

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 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.

[School Improvement Results Report 2024-2025](#)

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

CBE 2024-27 Education Plan



Learning Excellence

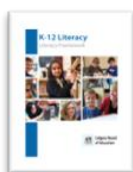
Strong student achievement for lifelong learning and success

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





School Development Plan – Year 2 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

- Common Assessments developed by teams in Professional Learning Communities
- Use of Collaborative Response to identify and target prominent issues identified in classrooms

Formative Progress

- Reading Assessment Decision Tree – Literacy Tracking Spreadsheets
- School-generated mathematics tracking sheets – aided by SaskMATH Assessment Screeners

Perception Data

- Teacher perception data on the use of disciplinary literacy and explicit writing strategies learned through professional learning and team meetings throughout the year
- Regularly administered school-generated student engagement and student confidence survey questions
- Student data collected during Response to Intervention (RTI) blocks

Learning Excellence Actions

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

- Include writing lessons and writing opportunities within content areas that reflect authentic writing
- Explicit writing instruction (sentence structure, paragraph structure, conventions) throughout ELA classes and RTI blocks

Well-Being Actions

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

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, peer-assessment, and/or reflection
- Provide repeated opportunities for learners to practice and consolidate literacy skills and

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 an Additional Language Learners and Learners in the Spanish Bilingual Program),





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

knowledge within different disciplines

- culturally diverse, and inviting texts
- Empower students to have voice in learning, assessment and decision making
- Implement talking circles in all content areas

Professional Learning

- Past Middle Years Professional Learning Series Presentations
 - Involving Students in Assessment for Self-Regulated Learning
 - Assessment to Build Student Engagement in Learning
- ELA/ELAL Insite – Professional Learning
 - Mathematics and Literacy | Intervention Resources
- Assessment and Reporting Insite
- EAL Insite | Professional Learning
- EAL Strategist

Structures and Processes

- Include meaningful reading and writing tasks that span the content areas
- Literacy and Numeracy tracking spreadsheets completed regularly
- Intentional and Targeted Writing Instruction through RTI Blocks
- Professional Learning Communities
- Collaborative Response Meetings
- Grade Team and Subject 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
- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework





School Development Plan – Year 2 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 resiliency skills, both within classrooms and throughout the school.

Outcome Measures

CBE Student Survey

- Stem – “I want to keep learning even when I experience a setback”
- Stem – “I ask for help when I need it”
- Stem – “I have confidence in myself as a student”

OurSCHOOL Survey

- Student responses within the OurSCHOOL Resilience and Mental Health summary measure
- School Well-Being Action Teams will meet on a regular basis to include and elevate student voice and impact school perception data through School Well-Being Action Plans

Data for Monitoring Progress

Internal Tracking

- Number of SLT and ALT referrals
- Develop School Well-Being Action team meetings on a regular basis (bi-weekly)

Perception Data

- Student perceptions of their ability to move forward after a setback
- 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.

- Direct instruction about productive struggle, executive functioning skills, and resilience to provide strategies for students to be exposed to and practice
- Utilize the Mental Health Literacy resources and curriculum to teach students about Mental Health and positive help-seeking behaviours
- ATA Professional Learning – Executive Functioning – Essential Skills for Deep Learning and Emotional Regulation

Well-Being Actions Create learning spaces that provide learners with safe and respectful learning environments.

- Introduce students to key competencies to build resilience through The Collaborative for Academic, Social and Emotional Learning (CASEL)
- Utilize regularly scheduled reflection time and tools to identify distractors and reflect on the implementation focus strategies
- Co-construct welcoming, caring, respectful and safe teacher and learning environments that encourage everyone to practice resiliency skills

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
- Ensure that student and staff names are pronounced correctly by all staff

Professional Learning

Structures and Processes

Resources





CBE Professional Learning

- Engage in professional learning regarding the Student Well-Being Framework and past presentations of the CBE Middle Years Professional Learning Series
- Increase staff capacity to understand and apply the CASEL Framework's evidence-based strategies

School-Based

- Collaborative Response and Student Learning Team meetings to identify and action tiers of supports to further develop resilience and mental health
- Relationship mapping activity among staff so that every student has a go-to adult within the building
- RTI block focused specifically on resilience and mental health

- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- CBE Well-Being Team
- Socio-Emotional Learning (SEL) Brightspace by D2L Shell
- Social/Emotional Lead Teacher – Mental Health Funding
- Data Dashboard – Well-Being Perception Data
- Middle Years Well-Being Symposium



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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

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

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

Celebrations

- Throughout the course of the 2024-2025 school year, the number of students earning 3s (good achievement of grade level expectations) and 4s (excellent achievement of grade level expectations) in English Language Arts and Mathematics increased.
- Grade 9 Students at A.E. Cross are outperforming other students within the Calgary Board of Education when looking at the acceptable standard on Provincial Achievement Tests in both English Language Arts (ELA) and Mathematics.
- Based on Alberta Education Assurance Survey results, students at A.E. Cross are recognizing the usefulness of English Language Arts and Mathematics more than in previous years
- The confidence of students in themselves has increased from 2023-2024 to 2024-2025

Areas for Growth

- Improving the number of students reaching the level of excellence on Provincial Achievement Tests
- Building students' written expression by focusing on explicit writing tasks in all content areas to enhance the disciplinary literacy of all students
- Improving Mathematics results for all students in terms of Report Card Indicators, Provincial Achievement Tests and Perception data from the Alberta Education Assurance Survey

Next Steps





- Analyze Provincial Achievement Test Blueprint data (when available) to identify which outcomes most often distinguish students at the standard of excellence and which outcomes students need most assistance with
- Provide targeted enrichment for students already approaching excellence – small group reasoning tasks, extended writing prompts, challenge problems
- Explicit writing instruction in all subjects, not just English Language Arts (Lab report structure in science, argument writing in social studies, precise explanation using correct vocabulary in math)
- Strengthen conceptual understanding through manipulatives and visual models in mathematics
- Focus on math vocabulary and reasoning by requiring students to explain their thinking orally and in writing
- Targeted intervention blocks for foundational skill gaps; use small-group instruction based on ongoing assessment



2024-25 SDP GOAL TWO: Student well-being in resiliency and mental health will improve

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

Celebrations

- Improvement for resilience and mental health perception measures on the CBE Student Survey
- Nearly all students have connected with an adult in the building to reach out if they are having struggles academically, emotionally or socially
- Student Learning Team process and meetings and Collaborative Response has resulted in strategies and referrals for student support throughout the school

Areas for Growth

- Improving the numbers of students who report that they want to keep learning despite setbacks
- Continuing to focus on executive functioning skills within classrooms
- Working with staff to embed Circle Protocols within all classrooms in the school to align with the Holistic Lifelong Learning Framework

Next Steps

- Work with students on goal-setting routines (SMART goal creation)
- Celebrate effort and process, not just achievement
- Model the process of productive struggle within classrooms by verbalizing mistakes and how to work through them
- Collaboration amongst staff during meetings to share strategies and identify students that might need further executive functioning supports
- Use circles to support curriculum – e.g., discussing perspectives in Social Studies, reflecting on lab outcomes in science, exploring themes in ELA
- Administration will connect more often with brand new families to A.E. Cross to ensure students feel connected to the school and feel as though they have someone to talk to if they are having difficulties

