

A.E. Cross 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Student Achievement in Grade 9 Provincial Achievement Tests highlight a need for growth in writing throughout the disciplines. Additionally, targeted support for learners in mathematics is critical.

Subject	A.E. Cross School		Province of Alberta	
	Acceptable Standard	Standard of Excellence	Acceptable Standard	Standard of Excellence
ELA (Reading)	78.0%	23.4%	78.9%	20.2%
ELA (Writing)	78.0%	7.8%	86.6%	16.3%
Math (Part A)	44.3%	20.8%	45.0%	19.9%
Math (Part B)	67.1%	22.1%	68.9%	17.0%
Social Studies	67.4%	13.9%	70.8%	19.6%
Science	77.1%	22.9%	78.4%	23.5%

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



Report card data for Literacy and Numeracy indicate further focus on disciplinary literacy is needed. Additional focus on engagement and support with learners in Math who are not meeting program of studies expectations is needed.

Course	Stem	Indicator 1	Indicator 2	Indicator 3	Indicator 4
ELA 7	Reads to Explore, Construct and Extend Meaning	11.0%	31.1%	30.6%	22.5%
ELA 8	Reads to Explore, Construct and Extend Meaning	6.2%	28.2%	40.4%	21.3%
ELA 9	Reads to Explore, Construct and Extend Meaning	7.6%	24.4%	29.6%	32.2%
ELA 7	Writes to develop, organize and express information and ideas	10.6%	32.1%	30.4%	23.2%
ELA 8	Writes to develop, organize and express information and ideas	3.0%	33.3%	41.1%	18.0%
ELA 9	Writes to develop, organize and express information and ideas	5.9%	28.2%	34.5%	27.5%
Math 7	Number	30.9%	25.3%	21.6%	21.7%
Math 8	Number	13.7%	26.0%	28.4%	30.7%
Math 9	Number	22.9%	23.3%	21.4%	28.7%
Math 7	Patterns and Relations	29.6%	24.3%	26.0%	19.6%
Math 8	Patterns and Relations	13.8%	25.8%	24.7%	34.5%
Math 9	Patterns and Relations	21.7%	19.9%	20.1%	35.1%
Math 7	Shape and Space	26.0%	29.6%	27.4%	16.5%
Math 8	Shape and Space	13.8%	27.4%	30.0%	27.2%
Math 9	Shape and Space	15.5%	14.2%	23.5%	46.2%
Math 7	Statistics and Probability	22.7%	31.9%	28.0%	16.6%
Math 8	Statistics and Probability	19.0%	29.8%	26.4%	23.7%
Math 9	Statistics and Probability	7.3%	13.8%	31.9%	44.8%

Student engagement is an area that was emphasized throughout A.E. Cross during 2023-2024. Professional Learning was completed around task design and ensuring that students were involved in the assessment process.

Students reported on the Alberta Assurance Survey the following data:

- 57% of students said that they “understand the Math I am learning at school is useful to me”
- 38% of students said that “the math I am learning is interesting to me”
- 78% of students said that that “understand the Language Arts I am learning at school is useful to me”
- 66% of students said that “the Language Arts I am learning is interesting to me”

Following the administration of the Assurance Survey in February, additional in-school survey data showed that student’s engagement level increased in class.

Well-Being

Well-Being Data Measures

	2021-2022	2022-2023	2023-2024
School Connectedness and Belonging	65.77%	71.75%	66.83%
Resilience and Mental Health Regulation	67.90%	68.81%	64.06%
Diversity and Inclusion	56.37%	62.90%	56.75%
	68.05%	56.93%	61.57%





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

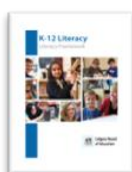
Students and employees experience a sense of belonging and connection

- 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

Staff emphasized the importance of connecting with students in their classes and in the hallways. The percentage of students responding Always or Often that they have “at least 1 adult who I really connect with” increased by 4.49%.

Truth & Reconciliation, Diversity, and Inclusion

We have seen an increase in some of the measures surrounding Truth & Reconciliation, Diversity and Inclusion over the past year at A.E. Cross School. Overall, Diversity and Inclusion well-being measures increased by 4.64%. 80.91% of students report that have been exposed to “learning about Indigenous way of being, belonging, doing and knowing” while in class at A.E. Cross. A positive over the 2023-2024 school year is the increase of the number of students reporting that they can see their culture reflected in their school (+9.0%) and students saying that they get to learn from Indigenous Elders and Knowledge Keepers (+8.44%). A continued focus will be spent on the infusion of Indigenous Ways of Knowing and Teaching into all classrooms of A.E. Cross and an increased emphasis on improving Indigenous students' achievement, particularly in Mathematics.





School Development Plan – Year 1 of 3

School Goal

Student Achievement in Literacy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve in literacy and well-being.

Outcome (Optional)

Student confidence and achievement in all disciplines (English Language Arts (ELA), Mathematics, Social Studies, Science) will improve through engaging task design and assessment practices.

