

Dr. Gordon Townsend 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 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.

SIRR 2024-25 DGTS

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

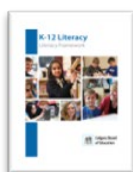
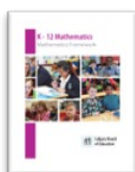
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Student engagement in learning will improve.

Outcome:

Student academic achievement will improve through the development of executive functioning skills.

Outcome (Optional)

Student self-awareness and sense of belonging will increase through grounded task design, assessment, and social-emotional learning within the Holistic Lifelong Learning Framework.

Outcome Measures

- Individualized Program Plan/Learning Update Current Learning Goals related to Regulation
- Current Learning Updates in Literacy
- Current Learning Updates in Mathematics
- Number and Algebra Assessment (K-6)
- SaskMath Screener
- Reading Decision Tree Assessments (personalized)
- Course completion data (high school students)
- Teacher perception data- implementing fair, transparent and equitable Assessment

Data for Monitoring Progress

- SLT documentation
- Common Task- Student Voice Document
- Teacher perception data in implementing outcomes-based assessments and common assessments
- Teacher Self-Assessment Tool- Assessment and Reporting in the CBE
- Professional Learning Community
- Documentation

Learning Excellence Actions

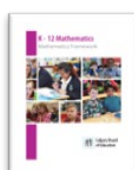
- Use of appropriate literacy, mathematics screeners as formative assessment to design learning interventions
- Consistent use of clear learning targets aligned with outcomes and assessment criteria connected to the proficiency scale
- Incorporate student voice in task design

Well-Being Actions

- Collaborate with multidisciplinary team to incorporate targeted supports from site-based continuum of supports
- Self-Regulation IPP with specific executive functioning learning targets
- Support students in setting appropriate learning targets and provide explicit instruction and

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are accessible to all learners.
- Use of scaffolded learning intentions to reflect that students have different learning goals
- Ensure students have access to accommodations when needed to remove barriers to learning
- SLT process based on the Holistic Lifelong Learning Framework





- Provide timely, consistency and Constructive feedback to help students understand

- coaching in self-assessment strategies
- Design highly personalized transition

Professional Learning

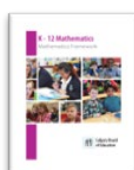
- System Professional Learning- K-12 Task Design and Outcomes Based Assessment
- Design personalized tasks that map with the outcomes
- Design “Look Fors” to build executive functions in the classroom
- Calibration through the exploration of student work to the proficiency scale to build collective understanding of fair, equitable and transparent assessment
- Trauma-Informed Care
- Training (AHS/Recovery Alberta)

Structures and Processes

- Professional Learning Community meetings focused on designing scaffolded tasks with multiple entry points, explicit learning targets, student voice and explicit feedback
- Collaborative Response structures focused on site-based Continuum of Supports and SLT processes based on the Holistic Life-Long Learning Framework
- Implementation of Executive functions, literacy and mathematics screeners across classrooms that are incorporated in IPP goals and current learning feedback

Resources

- Indigenous Education Holistic Life-long Learning Framework
- Well-Being Framework
- Literacy Framework
- Mathematics Framework
- CBE Guiding Principles Assessment and Reporting
- Collaborative Response Resources – Site-based Continuum of Supports
- Executive Function Skills in the Classroom by Peg Dawson
- Executive Functioning Screener
- Reading Decision Tree
- Number and Algebra Assessment (K-6)
- Math Assessment Screener - SaskMath





School Development Plan – Data Story

2024-25 SDP GOAL ONE:

Outcome one: Student engagement in learning will improve.

Outcome two: Students' regulation will improve through the development of executive functioning skills.

Celebrations

- 100% of *Student Voice Documents* had executive functioning strategies selected. Up 10% from 2023-2024.
- There was a 2.4% increase in the number of students completing a Student Voice Document at Dr. Gordon Townsend with some programs increasing engagement in the Student Voice Document from 29% to 61% (Eating Disorder Program) and 63% to 91% (Rehabilitation 2)
- 83% of students completed numeracy tasks - 8% improvement over 2023-2024

Areas for Growth

- Increase formal assessments to include CORE Vocabulary Screening Test, elementary Words Their Way Spelling Inventory. These formal assessments were done in 31% of students in the sample.
- Continue to focus on completing literacy tasks. 73% of students completed literacy tasks - 2% decline from 2023-2024
- Connect explicit instruction on executive functioning skills to principles of outcomes -based assessment.

Next Steps

- Expanding cross-curricular learning that links Literacy, Numeracy, and SEL through targeted task design for all grade levels.
- Continue to connect explicit instruction on executive functioning skills into all task design.
- Continuing to use experiential learning to connect students to community and land in ways that strengthen belonging and engagement.

