



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 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

Diagnostic assessments including the D-ORF (Oral Reading Fluency Test), MIPI (Math Intervention/Programming Instrument), and WRAT (Wide Range Achievement Test), coupled with report card indicators and perception data from teachers show an overall improvement in both student reading abilities and their willingness to engage and persevere with challenging learning tasks. An increase in students coming to SJF in need of intensive supports in reading and writing shows a need for targeted reading and writing intervention for students at all grade levels.

Well-Being

Sir John Franklin is the home of three very unique programs and draws students from the entire north of Calgary. As such, focusing on the continuum of well-being: safety, connection, and sense of belonging has shown to be a vital part of students' willingness to engage in learning and build healthy relationships with others. Through tools like the CBE Student Survey and the OurSchool survey, we have seen aspects of this improve significantly, such as connection to an adult in the building and school being a place where students feel they belong, however areas such as positive peer relationships and connection to community are areas in which we can continue to improve.



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

Through the CBE Student Survey, students have indicated a desire for increased opportunities to learn about the many cultures represented in our school. This includes a more active connection to our schools' Truth and Reconciliation commitment. Students have also indicated a need to see and understand how racism and discrimination can be actively addressed, as well as have opportunities to be an active part of leading change and improving our school.





School Development Plan – Year 1 of 3

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 (Castles and Coltheart 3), IPT (Independent Proficiency Test) 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

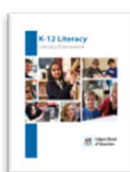
- Professional Learning around CASEL to increase student confidence in writing
- Literacy and SEL Middle Years working groups
- [An Integrated Approach to Supporting Student Literacy Development](#)

Structures and Processes

- 6-week iterative cycles with EAL specialist
- Collaborative Response focused through the lens of the 5 SEL competencies for literacy confidence

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
- EAL specialist





School Development Plan – Year 1 of 3

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 and sense of belonging 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
- Work with Mount Royal University on Ani to Pisi project

Professional Learning

- Well-Being break-out session for Middle Years PLS
- 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
- Student Well-Being Framework and Companion Guide
- SEL Brightspace by D2L
- School Walk Around Tool
- Dates of Significance
- Diversity & Inclusion Professional Learning on insite

