Clarence Sansom

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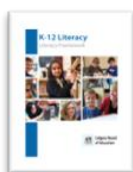**School Development Planning**

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.

Clarence Sansom School Improvement Results 2024-25

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School Development Plan – Year 2 of 3

School Goal 1
Through strategic and purposeful instructional design, student achievement in literacy and numeracy (related to number) will improve.

Outcome:
In Year 1 of the SDP, teachers began familiarizing themselves with the Universal Design for Learning (UDL) Framework and focused on creating student tasks with multiple entry points. This year (Year 2) the focus will be on continuing to expand teacher knowledge and improve teaching proficiency regarding instructional design through the framework of Universal Design for Learning (Multiple Means of Representation, Expression, & Engagement).

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?
- SaskMath pre and post assessment
- Core Maze and Core Vocabulary
- Report Card Data for Number and Reads stems
- PAT data related to Numeracy (Number) & Literacy (Reads to Explore)

Data for Monitoring Progress
- Teacher Perception Data (UDL Teacher Implementation Rubric, MS Forms Survey)
- PLCs (focused on student work)
- Collaborative Team Meetings (access to school wide continuum of supports tier 1 & 2 supports)
- Admin Team - classroom "Look-Fors" (Multiple Means of Representation, Engagement & Expression ex. are students engaging with math manipulatives)
- Formative Assessment (ex. student exit slips)

Learning Excellence Actions
- Staff will engage in Professional Learning on UDL
- Admin will formally schedule time for staff to collaboratively plan lessons adhering to the UDL Framework.
- Explicit instructions following UDL Framework (UDL lesson planning Placemat, UDL Step-by-Step planner)
- All teaching staff will actively participate in a

Well-Being Actions
- Teachers will be working towards consistently adhering to the UDL framework.
- Students will have exposure to Multiple Means of Expression, Representation, & Engagement
- Provide repeated opportunities for learners to practice and consolidate skills and knowledge within the disciplines

Truth & Reconciliation, Diversity and Inclusion Actions
- Professional Learning from an Elder on Trauma Informed Practice through an Indigenous lens.
- 3 sessions of Professional Learning from CBE Diversity and Inclusion Specialists
- Professional Learning on Diversity and Inclusion from content on Modules in Diversity and Inclusion CBE D2L shell Lead by Admin Team.

- UDL book The Station Rotation Model & UDL (Catlin R. Tucker)
- Staff will actively engage in using CBE frameworks to improve pedagogy.

- Create learning spaces that provide learners with flexible safe and respectful environment

- 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
- PL from an elder on Trauma Informed Practice (Indigenous perspective).
- Inclusive Education CBE Specialists on Trauma Informed Practice
- Diversity and Inclusion CBE Specialist
- Admin lead PL on Diversity and Inclusion through modules located on CBE Diversity & Inclusion D2L Shell
- Admin lead UDL

Structures and Processes
- Monthly PLCs - focus on UDL and student work
- Structured time for teachers to plan UDL lessons in the presence of colleagues
- UDL book study during School Discipline Team Meetings
- Collaborative Response Meetings
- Collaborative Team planning time

Resources
- The Station Rotation Model & UDL (Catlin R. Tucker)
- CAST.org- The UDL Guidelines

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School Development Plan – Year 2 of 3

School Goal 2:
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 (2 times per year) (Sense of Belonging Summary measure)
- Alberta Education Assurance Survey (2 times per year): "At school I feel like I belong" and "I feel welcome at my school"
- CBE Student Survey questions (1 time per year): "I feel included at school" and "I feel welcome at school."

Data for Monitoring Progress
- Collaborative Response Meetings
- Pre and post 4S interviews for Indigenous students & for students identified as at-risk
- Principal Advisory Committee for qualitative data.

Learning Excellence Actions

- Teachers will engage with Social Emotional Learning through the CBE Well-Being Framework
- Teachers will utilize CASEL resources (focusing on identity)
- Teachers will reference Indigenous Education Holistic Lifelong Learning
- Utilize texts that highlight the concept of 'belonging'
- Connect – scheduled a 49-minute period with homeroom teacher every Friday to develop relationships with students and work on SEL
- Follow-up Professional Learning from an Elder on Trauma Informed

Well-Being Actions

- 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 placement and support in school. When possible, also including external wrap around agencies (e.g. Calgary Bridge Foundation for Youth :CBFY).

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

Practice through an Indigenous lens.
- Continue sessions of Professional Learning from CBE Diversity and Inclusion Specialists
- Continue with Professional Learning on Diversity and Inclusion from content on Modules in Diversity and Inclusion CBE D2L shell led by Admin Team.
- Follow-up sessions of Trauma informed Practice with Inclusive Education team

Professional Learning
- Well-Being Symposium Middle Years (Dec. 8th 2025)
- Middle Years Professional Learning Series for Principals & Assistant Principals
- Professional Learning from an Elder on Trauma Informed Practice through an Indigenous lens.

