**Tom Baines School**

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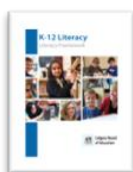
# School Development Planning

## 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://tombaines.cbe.ab.ca/documents/Tom_Baines-SIRR-2024-25.pdf

# Calgary Board of Education

# School Development Plan – Year 2 of 3

**School Goal**
Student achievement in literacy will improve.

**Outcome:**
Student achievement in comprehending and applying vocabulary will improve through disciplinary literacy.

**Outcome Measures**
- Pre-assessment and post-assessment data will be collected in mathematics focusing on vocabulary matching assessments. Two cycles of pre and post-assessment data will be collected by June 2026.
- MIPI data will be collected in the Fall of 2025 and measured against data from previous years for better understanding of pre-assessment
- Pre-assessment and post-assessment data will be collected in all subjects, focusing on student use of subject-related and academic vocabulary in written work. Two cycles of data collection by June 2026
- CORE vocabulary data will be collected and analyzed in September 2025 and June 2026 to determine growth in understanding of grade-level vocabulary
- Dibels – reading assessments in Fall and Spring to assess vocabulary in context

**Data for Monitoring Progress**
- Teacher Perception Data on student understanding and application of discipline specific vocabulary. This will be regular focus in all PLC work
- Teacher feedback on professional learning to support strategies for building disciplinary literacy (PLC work). Collect data of strategies during Department Meetings
- Access to Continuum of Supports through classroom or resource (SLT process and CTM).

**Learning Excellence Actions**
- Utilize high-impact strategies to engage students in vocabulary and word learning through all disciplines
- Provide rich and varied language experiences in all subjects
- Focus on teaching individual words through use of Frayer Models
- EAL Strategist Support

**Well-Being Actions**
- Create learning spaces that provide learners with a safe and respectful environment, specifically focusing on a community room
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within disciplines
- Provide feedback that moves learners forward and have this feedback be prioritized during PLC work

**Truth & Reconciliation, Diversity and Inclusion Actions**
- Utilize scaffolding strategies to support multilingual learners
- Empower students to have voice in learning, assessment and decision-making
- Focus on vocabulary in student first languages through EAL sheltered classes

| Professional Learning | Structures and Processes | Resources |
|---|---|---|
| ▪ Middle Year System Professional Learning<br>▪ Study of and participation in 'The Writing Revolution' with a focus on vocabulary development<br>▪ K-12 Literacy Framework<br>▪ K-12 Mathematics Framework<br>▪ Assessment and Reporting Sessions | ▪ Classroom supports including meaningful vocabulary building tasks that span content areas, word walls, front loading of vocabulary<br>▪ School supports that include PLC, SLT, Collaborative Response and RTI support | ▪ Vocabulary section of Literacy Framework<br>▪ Reading Assessment Decision Tree (RAD)<br>▪ Student Services expertise<br>▪ CBE Frameworks<br>▪ Wordly Wise series (4th edition) |

# School Development Plan – Year 2 of 3

**School Goal**
Students will have an increased sense of belonging and connectedness.

**Outcome:**
Students will develop trusting relationships within the school community.

**Outcome Measures**
- Student perceptions on in-school belonging survey – grades 6-9
- Student responses on student-to-student mapping – grades 6-9
- Student responses on CBE Student survey questions – specifically questions on "I feel included and I feel welcomed at school" – grades 6-9
- Student responses on CBE Student survey questions – specifically questions on "I can learn with and from people who look, think, or behave differently than me." – grades 6-9
- Student responses to AEA Survey – specifically questions on "At school I feel like I belong, or I feel welcomed at my school." – Grade 7
- Stuent responses to optional questions added to the OurSCHOOL and CBE surveys – grades 6-9
- Teacher perceptions of student feelings of connection and belonging through Homeroom discussions

**Data for Monitoring Progress**
- Teacher Feedback (PLC and CTM)
- Comparative data on in-school belonging surveys
- Rates of engagement in school activities (school teams, clubs, spirit days, etc.) with lists provided to admin
- Student attendance rates
- SLT supports including guidance referrals, SLT referrals for mental health concerns, Homework Hotel attendance
- Office referrals and reasons
- CTM notes

### Learning Excellence Actions

- Utilize data to direct teaching practices to support student belonging
- Focus on regulation with specific, identified students
- Discussions around healthy relationships in Health class and Homeroom
- Explicit instruction of Dimensions of Wellness

### Well-Being Actions

- Promote, encourage and support students to engage in extra-curricular opportunities
- Focus on student council and leadership classes to develop and implement school wide initiatives to encourage belonging and well-being
- Increase opportunities for students to spend more time together, across grades and classes (homeroom, assemblies, etc.)

