Integrated Approach to Supporting Student Literacy Development](#)
- [The Writing Revolution](#)
- Diversity and Inclusion specialists



**School Goal**

Students will have an improved sense of connection and belonging.

Outcome:

Student's experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve.

Outcome Measures

Student perception data on AEA, CBE, and OurSchool Surveys:

- “There is at least one adult at school I really connect with”
- “At school, I feel like I belong”
- “I feel accepted by peers”
- “I have positive relationships with friends and family”
- “My school makes an effort to prevent bullying”
- “When racism and/or discrimination occur at my school, my school takes steps to address it”
- “I’m an ally to people who look, behave, speak and/or identify differently than me”
- “I am encouraged to be involved in activities that help the community”

Data for Monitoring Progress

- SJF Connection mapping activity (Sept, Jan, May)
- Student participation in clubs, teams, and community challenges
- SJF Student Voice data to engage all students
- CBE student survey
- Students who identify as Indigenous and EAL learners' attendance data
- Teacher perception feedback

Learning Excellence**Actions**

- Work with students to develop structures to support connectedness between classes, programs, and grade groupings
- Explicit instruction of Social Emotion Competencies to support students individually and in social circumstances

Well-Being Actions

- Structured opportunities in Phoenix communities to deepen student connection between classes/grades/programs
- Advertise/encourage students to engage in clubs and teams. Increase opportunities for cross grade/program connection
- Student Well-being Action Team develops school-wide initiatives based on Middle School Well-Being Symposium Learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school professional development and planning to develop extended programs and safe spaces that encompass diverse students' skills and interests
- Continue schoolwide and classroom learning environments that are culturally responsive and focused on building relationships and community

Professional Learning

- SEL Lead Teacher Professional Development
- Diversity and Inclusion Professional Development
- Middle Schools Student Well-Being Symposium

Structures and Processes

- Grade 8/9 Leadership class
- Student Well-Being Action Team
- Blended PE/option classes
- Sharing of clubs and teams via announcements/TV display
- Blended staff committees and working groups

Resources

- CASEL sample teaching activities
- SEL Lead Teacher
- Student Well-Being Framework and Companion Guide
- SEL Brightspace by D2L
- School Walk Around Tool
- Dates of Significance
- Diversity & Inclusion Professional Learning on insite



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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

2024-25 SDP GOAL ONE: Student excellence in literacy will improve

Outcome one: Students' written communication will improve through a focus on vocabulary development and sustained writing

Celebrations

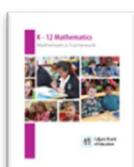
- Growth in proficient/mastery writing levels across all attributes, with increases up to 21.6% (Form) and notable gains in Meaning and Style.
- Teachers observed improved perseverance and engagement in writing tasks across all subject areas.
- Strong Writing PAT performance among Grade 6 students (93% acceptable, 7% excellence) and significant success among Grade 9 students with learning codes (68% acceptable, 7.1% excellence).

Areas for Growth

- Writing Conventions showed the smallest gains (+7.7%), indicating ongoing challenges in spelling, grammar, and sentence fluency.
- Grade 9 Writing results remain below Grade 6 performance, pointing to a need for ongoing skill development across grades.
- Students who are not formally coded require more targeted literacy supports to achieve consistent success.

Next Steps

- Enhance explicit instruction and literacy intervention through small-group work and universal strategies.
- Expand access to targeted literacy interventions so more students can benefit from strategies successful with coded learners.
- Continue Disciplinary Literacy Professional Learning Series to support vocabulary development strategies and sustained writing from Grades 5–9 across all subject areas.





2024-25 SDP GOAL TWO: Students will have an improved sense of connection and belonging

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

Celebrations

- A large increase in students reporting a strong connection to at least one adult (from 48% in 2021 to 77% in 2025).
- Growth in Sense of Belonging (+10%) and Positive Relationships (+3%), with strong comparative results to Canadian norms.
- Expanded extra-curricular and culturally responsive learning opportunities resulted in higher student-reported accessibility (73% → 87%) and meaningful engagement with Elders and Knowledge Keepers.

Areas for Growth

- Peer-to-peer belonging remains inconsistent, with only 46%–63% of students feeling welcome or included.
- Some students continue to struggle with peer dynamics reporting decreased rates of “students caring about each other”
- Although improvements were noted in school response, continued lack of understanding of school responses to bullying

Next Steps

- Continued structured opportunities for cross-program and cross-grade peer connection within Phoenix Communities.
- Universal and targeted support around Social Emotional Learning strategies for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Continue expanding student-led and interest-based clubs and activities to strengthen belonging.

