



Wilma Hansen School

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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 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

With greater focus on improving reading achievement, we closely examined our PAT and Report Card data across all grade levels. Overall, Grade 9 students showed an improvement in our PAT acceptable standard scores for subjects including: Social Studies (2 %), English (2%) and Science (7%). Closer examination of the Grade 9 PAT English Language Arts data highlighted that grade 9 students typically score lower in the reading portion of the PAT test when compared to writing. More specifically, 71 % of Wilma Hansen students score in the acceptable standard category and additionally 28 % of students score below the acceptable standard. In comparison to the provincial scores, 78 % of students scored in the acceptable standard and 21 % of student scored below.

Similarly, report card data shares a similar story when looking at indicators for reading amongst grades 5 – 9. According to report card data, 51 % of Wilma Hansen students receive a 3 or 4 on their report card for reading and reading comprehension. This identifies as an area of concern when compared to the provincial average which highlights that 64 % of students also receive a 3 or 4. Consequentially, Wilma Hansen also identifies that we have a larger contingency of students scoring (27 %) an indicator of 2 for reading and reading comprehension when compared to the provincial average.

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



Well-Being

OurSchool survey data demonstrated a profound and positive increase in multiple social emotional outcomes over the past two years. Most notably, students are forming positive relationships (10 % increase), feeling less anxious (6 % decrease) and depressed (4 % decrease) while also feeling greater life satisfaction (10 % increase) at Wilma Hansen. Additionally, Wilma Hansen saw a positive increase in student goal orientation (5% increase), self-regulation (1 % increase), cultural awareness (4 % increase) and general health (3 % increase). As encouraging as these trends are, we are also aware that student safety is an area of growth for our school. More specifically, only 49 % of our students feel safe attending school which represents a 7 % decline from the previous school year.

The CBE Student survey data demonstrates a similar and positive theme when examining student growth, empathy, diversity and inclusion. School data revealed that 85 % of Wilma Hansen students feel it's important to help and support each other in moments of need. This is validated further by the "Doing What is Right" measure that highlights 76 % of students believe they do the right thing even when it's unpopular to do so. Overall, students are feeling that they are growing as learners. Specifically, 74 % of students feel that they have grown over the school year. When examining this data further, we also understand that only 53 % of students feel included at school. This suggests that are student connectedness and belonging is an area of growth that will impeded student success.

With regards to our Assurance measures, it's evident that students feel supported and encouraged by their teachers. Data indicates that 91 % of students indicated that they are encouraged to try their best and additionally, 80 % of students feel it's easy to get help with school work. Overall, students feel that teachers care and are committed to supporting and caring for their needs. This is highlighted by 68 % of students agreeing that teachers care about me. Similar to the CBE student survey data, student connectedness and belonging scored much lower among our students. More specifically, 59 % of students feel they belong and 60 % feel safe at school.

Truth & Reconciliation, Diversity, and Inclusion

Wilma Hansen has a population of 26 students that identify as Indigenous. Currently, only 13 of these students have an absentee rate lower than 10 %. Thus far, multiple Area Learning Team referrals, attendance letters and email/phone calls have been made to improve student presence. A notable contributing factor to the student absence is the lower sense of belonging when at school. As mentioned earlier, student connectedness is an area of growth and in this particular case can be tied closely to student cultural awareness. For the past two years, Wilma Hansen students have scored rather low for cultural awareness for others. More specifically, it has only increased by a total of 2 % over course of two years and is 7 % lower than the Canadian norm. This idea that students don't possess an awareness or understanding of other cultures directly contributes to a low sense of





belonging or connectedness. We understand that students need to see themselves in their learning and as a staff, have a concentrated effort in celebrating different cultures within our learning environments.

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

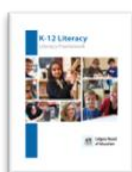
Students and employees thrive in a culture of well-being

- 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





School Development Plan – Year 1 of 3

School Goal

Well-being and Student achievement in reading will improve across all disciplines through task design that allows multiple entry points and student voice and choice.

Outcome:

Reading Achievement will improve.

Outcome

Student connectedness and belonging will increase.

Outcome Measures

- Provincial Achievement Test (PAT) ELA Part B
- Report Card Data – ELAL- Reading
- CBE Student Survey
- Our SCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Results Report

Data for Monitoring Progress

- CBE Vocabulary Screener
- Teacher Perception feedback
- Report Card indicators
- Reading Assessment Decision Tree

Learning Excellence Actions

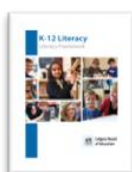
- Embed mathematical routines and games into daily practice.
- Utilize high impact strategies for reading, vocabulary, and word learning across all disciplines.
- Build opportunities for student voice and choice in text selection, task design and assessment.

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL)
- Honor student voice and choice in order to demonstrate knowledge in a variety of modes.
- Create environments where students feel safe and respected; where mistakes are valued.
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection.

Truth & Reconciliation, Diversity and Inclusion Actions

- Use strength based instructional and assessment approaches that examine and celebrate incremental growth.
- Consider student identity in task design and text selection.
- Empower students to have a voice in the learning and assessment process.




Professional Learning

- Literacy across core subject areas break out session for Middle Years
- Well-Being break out session for Middle Years
- Middle Schools SEL Working Group
- Middle Schools Student Well-Being Symposium

Structures and Processes

- PLCs to Calibrate assessments and analyze student learning evidence
- Use classroom routines to create a vocabulary-rich learning environment
- Collaborative Response grade team meetings

Resources

- This is Disciplinary Literacy: Reading, Writing, Thinking across the
- Reading Assessment Decision Tree (RAD) Gr. 4-12
- Understanding Reading Grade 4-9
- Holistic Lifelong Learning Framework
- CBE Guiding Principles of Assessment Documents
- Student Well-Being Framework & Companion Guide (middle years)
- SEL Brightspace by D2L

