

## HD Cartwright School

5500 Dalhart Road NW, Calgary, AB T3A 1V6 | 403-777-7420 | [hdcartwright@cbe.ab.ca](mailto:hdcartwright@cbe.ab.ca)

### 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 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 Goal**

Student achievement in literacy will improve.

**Outcome:**

Student achievement in reading will improve through disciplinary literacy.

**Outcome**

Student overall sense of belonging will improve through culturally responsive, high interest teaching and learning experiences that promote equity, diversity, and inclusion.

**Outcome Measures**

- CBE Report Card Stem “Reads to explore, construct and extend understanding” (January & June)
- Provincial Achievement Test – Grade 9, ELA – Part B
- Student perception data (OurSchool, CBE Student, & Assurance survey) questions around belonging, diversity and inclusion.
- CBE Student Survey question: “The Language Arts I’m learning at school is interesting to me.”
- CBE Student Survey question “My teachers check in with me often about my well being.”
- CBE Student Survey question “When racism and/or discrimination occur at my school, my school takes steps to address it.”

**Data for Monitoring Progress**

- Reading Assessment Decision Tree (CORE, Maze, Spelling)
- Teacher Perception Data on use of diagnostic reading assessments and teaching identified reading strategies
- Student Perception Data (OurSchool Survey, CBE Student Survey, Assurance Survey)
- EAL Benchmarking Data.
- Student Perception Data: in-house surveys or reflection on learning tasks to help determine student engagement and interest level.

**Learning Excellence Actions**

- Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines
- Utilize text sets that include a variety of multimodal primary and secondary sources, and align with curriculum outcomes across disciplines
- Provide greater structured opportunities for targeted literacy intervention for students based on Reading Decision Tree assessments

**Well-Being Actions**

- Honour student voice and choice in learning tasks and assessment across disciplines
- Incorporate SEL strategies into classes across disciplines to target student well-being
- Create learning spaces that provide learners with safe and respectful environment

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Utilize scaffolding strategies to support multilingual learners
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse texts
- Review curricular materials, resources, and learning tasks to ensure representation of diverse cultures and experiences
- Provide professional learning and resources to build staff confidence in responding to



**Professional Learning**

- Middle Years System Professional Learning
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning
- Engage in professional learning about how to effectively use high impact strategies for literacy instruction
- Engage in professional learning about Comprehensive School Health

**Structures and Processes****Classroom:**

- Document and support instruction and learning in intentional ways
- Include meaningful daily reading tasks that span content areas

**School:**

- Professional Learning Communities
- Collaborative Grade Team meetings & Collaborative Response Team meetings
- Regularly scheduled whole school meetings to review professional learning provided and adapt to school context.
- Staff Wellness and Student Well-Being Action Team
- Continuum of Supports

discriminatory and/or racist acts

**Resources**

- Reading Assessment Decision Tree
- Text Calibration Protocol
- ELA/ELAL Insite Page
- CBE SEL D2L Shell
- Middle School Well-Being Symposium
- Doing Disciplinary Literacy (Gabriel, 2023)
- Stop the Hate for Goodness Sake (Campbell & Swartz, 2023)





# School Development Plan – Data Story

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## 2024-25 SDP GOAL ONE:

Student achievement in literacy will improve.

Outcome one: Student achievement in reading will improve through disciplinary literacy.

Outcome two: Student overall sense of belonging will improve through culturally responsive teaching and learning that promotes equity, diversity, and inclusion.

## Celebrations

- Increase in the percentage of students achieving 3's and 4's on the ELA stem "reads to explore, construct, and extend understanding."
- Increase in Diversity & Inclusion measure that reflect students seeing their culture represented at school
- Overall increase in Well-Being Measures (School Connectedness & Belonging, Resilience & Mental Health, Regulation, and Diversity & Inclusion) on school data dashboard
- Notable increase in the percentage of students who indicated "there is at least one adult in the school that I really connect with.": CBE Student Survey – increase from 64% to 82%

## Areas for Growth

- Report Card Indicators used as measures to identify growth on SDP remained similar from Semester 1 to Year 1 – not reflecting growth during the school year
- Need for more structured and data driven literacy intervention model to support all learners
- Decline in student engagement: Student perception data (CBE Student Survey & Assurance Survey)
- Address student concerns regarding discriminatory and/or racist behavior.
- Decrease in Assurance Survey measures that reflect parental satisfaction of the school experience

## Next Steps

- Provide greater structured opportunities for targeted literacy intervention for students based on Reading Decision Tree assessments
- Increase student engagement across disciplines by integrating high-interest, culturally diverse texts and learning tasks that reflect student voice and interests
- Targeted and intentional learning for staff and student in ways to call out and call in discriminatory and/or racist behavior
- Look for increased ways to involve parents in our school community