Outcome Measures

ELA Report Card Indicators

- Reads to explore, construct and extend understanding
- Writes to develop, organize and express information and ideas

Math Report Card Indicators

- Number – Develops number sense and applies strategies for computation and estimation
- Patterns and Relations – uses algebraic reasoning to represent patterns and relationships
- Shape and Space – applies spatial reasoning and measurement to make sense of the natural world
- Statistics and Probability – uses probability and data to make predictions and answer questions

Provincial Achievement Tests

- Grade 9 ELA – Reading and Writing
- Grade 9 Mathematics – Part A and B

Alberta Education Assurance Measures

- Category – Student Growth and Achievement: “I understand how the language arts I am learning at school is useful to me”
- Category – Student Growth and Achievement: “I understand how the mathematics I am learning at school is useful to me”
- Category – Student Growth and Achievement: “The language arts I am learning is interesting to me”
- Category – Student Growth and Achievement: “The mathematics I am learning is interesting to me”

CBE Student Survey

- Stem - “I have confidence in myself as a student.”

Data for Monitoring Progress

Internal Tracking

- Collaborative Response
- English as an Additional Language Benchmarking
- Common Assessments developed in Professional Learning Communities

Formative Progress

- Reading Assessment Decision Tree – Literacy tracking spreadsheets
- School-generated mathematics tracking sheets

Perception Data

- Teacher perception data on the use of disciplinary literacy strategies learned through professional learning throughout the year
- Regularly administered school-generated student engagement and student confidence survey questions
- Data collected during RTI Blocks

Learning Excellence Actions

Utilize high-impact literacy strategies for reading, vocabulary and word learning across all disciplines

- Include writing lessons and writing opportunities within content areas that reflect authentic writing

Well-Being Actions

Create learning spaces that provide learners with a safe and respectful learning environments

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, peer-

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources

- Utilize and provide access to inclusive, linguistically diverse (for both English as





opportunities within the various disciplines

- Provide students with learning opportunities that mirror the reasons, texts, and application of thinking skills that would be found within a discipline

assessment, and/or reflection

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within different disciplines

an Additional Language Learners and Learners in the Spanish Bilingual Program), cultural diverse, and inviting texts

- Empower students to have voice in learning, assessment, and decision making
- Identify and leverage each student's strengths

Professional Learning

CBE Professional Learning Series

- Middle Years Professional Learning Series
- Improving Reading for Older Students (IROS) Modules
- ELA/ELAL Insite | Professional Learning
- Book Study – Cultivating a Classroom of Calm – Meredith McNerney
- Assessment and Reporting Insite
- EAL Insite | Professional Learning
- EAL Strategist – Nicole Sidhu

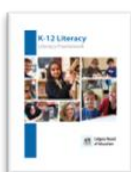
Structures and Processes

School-Based

- Include meaningful reading and writing tasks that span the content areas
- Literacy and Numeracy tracking spreadsheets completed regularly
- Professional Learning Communities
- Collaborative Response Meetings
- Grade Team Meetings

Resources

- Reading Assessment Decision Tree (RAD) Grade 4-12
- ELA/ELAL Insite | Teaching Practices
- Professional Readings: Disciplinary Literacy in Action (Lent, 2018)
- Mathematics Insite | Teaching Practices and Professional Learning
- EAL Strategist – Nicole Sidhu
- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework





School Development Plan – Year 1 of 3

School Goal

Student well-being in resiliency and mental health will improve

Outcome

Students will show improvement in awareness of, and ability to engage, with strategies that develop resilience skills, both within classrooms and throughout the school

Outcome (Optional)

Optional second outcome if needed.

Outcome Measures

CBE Student Survey

- Student response to CBE Student Survey questions: "I want to keep learning even when I experience a setback", "I ask for help when I need it", "I have confidence in myself as a student" (Gr. 8, 9)

OurSCHOOL Survey

- Student responses within the OurSchool Resilience and Mental Health summary measure

Data for Monitoring Progress

Internal Tracking

- Number of SLT and ALT referrals

Perception Data

- Student perceptions of their ability to move forward after a setback
- Teacher understanding of mental health and how to support students when needed (School-based Teacher Survey)
- Student understanding of resilience and ability to seek support when needed (School-based Student Surveys)

Learning Excellence Actions

Using high impact well-being strategies to engage students

- Explore the concept of "academic identities" and the impact that a growth mindset can have on the development of student's understanding of themselves and their ability to learn
- Direct instruction about productive struggle, executive functioning skills, and resilience, to provide strategies for students to be exposed to and practice.

Well-Being Actions

Create learning spaces that provided learners with safe and respectful environments

- Introduce students to key factors of resilience and use reflection tools to explore personalized ways to develop these factors in students' social and school environment
- Understand and personalize the concept of "growth mindsets" and "fixed mindsets" and have students set specific goals with strategies

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources

- Foster a school culture that values and promotes diversity, equity, anti-racism, and inclusion
- Utilize the student-friendly Walkaround Tool to capture how diversity and inclusion are demonstrated
- Teachers will learn about and use Circle Protocols to foster safe discourse within all classrooms



**Professional Learning****CBE Professional Learning Series**

- Engage in professional learning regarding the Student Well-Being Framework and the CBE Middle Years Professional Learning Series
- Increase staff capacity to understand and apply the CASEL Framework's evidence-based strategies
- Participation in the CBE SEL Middle School's Working Group

Structures and Processes**School-Based**

- Collaborative Response and SLT meetings to identify and action tiers of supports to further develop resilience and mental health
- Whole-school targeted academic intervention groupings that begin and end with a resiliency connection

Resources

- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- CBE Well-Being Team
- SEL Brightspace by D2L Shell
- Indicators of Schoolwide SEL Walkthrough Protocol (CASEL)
- Data Dashboard – Well-being Perception Data
- Middle Years Well-Being Symposium
- Book Study: Cultivating a Classroom of Calm by Meredith McNerney

