



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

Clarence Sansom

School Address, Calgary, AB T1Y 6G4 t | 403-777-7700 f | 403-587-933-97779 e | clarencesansom@cbe.ab.ca

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

Learning Excellence

In last year's SDP, our school focus was on task design. Professional development focused on teachers creating engaging and relevant learning experiences for students. Progress with creating engaging and relevant learning experiences by teachers would be reflected in student learning in reading comprehension, numeracy related to number and engagement in learning. The following results helped us to prioritize and provide a direction and focus for upcoming years.

Literacy Results– Reads to Explore

Report Card - ELA Reading - June 2023				Report Card - ELA Reading - June 2024			
	Clarence Sansom School	Area 4	CBE	Category	Clarence Sansom School	Area 4	CBE
Indicator 1	7.23	7.62	5.22	Indicator 1	7.16	7.10	4.81
Indicator 2	37.97	28.58	22.15	Indicator 2	37.64	29.83	22.83
Indicator 3	32.01	31.51	35.85	Indicator 3	32.02	31.70	36.45
Indicator 4	8.50	14.16	25.34	Indicator 4	8.71	14.73	24.29

Analysis and interpretation of report card results for both years revealed the percentage of students achieving 3 and 4 in the 'reads to explore stem' increased slightly. Although the school performed above Area 4 by 0.5%



points in 2023 and by 0.32 % points above Area 4 in 2024 for indicator 3, the school continues to perform below the CBE by 5.66% points in 2023 and 6.02% points in 2024. For indicator 4, the school performed below Area 4 by 5.66 % points and maintained this lower percentage in 2024 by 6.02% points. It is clear from the data that the school is performing significantly below Area 4 and substantially below the CBE for indicator 4.

CBE Student Survey questions aligned with CBE's Literacy Framework offered another lens to consider student perceptions related to reading. Only 41.49% of students agreed that they have the opportunity to read interesting books, and 44.81% of students agreed that they have the opportunity to learn with different people in different spaces to improve reading and writing skills.

Numeracy - Number

Report Card – Number – June 2024				Report Card – Number – June 2023			
Percentage of Students Achieving 1, 2, 3, 4				Percentage of Students Achieving 1, 2, 3, 4			
Category	Clarence Sansom School	Area 4	CBE	Category	Clarence Sansom School	Area 4	CBE
Indicator 1	17.13	9.97	6.87	Indicator 1	15.91	9.37	5.97
Indicator 2	34.97	34.70	27.14	Indicator 2	30.74	31.47	26.38
Indicator 3	27.95	31.16	34.93	Indicator 3	31.28	33.05	34.52
Indicator 4	10.96	16.42	24.10	Indicator 4	13.56	17.17	24.31

Worth celebrating is the school increase in number achievement for indicator 2 from 2023 to 2024 on the report card. On the down side, indicators 3 and 4 decreased from 2023 to 2024: the percentage of students receiving a 3 decreased by 3.33% points while indicator 4 decreased by 2.6% points. In 2024, the percentage of students achieving a 3 is 3.21% lower than Area 4 and the percentage of students achieving 4 is 5.46% lower than Area 4.

This number data also shows an increase from 15.91% in 2023 to 17.13% in 2024 for students achieving indicator 1. This is mirrored in the CBE overall achievement showing an increase from 5.97% in 2023 to 6.87% in 2024. There was also a 4.23% increase in the basic indicator 2 from 2023 to 2024. Clarence Sansom has more students achieving indicator 1 than the area while the level of achievement for basic indicator 2 is the same.

While there is improvement in indicator 2, reviewing additional data from Mathematics Intervention/Programming Instrument (MIPI), PATs and classroom assessments still reveals a significant number of students who are achieving at a basic level of understanding for Number in the Program of Studies.

In Math PAT 9 Part A, Clarence Sansom is 6.1% points lower than Area 4 for acceptable standard. The difference in standard of excellence also shows 5.59% points lower for Clarence Sansom compared to Area 4. The story is not so different for PAT 9 Part B where Clarence Sansom is 12.13% points





lower than Area 4 for acceptable standard and 3.66% points below Area 4 for standard of excellence.

Well-Being

Category	School Connectedness and Belonging percentage in CBE Student Survey by Question
I am proud to be a part of my school.	69.68
I feel included at school.	61.57
I feel welcome at school.	63.64

The data above would suggest that a focus on rich tasks and academic achievement will allow for students to experience a greater sense of confidence and personal value at school, improving their sense of belonging. The Spring CBE Student Survey shows that only 63.64% of students agree with the statement "I feel welcomed at school". Although this number is above average, the expectation is that all students feel welcomed at school, so we will be taking specific actions to ensure the 36.36% of students feel welcomed as well.

Category	School Connectedness and Belonging percentage in OurSCHOOL by Question
Considers friends' opinions when making decisions	90.29
Feels accepted by peers	60.39
Has gotten along well recently with friends	39.05
Has trusted friends	89.35
I feel included at school (Secondary Survey Only)	71.95
I feel like I belong at school	55.56
I feel safe at school	59.56
I feel safe on the way to and from school	75.40
I have positive relationships with friends and family (Secondary Survey Only)	69.96
Making friends is easy	65.89
Shares feelings with friends	58.87

This lack of school connectedness and belonging is also mirrored in the OurSCHOOL Survey results. Only 55.56% of students agreed to the statement "I feel like I belong at school" and only 59.56% of students agree to the statement "I feel safe at school". The same survey shows that some students are not feeling accepted by peers, while only 39.05% of students agreed that they have gotten along well recently with friends. The Alberta Education Assurance Survey also showed that 57% of students disagree





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

with the statement "Students care about each other" and only 43% of students agreed to the statement.

