Captain Nichola Goddard

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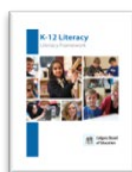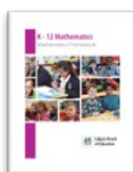
School Development Planning

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 2024-25

School Goal
Student achievement in literacy will improve.

Outcome:
Student achievement in reading and writing will improve through a focus on vocabulary development.

Outcome Measures
- *PAT Results ELA Part B*
- *Report Card Indicators Reading*
- *LP level progression*
- *AEAMs Survey: Correlating questions include:*
  - *The language arts I am learning at school is interesting to me*
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:*
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include:*
  - *I understand what I read*
  - *I have the opportunity to receive feedback from others to improve my writing*
  - *I have the opportunity to read interesting books*

Data for Monitoring Progress
- *Reading assessment decision tree (Core vocabulary maze results)*
- *Teacher perception data on use of diagnostic reading assessments and teaching identified vocabulary strategies*

Learning Excellence Actions

- *Use the Reading Assessment Decision Tree to guide next steps to support students*
- *Build vocabulary by providing rich and varied language experiences,*
- *Model and scaffold how to record knowledge and vocabulary from content matter in an authentic and recursive way*

Well-Being Actions

- *Create learning spaces that provide learners with a safe and respectful environment*
- *Provide easy access to a variety of organized learning materials and responsive spaces*
- *Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge*

Truth & Reconciliation, Diversity and Inclusion Actions
- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts*
- *Consider relevancy and representation when selecting texts*
- *Provide students with opportunities to interactively and collaboratively construct text(s)*
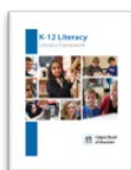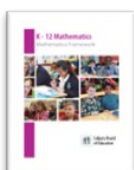
Professional Learning
- *System Professional Learning*

Structures and Processes
Classroom:
- *Use classroom routines to create a vocabulary-rich learning environment*

Resources
- *Understanding Reading Gr 4-9 (CBE Resource)*

- *Diversity and Learning Professional Learning Series (D2L)*
- *Middle School Professional Learning Series*
- *Social Emotional Learning (SEL) Middle Years working group*

- *Document and support instruction and learning in intentional ways*
School:
- *PLCs*
- *Collaborative Response Grade team meetings*

- *Reading Assessment Decision Tree (RAD) Gr 4-12*
- *ELA/ELAL Insite | Teaching Practices (scroll to Comprehension for resources and professional readings)*
- *EAL Strategist Reading and Interventions:*
- *ELA/ELAL Insite | Equity & Interventions*

School Development Plan – Year 2 of 3

School Goal
*Working and learning environments promote equity, diversity, and inclusion.*

Outcome:
Students experiencing inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Outcome Measures
- *AEAMs Survey*
- *Student Perception Data – CBE Student Survey Results (K-12): Correlating questions include*
  - *I can see my culture reflected in my school*
  - *My schools is a place where learning and extra-curricular activities are safe and accessible to all students*
- *Student Perception Data - Our School Survey Results: Correlating questions include*
  - *Feels accepted*
  - *Values cultural learning through friends from different cultures*

Data for Monitoring Progress
- *Pre and post surveys for staff and students throughout year/term/semesters (cycles) on the following,*
  - *Professional Learning Implementation Plan*
  - *Task design student exit slips based on curriculum audit*
- *Curriculum Audit: Regularly audit the curriculum to ensure it includes diverse perspectives and materials that reflect various cultures and histories (for example, each grade/discipline team/department can conduct an equity audit and/or resource assessment and/or schools can connect with specialists, strategists, and cultural liaisons to help support and guide the audit).*
- *Resource Allocation Audit: Regular tracking of resources (e.g., books, media, teaching aids) reflect and support diversity and inclusion and are accessible, culturally responsive, and promote multiple backgrounds, identities, and experiences of students.*
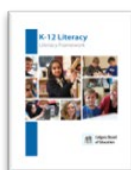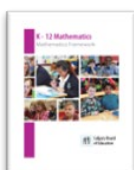
Learning Excellence Actions

- *Have students provide feedback on tasks and texts and have students assess texts based on inclusivity criteria to ensure representation, appropriateness, and effectiveness of materials*
- *Work with students to provide opportunities for student advocacy and engagement (codesigning tasks, talk time, feedback circles, etc.).*

Well-Being Actions

- *Consistently collaborate with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom.*
- *Highlight a different cultural celebration each month (or more depending on cultural context of the school and students and their families) with a classroom activity, discussion, or project as a class or school community.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide professional learning and resources to build and apply culturally responsive teaching and learning.*
- *Engage in whole school professional learning around addressing bias, privilege, power, culturally responsive pedagogy, and collaborative school environments.*
- *Develop capacity of educators on building meaningful, intentional, and foundational knowledge on racism and discrimination in classrooms and school communities.*
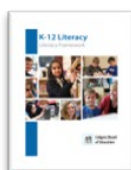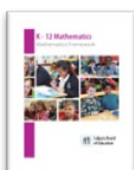
Professional Learning

- *List Diversity and Learning Professional Learning Series (D2L)*
- *Middle School Professional Learning Series*
- *Social Emotional Learning (SEL) Middle Years working group*.
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Structures and Processes

- *Regularly scheduled whole school professional learning within the school context and learning environment to review progress.*
- *Establishing a school-based professional learning committee to guide implementation and extension of Professional Learning series*

Resources

- *Diversity & Inclusion Professional Learning Series Modules (D2L)*
- *Diversity & Inclusion Professional Learning Series Module Videos (Insite)*
- *CBE CARES: What We Heard Report*

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

Outcome one: Student achievement in reading and writing will improve through a focus on vocabulary development.