### Truth & Reconciliation, Diversity and Inclusion Actions

- Whole school planning to create programming (complementary courses) and other opportunities that meet the needs and wants of students
- Increased focus on culture and traditions being showcased throughout the school
- Increased Professional Learning to develop capacity of educators on building meaningful, intentional and foundational knowledge on racism and discrimination in classrooms and communities

### Professional Learning
- System Professional Development on Wellness
- Middle School Well-Being Symposium and PL
- Increase of Grade Team meetings to focus on well-being goals of students
- Study of the CBE Student Well-Being Framework
- Casel D2L Shell

### Structures and Processes
- Homeroom teacher planning time and support from leadership
- Collaborative Team Meetings
- Professional Learning Communities
- Homeroom periods and teaching triads
- Tiered level of supports

### Resources
- Relationship mapping (student to student and student to adult)
- CBE Student Well-Being Framework and companion guide
- Leadership team study of AMLE "The Successful Middle School"
- Internal and external well-being surveys

# School Development Plan – Data Story

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

Outcome one: Student achievement in comprehending and applying vocabulary will improve through disciplinary literacy.

## Celebrations

- 94% of students indicated that "I understand what I read" (CBE student survey).

- Fewer grade 7 students received an indicator of 1 on their reading and writing report card stems (1.9% decrease in reading, 1.4% decrease in writing).
- Fewer grade 8 students received an indicator of 1 on their reading and writing report card stems (1.3% decrease in reading, 2.2% decrease in writing).
- High achievement on Grade 6 Provincial Achievement Tests
    - 46.5% of students achieved a level of excellence in Social Studies
    - 38.7% of students achieved a level of excellence in Mathematics
- High achievement on grade 9 Provincial Achievement Tests
    - 46.1% of students achieved a level of excellence in Social Studies
    - 44.9% of students achieved a level of excellence in Mathematics
- Teachers are providing fair and consistent assessment practices for vocabulary development.

## Areas for Growth

- Only 58% of students feel they learn with different people in different spaces (CBE student survey), highlighting a need to strengthen flexible, collaborative environments.
- Report card data indicated that there was an increase in grade 6 students receiving an indicator of 1 in writing. It also indicated an increase in grade 9 students receiving an indicator of 1 in reading. Highlighting the need to continue working towards improvements in vocabulary development.

## Next Steps

- Teachers will provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within disciplines. This will include the use of models to demonstrate and elaborate vocabulary through writing.
- Teachers will use Frayer Models and/or word walls to teach individual words for all subjects.
- Front loading vocab and high impact strategies from the EAL strategist.
- Students would benefit from greater exposure to new vocabulary and dedicated time in class to learn new words in both reading and writing tasks.

## 2024-25 SDP GOAL TWO: Students will have an increased sense of belonging and connectedness

Outcome one: Students will develop trusting relationships within the school community

### Celebrations

- An increase of 3% students who feel included and welcome at our school (CBE student survey: 73% felt included, 75% felt welcome).
- Alberta Education Assurance Measure Survey indicates that 83% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe (82% in 2023-2024, 83% in 2024-2025).
- 89% of students believe that their school is a place where learning and extra-curricular activities are safe and accessible (CBE student survey). This aligns with the engagement levels seen in lunch and after school activities.
- 80% of teachers, parents and students are satisfied that students model the characteristics of active citizenship (Alberta Education Assurance Measure Survey). This is also seen in the number of student requests for joining leadership classes and students involved with student council.

### Areas for Growth

- 61% of students agree that students respect each other at school (Alberta Education Assurance Measure Survey). This indicates a need to develop healthy relationships among students.
- 60% of students "see (their) culture reflected in (their) school" (OurSchool survey) and 43% of students have another language as their primary language, suggesting that traditions and culture need to be more visible at Tom Baines.
- 3% fewer students agree that "my school makes an effort to prevent and reduce bullying" (CBE student survey: 72%). This suggests that intentional work on respectful community practices – grounded in SEL competencies like self-awareness and self-management is needed.

### Next Steps

- Provide explicit instruction of Dimensions of Wellness during Homeroom classes.
- Explore ways to embed SEL (Social Emotional Learning) competencies (Self-awareness, self-management) through Wellness curriculum task design and assessment planning.

- Increase student involvement in school-wide initiatives by having student council and Leadership classes develop and implement activities that encourage belonging and well-being.
- Increased focus on culture and traditions being showcased throughout the school and during weekly announcements through student leadership classes.