Truth & Reconciliation, Diversity, and Inclusion

Our school population consists of 70% English as Additional Language (EAL) learners and 6% students who self-identify as Indigenous. By examining the student survey data, we noticed that school connectedness as it relates to well-being is a concern across the board. Close to 70% (69.68%) of students agreed that they are proud to be part of Clarence Sansom, while 67.27% of students answered yes to having at least one adult at school who they really connect with. These student survey results agreement levels for our EAL learners and students who self-identify as Indigenous are almost the same. This highlights the need for us to pay close attention and take specific steps to enhance their well-being and sense of belonging, hence the well-being goal.

The socio-emotional well-being of girls will also be targeted as OurSCHOOL survey results show that although 68% of students in this school had a high sense of belonging, which is 6% points above the Canadian norm for these grades, only 62% of the girls had a high sense of belonging. This percentage is 16% points lower than the 78% of the boys having a high sense of belonging.



**School Goal**

Through strategic and purposeful instructional design, student achievement in literacy and numeracy (related to number) will improve.

Outcome:

To improve teaching proficiency regarding instructional design through the framework of Universal Design for Learning.

Outcome Measures

- *OurSchool Survey Data (Q1. Does your teacher explain concepts in different ways to make it easier for you to understand? Q2. Does your teacher give you a choice in how you show your learning?)*
- *Report Card Data*
- *PAT data related to number & literacy*

Data for Monitoring Progress

- *Teacher Perception Data (UDL Teacher Implementation Rubric, MS Forms Survey)*
- *PLCs (focused on student work)*
- *Collaborative Response (access to school wide continuum of supports tier 1 & 2 supports)*
- *Admin Team - classroom "Look-Fors" (Multiple Means of Representation, Engagement & Expression)*
- *Formative Assessment (ex. student exit slips)*

Learning Excellence Actions

- *Staff will engage in Professional Learning on UDL*
- *Explicit instructions following UDL Framework (UDL lesson planning Placemat, UDL Step-by-Step planner)*
- *Admin Team will actively participate in a UDL book study*
- *Staff will actively engage in using CBE frameworks to improve pedagogy.*

Well-Being Actions

- *Teachers will follow UDL framework so all students will have multiple means of expression, representation, & engagement*
- *Provide repeated opportunities for learners to practice and consolidate skills and knowledge within the disciplines*
- *Create learning spaces that provide learners with flexible safe and respectful environment*
- *Teachers analyze their classrooms with a colleague to adhere to Universal Strategies for Environmental Differentiation*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Okkakiosatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress*
- *Consider relevancy and representation in content selection*
- *Teachers design tasks and assessments that are culturally inclusive, accessible to all learners*
- *Use UDL to reflect that students may have different learning variability & preferences*
- *Five Equity-based Practices in*





Mathematics Classrooms

Professional Learning

- UDL (Principal & Assistant Principal led)
- MathUP- focus on multiple entry points
- EAL Strategist to improve task design for EAL learners
- System - Middle Years Professional Learning Series

Structures and Processes

- Monthly PLCs - focus on UDL and student work
- Structured time for teachers to plan UDL lessons in the presence of colleagues
- Collaborative Response Meetings
- Collaborative Team planning time

Resources

- Admin Book Study- UDL PLAYBOOK for school and District Leaders
- Teacher Book Study-UDL NOW A teachers Guide to Applying Universal Design for Learning
- CAST.org- The UDL Guidelines
- MathUP-By Marian Small
- Equity By Design by Katie Novak and Mirko Chardin



**School Goal**

Students sense of belonging at school will improve.

Outcome

Working and learning environments will promote students' sense of belonging at school.

Outcome Measures

- OurSCHOOL Survey (Sense of Belonging Summary measure)
- Alberta Education Assurance Survey: "At school I feel like I belong" and "I feel welcome at my school"
- CBE Student Survey questions: "I feel included at school" and "I feel welcome at school"

Data for Monitoring Progress

- *Collaborative Response Meetings*
- *Teacher perception feedback using OWNING UP resource*
- Student Attendance numbers or participation rates in clubs (Nov, Jan, June)
- Pre and post 4S interviews data (for students identified as at-risk)
- Student voice committee qualitative data.

Learning Excellence Actions

- Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances by using the OWNING UP: Empowering Adolescents to Create Cultures of Dignity and Confront Social Cruelty and Injustice (Rosalind Wiseman 2021.)
- Utilize texts that highlight the concept of 'belonging'
- Connect - scheduled 30 minute block with homeroom teacher at the end of the day to develop relationships with students
- Work with students to develop structures to support connectedness

Well-Being Actions

- Student Well-Being Action Team develops school-wide initiatives based on Middle School Well-Being Symposium Learning (Nov.4th 2024)
- Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces
- Review existing school-based policies that encourage connection, and those that might limit the ability for students to interact with each other (e.g. assemblies, zones of the school grounds, time tabling, etc.)
- School intakes for new students will include learning leaders when possible, for intentional

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school planning to develop robust extended programs (e.g. clubs, teams, safe space offerings, etc.) that are based on student voice and encompass diverse students' skills and interests
- Create school wide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.





between classes and
grade groupings

placement and support
in school.

Professional Learning

- Middle Schools SEL Working Group
- Well-Being break-out session for Middle Years
- Middle Schools Student Well-Being Symposium (Nov. 4th, 2024)
- *Middle Years Professional Learning Series*

Structures and Processes

- Collaborative Team Meetings
- Grade team meetings
- PLC meetings
- Intake processes for SLTs

Resources

- Student Well-Being Companion Guide (Middle Years)
- School Connectedness Action Guide
- School Connectedness Helps Students Thrive
- Relationship Mapping
- SEL Brightspace by D2L
- School Walk Around Tool
- Dates of Significance
- 4S interviews

