

## William Roper Hull 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

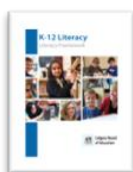
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

### [School Improvement Results Report](#)





## School Development Plan – Year 2 of 3

### School Goal

Student academic achievement in literacy and numeracy will improve.

### Outcome:

Student literacy and numeracy achievement will improve through responsive formative assessment from teachers in a feedback-rich leaning environment that is representative of all learners.

### Outcome Measures

- Assurance Survey
- OurSchool Survey
- Literacy assessments- DIBELS ORF
- Common numeracy assessments
- High School course completion rates
- Individual Program Plan goals focused on literacy and numeracy achievement

### Data for Monitoring Progress

- Teacher Self-Assessment Tool – Assessment and Reporting in CBE
- Teacher perception data in implementing formative assessment (self and teacher directed)
- Student perception data

### Learning Excellence Actions

- Clearly articulate learning intentions
- Use a variety of formative assessments to monitor progress towards a personalized learning goal
- Utilize consistent, specific and timely formative assessment practices to move student learning forward
- Create and use exemplars to enrich student understanding of success criteria

### Well-Being Actions

- Provide explicit instruction and coaching on reflective practice and goal setting
- Provide students with personalized support in a strength-based approach to encourage student engagement and motivation in learning
- Ongoing student involvement in feedback loops to build a sense of agency, confidence and academic success

### Truth & Reconciliation, Diversity and Inclusion Actions

- Differentiated learning intentions with low floor, high ceiling tasks which allow for providing multiple entry points for students
- Empowering students to have a voice in the learning and assessment process by honouring individual gifts and abilities
- Utilize and provide access to inclusive, culturally diverse and inviting texts
- Land-based learning embedded in task design

### Professional Learning

- System Professional Learning: middle years education and high school outcomes-based assessment
- Assessment & Reporting Insite | Professional Learning
- School-wide professional learning focused on teacher-student and self-reflection that provides

### Structures and Processes

- Divisional PLCs focused on clear learning intentions, scaffolded instructions and assessment practices
- Strategic co-planning times between teachers and learning leaders focused on formative assessment
- Make exemplars and success criteria visible and accessible for all students

### Resources

- Embedding Formative Assessment: Practical Techniques for K-12 Classrooms by William & Leahy (2015)
- Teacher Self-Assessment Tool-Assessment and Reporting in CBE
- Assessment and Reporting in the CBE: Practices & Procedures





meaningful, timely and  
actionable feedback that  
moves learning forward

- Assessment & Reporting  
Insite Resources
- Literacy & Numeracy CBE  
Frameworks

## School Development Plan – Year 2 of 3

### School Goal:

Students will improve reasoning abilities by building regulation and relational skills.

### Outcome:

Students will improve their ability to effectively engage in regulation strategies through personalized direct teaching and co-regulation with staff.

### Outcome:

Students' sense of connection and belonging will increase through the use of explicit social emotional learning instruction.

### Outcome Measures

- CBE Student Survey
- OURSchool Survey
- Individual Program Plan goals in  
regulation and relational skills

### Data for Monitoring Progress

- Transition Continuums
- Critical Incident reports
- Hull School Daily Tracking Forms
- Attendance Analytics
- Collaborative meetings between staff and  
students to build regulation skills

### Learning Excellence Actions

- Explicit developmentally appropriate social emotional learning that integrates brain science through the core concepts of the Neurosequential Model (NM) by Dr. Bruce Perry
- Engage students in self-assessment and reflective practices (e.g., journals) through personalized teaching, writing and oral language tasks focused on social emotional learning skills

### Well-Being Actions

- Integrate the NM concept sequence of engagement (regulate, relate, reason) to create optimal learning environments
- Engage in specific teachings interactions and skills practice individualized for each student
- Utilize the therapeutic milieu to explore student interests and make relational connections alongside students to increase engagement and risk-taking in learning (e.g., work experience, Subnivean

### Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize restorative practices that prioritize dialogue, empathy and accountability
- Implement the CBE Indigenous Education Holistic Lifelong Learning Framework
- Honouring significant dates through school-wide initiative and celebrations
- Design student learning tasks that are culturally responsive and connect students to their spirit, heart, body and mind





Farm- cold weather  
market garden

#### Professional Learning

- Collaborative Problem-Solving training
- Ongoing NM core concepts sessions with a focus on regulation and relationships
- Cultural teachings provided by elders and knowledge keepers
- Pathways to Prevention clinician sessions focused on the impact of developmental trauma on teaching and learning

#### Structures and Processes

- Adjusted timetable with embedded proactive regulation dosing throughout the day
- Collaborative Team Meetings
- Monthly classroom team meetings
- IPPs and Student Support Plans focused on regulation and sensory needs
- Utilization of resources/tools from the Elementary and Middle School SEL for Well-Being Brightspace and planning sessions

#### Resources

- Occupational and Physical Therapist consultations
- CBE Student Well-Being Framework
- Pathways to Prevention training sessions
- Therapeutic Crisis Intervention
- Collaborative Problem Solving by Stuart Ablon
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Neurosequential Model of Therapeutics by Dr. Bruce Perry

## School Development Plan – Data Story

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

Outcome one: Students literacy and numeracy achievement will improve through responsive formative assessment from teachers in a feedback-rich learning environment that is representative of all learners.

### Celebrations

- Literacy assessment results showed growth in reading with an overall average of .4 grade level gap decreasing for students grades 1-9.
- Gathering Student Voice local survey results showed students feeling they were able to create success criteria with their teacher, improving from 62.5% to 70.9%.
- Average high school credits earned per student increased by 2%.



### Areas for Growth

- Continued Use of the Reading Assessment Decision Tree to guide next steps to support students reading fluency.
- Increase ongoing and actionable feedback to enhance assessment to improve students' ability to work independently. Overall student perception saw a decrease in students feeling they could use criteria to improve their work independently (Gathering Student Voice local survey: 26.6% of students felt they could work independently in October, 19.4% felt they could work independently in June).
- Build students confidence through continuous feedback loops and having meaningful and measurable goals as student perception data shows 69.4% of students feel they are improving their math skills and 61.3% of students feel they are improving their reading skills (Gathering Student Voice local survey).

### Next Steps

- Strengthen teacher feedback practices through structured PLCs and the use of planning template to build students' stamina and skills when working independently.
- Continue to explore high impact, engaging tasks in literacy and numeracy.
- Highlight examples of students thriving through diverse programming and continued practice in progress monitoring.

## 2024-25 SDP GOAL TWO: Students will improve reasoning abilities by building regulation and relational skills.

Outcome one: Students will improve their ability to effectively engage in regulation strategies through personalized direct teaching and co-regulation with staff.

Outcome two: Students' sense of connection and belonging will increase through the use of explicit social emotional learning instruction.

### Celebrations

- An increase of 7% in student perception in feeling they can always regulate when they feel frustrated.
- Meaningful improvement in students reporting that they like coming to school (Gathering Student Voice local survey results: from 40% of students stating they always and usually like coming to school to 57.4%).
- 55% of students progressed on the William Roper Hull School Transition Continuum and moved from developing skills to emerging skills.





### Areas for Growth

- Increasing student engagement in goal setting and self-reflection.
- Developing regulation and relational goals that attend to a sequence of developmental skills, allowing students to have greater success.
- Increase student voice in relation to how our school can be improved to support academic achievement and well-being.

### Next Steps

- Boost student ownership of regulation and relational goals through continuous review of IPP goals and Student Support Plans.
- Strengthen teachers' understanding of developmental progressions related to regulation and relationship through integrating professional learning concepts of the Neurosequential Model, Social Emotional Learning and Sensory needs.
- Reduce number of critical incidences by applying regular data analysis and responsive intervention strategies.



