

Ernest Morrow School

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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

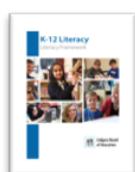
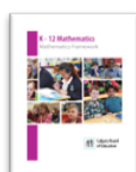
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

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





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy and numeracy will improve

Outcome:

Students will improve in reading fluency through the development of decoding skills.

Outcome:

Student procedural fluency will improve through a focus on the number stem (specifically integer and fraction operations)

Outcome Measures

- Provincial Achievement Test – Grade 9 in ELA Part A & B and Math (Number Sense)
- ELA Report Card Indicator achievement in the stem 'reads to explore, construct and extend understanding'
- Math Report Card Indicator achievement in the stem 'develops number sense and applies strategies for computation and estimation'

Data for Monitoring Progress

- Reading Assessment Decision Tree (Core, Maze, Words Their Way) and MIPI track impact actions and focus professional learning.
- Internal Math Number Assessment
- Internal Intervention Literacy and Numeracy Data Tracking
- Universal strategies and processes that include SLT, collaborative response, and PLC
- Teacher perception data on use of diagnostic data to support literacy and numeracy instruction

Learning Excellence Actions

- Utilize high impact strategies for reading, vocabulary and word learning across all disciplines.
- Use the Reading Assessment Decision tree to guide next steps
- Provide explicit foundational instruction in Literacy and Numeracy
- Implement universal daily structures, processes and routines for learning

Well-Being Actions

- Repeated opportunities for learners to practice and consolidate literacy and numeracy skills and knowledge
- Clear and consistent structures, processes and routines
- Celebrate and use mistakes as opportunities for learning
- Provide students with the opportunity to show their learning in multiple ways.

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider relevancy and representation when selecting texts.
- Strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points for tasks to encourage risk taking

Professional Learning

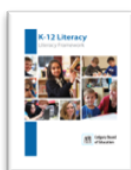
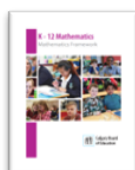
- System Professional learning – Literacy and Numeracy
- Build collective staff understanding of mathematical fluency (efficiency, flexibility, accuracy)
- Build collective staff understanding of foundational literacy and numeracy skills

Structures and Processes

- Daily data informed targeted literacy and numeracy instruction
- PLC
- Collaborative Response
- SLT/ALT

Resources

- Reading Assessment Decision Tree
- Decodable Readers
- Literacy Framework
- Math Framework
- Reporting and Assessment in the CBE
- Building Thinking Classrooms in Mathematics - Liljedahl





School Development Plan – Year 2 of 3

School Goal:

Student Self-regulation strategies will improve

Outcome:

Students experience an increase in access to resources and support related to the dimensions of wellness (holistic approach)

Outcome:

Students report an increase in the ability to self-regulate improve planning, problem solving, and readiness to engage in learning tasks.

Outcome Measures

- Increased teacher understanding of task design that incorporates SEL competencies in their disciplines for regulation and wellbeing.
- Student perception data of having self-regulation strategies based on the OurSCHOOL Survey questions “I have self calming strategies that I can use when I am upset or stressed” and “I have learned self calming strategies from teachers at school”

Data for Monitoring Progress

- CBE Student Survey and AEA Survey– student perception of having regulation strategies
- Office referrals and need for progressive disciplinary strategies.
- Teacher perception survey on ability to teach and support student self-regulation
- Student perception survey on increase of self-regulation strategies.

Learning Excellence Actions

- Explicitly teaching self-regulation and mindfulness strategies
- Utilize age-appropriate texts that highlight diverse persons and the SEL competencies (characters that exhibit these skill both successfully and in states of growth)
- Increase understanding of Mental Wellness through Wellbeing Week activities through the school year.

Well-Being Actions

- Practice vetting and selecting valid SEL resources, engaging in professional learning. (eg identification of feelings, mental health vocabulary, reframing stress and reactions)
- Teach about the brain and it's development / functions in response to stress and regulation techniques

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize inclusive, universal strategies to intentionally integrate SEL competencies school wide.
- Create opportunities for students to engage in restorative circles and conflict resolution related to bias, discrimination and inequity.