Celebrations

- Strong Grade 6 PAT performance: Captain Nichola Goddard students exceeded provincial averages on the new Grade 6 English Language Arts and Literacy (ELAL) assessment, with 84.8% meeting the Acceptable Standard and 38.7% achieving the Standard of Excellence, outperforming the province by over 9% in both categories.
- Maintained high achievement in Grade 9 English Language Arts (ELA): The Standard of Excellence remained consistent year over year (17.1% → 17.2%), indicating stability in top-level performance.
- Improvement in reading comprehension indicators: Across grades, there was a steady increase in Level 4 indicators for "Reads to explore and understand", particularly in Grades 6 (+3.3%) and 7 (+3.0%), suggesting growth in higher-level reading proficiency.
- English as an Additional Language (EAL) language growth: Students at Language Proficiency Level 5 increased significantly (+14.6%), showing strong progress toward grade-level reading comprehension among multilingual learners.
- Positive perception of reading and feedback opportunities: Student agreement that "I understand what I read" rose by +1.4%, and those reporting "I receive feedback to improve my writing" increased by +4.27%, indicating improved instructional support and engagement in literacy practices.

Areas for Growth

- Decline in Grade 9 Acceptable Standard: The proportion of students meeting the Acceptable Standard dropped 14.5%, indicating a need to strengthen foundational reading and writing skills in upper grades.
- Student engagement in Language Arts: Alberta Education Assurance Measures (AEAMs) survey data show a 9% decrease in students finding Language Arts "interesting", highlighting a need for increased relevance and choice in literacy learning.
- Mixed growth in report card indicators: While higher achievement (Level 4) increased in several grades, some declines occurred at mid-level indicators (e.g., Level 3 decreases in Grades 6–8), suggesting that support for students at the developing proficiency level needs reinforcement.
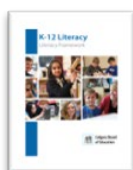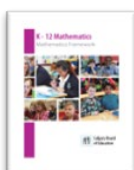
- EAL progression variance: Though higher language proficiency levels (LP) improved, early-stage (LP 1–3) progress slowed, with declines ranging from –1.3% to –8.3%, indicating a need for continued targeted intervention in foundational language acquisition.
- Slight declines in perception of accessibility and interest: Despite literacy skill growth, students' *interest* and *sense of engagement* with Language Arts show decreasing trends, emphasizing the importance of culturally responsive and personally relevant learning experiences.

Next Steps

- Strengthen Grade 9 literacy foundations: Implement targeted supports (e.g., small-group reading/writing intervention, explicit comprehension strategies) to address the decline in Acceptable Standard results.
- Boost engagement in Language Arts: Increase student choice in reading materials and writing topics; connect learning to real-world and culturally relevant contexts to rebuild interest.
- Focus on middle-tier growth: Provide differentiated instruction for students performing at Levels 2–3 to help them move toward mastery (Level 4).
- Support early-stage EAL learners: Enhance scaffolding and explicit vocabulary instruction to accelerate progress for students at LP 1–3, while sustaining growth at higher proficiency levels.
- Sustain effective feedback practices: Continue emphasizing timely, actionable feedback in writing and reading, leveraging the positive perception data (+4.27%) to further strengthen literacy confidence and achievement.
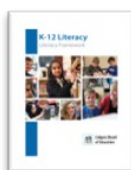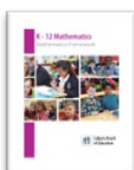
2024-25 SDP GOAL TWO: Working and learning environments promote equity, diversity and inclusion.

Outcome one: Students experiencing inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

Celebrations

- Increased cultural representation: A 1.29% improvement in students feeling that their culture is reflected in the school indicates ongoing efforts toward cultural inclusivity are having a positive effect.
- High sense of safety and accessibility: Despite a slight decline, a strong 81.98% of students still feel that learning and extracurricular activities are safe and accessible for all.
- Sustained cross-cultural engagement: Nearly 70% of students continue to value learning from friends of different cultures, indicating strong peer relationships and openness to diversity.

Areas for Growth

- Sense of belonging: The percentage of students who feel accepted declined by 3.55%, signaling a need to strengthen inclusion and community-building initiatives.
- Cultural connectedness: While improving, only about half of student's report seeing their culture reflected in the school suggesting further opportunity to enhance representation in curriculum, visuals, and school events.
- Equity in access and safety: A 2.04% decline in perceptions of safety and accessibility indicates a need to review how equitable participation is supported across programs and spaces.

Next Steps

- Deepen belonging and inclusion: Strengthen initiatives that celebrate cultural diversity; e.g., student-led cultural events, visible representation in hallways/classrooms, and integration of diverse voices in learning materials.
- Enhance classroom community: Implement intentional community-building routines (e.g., circles, collaborative projects) to improve students' sense of acceptance and belonging.
- Reinforce equitable access: Review participation data in clubs, teams, and enrichment programs to ensure equitable involvement for all students; remove barriers where they exist.
- Student voice and feedback: Involve students in identifying what helps them feel represented and safe at school through focus groups or classroom discussions; use their input to guide action.
- Staff professional learning: Provide targeted professional development on inclusive practices and culturally responsive pedagogy to maintain upward trends and address belonging gaps.