

Vincent Massey 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.

[VincentMassey-School-Improvement-Result-Report-2024-25.pdf](#)





School Development Plan – Year 2 of 3

School Goal

Students' achievement in Literacy and Numeracy will improve across disciplines.

Outcome:

Student achievement in writing and number sense will improve.

Outcome (Optional)

Students will demonstrate greater agency in their learning and see continued improvement in overall well-being.

Outcome Measures

- *Report Card Indicator Achievement:*
 - *Develops number sense and applies strategies for computation and estimation*
 - *Writes to develop, organize, and express information and ideas*
- *Grade 9 Provincial Achievement Test results*
 - *ELA (writing) and Math*
- *OurSchool and CBE Student survey results:*
 - *Overall sense of belonging*
 - *Students reporting that the school addresses racism*
 - *Math confidence and self-efficacy*
 - *Students with learning goals and plans to achieve them*
 - *Gaps within these data for self-identified Indigenous students.*

Data for Monitoring Progress

- *Common assessments for Mathematics*
- *Writing assessments*
- *Teacher perception data through PLC documentation and internal teacher surveys*
- *Ongoing student survey results during the year*
- *Engaging in Talking Circles as a tool for both communicating and assessing sense of belonging*





Learning Excellence Actions

- *Use writing journals with explicitly stated learning intentions for structured practice and feedback*
- *Create discourse rich mathematics learning environments, including the use of flexible groupings and non-permanent surfaces*
- *Provide front-loaded vocabulary instruction in all subject areas*
- *Provide opportunities for collaboration between students as part of learning tasks and formative assessment*

Well-Being Actions

- *Honour student voice and choice through task design and assessment (eg. student choice in tasks, cocreation of rubrics, etc.)*
- *Activate students as owners of their own learning by engaging learners in goal setting and self-assessment/reflection*
- *Continued use of Talking Circle as a means of activating student voice, reflection, and insight.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Build empathy through presenting multiple perspectives and worldviews*
- *Empower students to take leadership roles in promoting diversity, equity, and inclusion*
- *Utilize and provide access to inclusive and diverse text resources*
- *Provide students with opportunities to collaboratively construct and analyze texts*
- *Relate mathematics instruction to individual students' lived experience*

Professional Learning

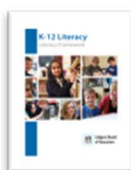
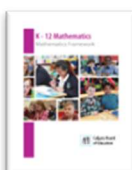
- *System professional learning through middle years and well-being sessions*
- *Increase whole staff engagement with EAL Proficiency Benchmarks*
- *Calibration of assessment practices with emphasis on triangulation of evidence and soliciting student voice*
- *Connecting with Elders to support actions with Indigenous Holistic Lifelong Learning Framework*

Structures and Processes

- *Strong PLC culture for sharing of best practices*
- *Collaborative response processes for identifying student learning needs and high impact strategies*
- *Use of word walls across disciplines*
- *Use of non-permanent vertical surfaces, especially in mathematics*
- *Clear leadership portfolios and intentional teaming for moving SDP work forward*

Resources

- *CBE Framework Documents:*
 - *Math*
 - *Literacy*
 - *Well-being*
 - *Indigenous Holistic Life-long Learning*
- *Assessment and Reporting Insite resources*
- *SEL Brightspace shell*
- *MathUP*
- *Mathletics*
- *"Building Thinking Classrooms"*



School Development Plan – Data Story

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2025-26 SDP GOAL: Students' achievement in Literacy and Numeracy will improve across disciplines

Outcome one: Student achievement in writing and number sense will improve

Outcome two: Students will demonstrate greater agency in their learning and see continued improvement in overall well-being

Celebrations

- Students' literacy achievement continues to exceed provincial averages
- Students have high engagement and confidence in mathematics
- Overall student well-being is improving year-over-year across multiple domains

Areas for Growth

- Creating more opportunities for students to express their ideas in writing across disciplines
- Improve student core numeracy competencies, as reflected in declining math PAT scores, particularly in the Part A (mental math and estimation) through structured and scaffolded practice.
- Building culture competency of staff and cross-cultural learning opportunities for students with the goal of increasing overall sense of belonging and welcoming environments for all students.

Next Steps

- Implement Student Success Centre with 4-6 week intensive intervention for literacy support
- Continue to improve diagnostic data gathering for key literacy measures (including EAL benchmarking)
- Expand Massey Mastery tutorial blocks for all students
- Improve PLC structures and instructional leadership model to support numeracy instruction
- Continue complementary 'wheel' to introduce all Grade 7 students to full cycle of Career Technology Foundations while increasing student connections with multiple adults in the school