Structures and Processes
- Collaborative Team Meetings
- Grade team meetings
- PLC meetings
- Intake processes for new students
- SLTs and ALTs to support students
- Collaborative planning of Connect lessons to build community

Resources
- Building a sense of community and belonging through offering an evening of Indigenous tea and bannock.
- 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 for Indigenous students and at-risk students

Goal One: 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.*

Celebrations

- **Reading Growth (Maze Reading Comprehension):** Student comprehension increased for 18% of students in May, with 4% (59% in October → 63% in May) more students achieving grade level.
- **Word Recognition (Words Their Way):** Students' understanding of vocabulary and word patterns improved for 22% of students.
- **Numeracy (General Population):** Report card data show growth in Indicators 2 and 4 (+2.54 percentage points and +2.66 percentage points), and 5.4 percentage points decrease in students at the lowest indicator 1.
- **EAL Cohort Progress:** Significant gains in numeracy for EAL students – 4.89 percentage points decrease for students achieving indicator 1 and 2.94 percentage points increase for students achieving indicator 4.

Goal 1: Celebrations

- Student comprehension increased by 18%
- Understanding of vocabulary improved by 22%
- Growth in Indicators 2 and 4, fewer at lowest level
- Significant gains in numeracy for EAL students

Areas for Growth

- **Reading Comprehension (Maze):** Reading comprehension declined for **14%** of students, with **18% of students** still identified as at risk.
- **Vocabulary (Words Their Way):** Approximately **15% of students** remain at risk in recognizing and applying basic word patterns.
- **Numeracy – General Population:** Achievement at **Indicator 3** remained stable (32%), with 14% of students still at risk; continued focus needed to move students from Indicator 2 to 3.
- **Numeracy – EAL Cohort:** 12.93% of EAL students remain at risk, and progress toward Indicator 3 has plateaued at 33%; school performance trails system results by 6 to 8 percentage points

Next Steps

- **Targeted Student Support:** Continue monitoring at-risk students through small-group or 1:1 interventions, using data and diagnostic tools (e.g., Reading Decision Tree, SASK Math Screener) to guide instruction.
- **Strengthen Instructional Practice:** Deepen teacher understanding of UDL and formative assessment, providing collaboration time to design inclusive, responsive lessons.
- **Build Staff Capacity:** Leverage the EAL Strategist and professional learning on CBE Assessment and Reporting to enhance teacher confidence and growth in calibration for literacy and numeracy assessment.
- **Collaborative Data Use:** Maintain team discussions to analyze triangulated data (product, observation, conversation) and share strategies that drive student growth.

Goal Two: Students' sense of belonging at school will improve.

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

Celebrations

- **Above National Norm:** Clarence Sansom students reported a stronger sense of acceptance and value than the Canadian norm, with an overall 1% point increase from fall 2024 to spring 2025.
- **Grade-Level Growth:** Grade 9 students showed 6 percentage points increase in feeling accepted and valued, while Grade 7 students saw percentage points rise in having trusted friends.
- **Gender-Based Improvement:** Girls reported 6% points increase in having friends they can trust who encourage positive choices.
- **CBE Student Survey Gains:** Students feeling welcome increased by 5.2 percentage points, and those feeling included grew by 9.09 percentage points from spring 2024 to spring 2025.

Goal 2: Celebrations

Above National Norm
1% increase from fall 2024 to spring 2025

Grade-Level Growth
6% rise in feeling accepted

Gender-Based Improvement
6% more trusted friends

CBE Student Survey Gains

Areas for Growth

- **Decline in Belonging:** The Alberta Education Assurance Survey showed an 8.08 percentage points decrease in students who feel they belong, despite a 4.98 percentage points increase in feeling welcome.
- **Grade-Level Drops:** Grade 7 and Grade 8 students reported lower feelings of acceptance (down 4 percentage points and 2 percentage points, respectively).
- **Trusted Friendships:** Fewer students reported having trusted friends — Grade 8 and 9 each saw 4 percentage points decrease, and boys declined by 6 percentage points.
- **Gender and National Gaps:** Girls reported lower belonging than boys, and both groups fell below the national average for trusted friendships.

Next Steps

- **Build Community:** Strengthen classroom practices that foster peer connection, inclusion, and a sense of belonging across all grades.
- **Amplify Student Voice:** Implement initiatives like belonging circles, student-led focus groups, and the Principal Advisory Committee to address barriers to belonging, especially in Grades 7 and 8.
- **Enhance Staff Capacity:** Continue professional learning in trauma-informed, relationship-centered, and Indigenous-informed practices aligned with the CBE Holistic Lifelong Learning Framework.
- **Foster Connection and Monitor Impact:** Develop peer mentorship and leadership opportunities while using survey data and feedback to track progress and guide responsive action.