Professional Learning

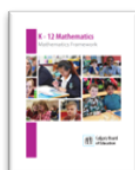
- Professional learning on explicitly teaching SEL
- Professional Learning about the dimensions of wellness including physical and mental health
- CASEL “An Introduction to Social and Emotional Learning”

Structures and Processes

- PLC
- Grade team meetings
- Collaborative Response
- SLT/ALT
- School Mental Health (Town Hall)
- IPPs / SSPs connected to actions above.

Resources

- CBE Well-Being Framework
- CASEL Framework
- School Psychologist
- ISSLL
- Indigenous Holistic Education Framework



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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Truth & Reconciliation, Diversity and Inclusion

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

Outcome One: Students will improve in reading fluency through the development of phonological awareness and decoding skills.

Outcome Two: Student procedural fluency will improve through a focus on number stem (specifically integer and fraction operations)

Celebrations

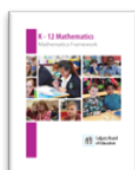
- *In English Language Arts, there was an increase of students achieving an indicator of '4' on the "Reads to explore, construct and extend understanding" stem on student report cards.*
- *59% of Grade 9 students showed growth on their MAZE Reading Comprehension assessment*
- *In Math Mathematics, there was a decrease in students achieving an indicator of '1' on the "Develops number sense and applies strategies for computation and estimation" stem on student report cards.*
- *There was an average of a 22.67 percentage point increase of student score on the grade 8 MIPI Math assessment*

Areas for Growth

- *Continuation of building of students' phonological awareness and phonics skills to create more skilled readers*
- *Improving student procedural fluency in mathematics*
- *Continuation of calibrating assessments to support the development of a more valid and reliable data set*
- *Increasing the number of students at the acceptable achievement level in English Language Arts PAT results (43% currently achieving acceptable standard or above)*
- *Increasing the number of students at the acceptable achievement level in Math PAT results (25% currently achieving acceptable standard or above)*

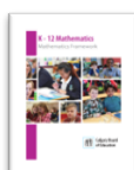
Next Steps

- *Implementing school-based data sets in literacy and numeracy to track incremental growth and target next best steps*
- *Focus on increasing understanding of routines and structures for learning to increase student success in literacy and mathematics*
- *Deepening teacher knowledge in providing explicit foundational instruction in literacy and numeracy*





- *Implementation of more precise and targeted formative assessment practices to better identify specific areas of student need*



2024-25 SDP GOAL TWO: *Student self-regulation strategies will improve*

Outcome One: Students experience an increase in access to resources and support related to the dimensions of wellness (holistic approach)

Outcome Two: Students report an increase in the ability to self-regulate improving planning, problem solving, and readiness to engage in learning tasks

Celebrations

- *Successful implementation of 'Wellbeing Week' throughout the school year*
- *9.2 percentage point growth by students when responding to "I have strategies I use when I feel stressed about school"*
- *Increased teacher capacity and understanding of Social Emotional Learning*
- *Student confidence in themselves as learners increased by 5.89 percentage points*

Areas for Growth

- *Alberta Education Assurance Measure Survey - Welcoming, Caring, Respectful Learning Environments - Declined to an overall Concern. Indicates a need for further work within our learning community to create a safe environment.*
- *Explicit teaching of regulation skills to students and providing spaced practice opportunities for students.*
- *Decline of 5.18 percentage points in CBE Student Survey - "Students care about each other". Indicates a need to create an environment where students are regulated and working to build relationships.*

Next Steps

- *Explicit Teaching of Self-Regulation Strategies to build on current successes.*
- *Ongoing Professional Learning for teachers to increase capacity to support students.*
- *Monitoring and Reflecting on Growth within the school year to all for data informed adjustments.*
- *Strengthening Universal Supports within school community. Ensuring that all students have access to consistent, school-wide supports that build foundational self-regulation skills.*
- *Engaging Students in Ownership. Students will be encouraged to actively reflect on and track their own use of self-regulation strategies.*

