

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

We have used report card data in math from June of 2024 and Provincial Numeracy assessments to determine our next steps for the upcoming year:

Stem: Understands and applies concepts related to number, patterns and algebra	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Kindergarten	13.3%	16%	21.3%	49.3%
Grade 1	7.1%	28.6%	42%	22.3%
Grade 2	24.4%	27.8%	31.1%	16.7%
Grade 3	9.9%	29.6%	40.7%	19.8%
Grade 4	21.8%	32.7%	33.7%	11.9%
Grade 5	6.1%	31.7%	41.5%	20.7%
Grade 6	3.0%	19.4%	40.3%	37.3%

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



Numeracy Assessments: June of 2024

Grade	Percentage of students at-risk
1	37.5
2	28.9
3	27.3

After analyzing report card data further, we identified for students in grades 1-6, an average of 28.3 % are achieving at the basic level of understanding in Math. An average of 12.0 % of students are not meeting grade level expectations in Math. Data from the provincial Numeracy Assessment indicates between 27.3 and 37.5 percent of students in grades 1-3 have been identified as at-risk in numeracy. Given this data, we have identified conceptual understanding in Mathematics as our area of focus.

Through staff surveys, grade team meetings and meetings with administration, teachers have identified using manipulatives to teach conceptual understanding in math as a priority in professional learning.

Well-Being

Perception data from the CBE student survey is outlined below.

CBE Student Survey

I am confident that I can learn mathematics	90.51%
I enjoy working on challenging problems in mathematics.	70.9%
I know what to do next to improve in mathematics.	85.16%
I share my ideas and ask questions in mathematics class.	85.16%
I think deeply and slowly when solving mathematics problems.	88.98%

CBE Assurance Survey

The mathematics I am learning at school is interesting to me.	77%
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Student perception survey responses around math being interesting and their enjoyment working on challenging problems are areas for improvement. Taken together, this data supports the need to focus on improving conceptual understanding in mathematics. This supports student engagement and interest in mathematics.

Student voice from the Assurance Survey in the area of school connectedness and belonging indicates:

- 87% of students feel their teacher cares about them.
- However, only 51% of students feel like students care about each other.
- Between 68.91 % and 74% of students identified they feel they belong at school.

By infusing school values (Grit, Respect, Adaptability, Nurturing, Teamwork) into mathematics instruction and explicitly teaching Social-Emotional Learning skills we will increase students' sense of belonging and care for one another.




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

Truth & Reconciliation, Diversity, and Inclusion

Our school is a highly diverse population as represented in our demographic data. 59.44% of students are identified as learning English as an Additional Language (EAL) with 17.01% identified as refugees. 2.79% of students are identified as Indigenous. 8.67% of our students are identified as having Special Education needs.





School Development Plan – Year 1 of 3

School Goal

Student achievement in mathematics will improve.

Outcome:

Teachers will build the capacity to use concrete materials and visual models to improve conceptual understanding in mathematics.

Outcome Measures

- Provincial Numeracy Assessments Grade 1-3
- Rapid Automatized Naming (RAN) Digits test– K-3
- Report card data – Number
- Grade 6 PAT data – Mathematics

Perception data

- Mathematics (CBE Student Survey)
- Assurance Survey
- OurSchool Survey

Data for Monitoring Progress

- Teacher surveys on use of concrete materials in the classroom
- Common math assessments by grade to assess conceptual understanding

Learning Excellence Actions

- Explicit instruction using the concreteness fading model
- Use of MathUp resources
- Using concrete materials and visual models such as number lines and grid models

Well-Being Actions

- Create a culture that values the thinking process and strategies over speed and algorithms
- Use of student assessment results to design tasks for targeted instruction to address the needs of students identified as at risk in numeracy
- Teachers will explicitly teach Social Emotional Learning following CASEL framework
- Infuse school values (Grit, Respect, Adaptability, Nurturing and Teamwork) into mathematical instruction and practice

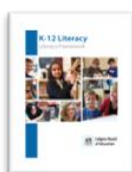
Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment to inform task design and instructional supports
- Design tasks with multiple entry and exit points that engage learners with a range of abilities in mathematics

Professional Learning

Structures and Processes

Resources





- K-6 New Curriculum Professional Learning sessions in mathematics
- Professional Learning focused on the Concreteness Fading Model
- Professional Learning on MathUP
- Professional learning on the Holistic Lifelong Learning Framework and connections to school values
- Professional Learning on Executive Functioning and Social Emotional Learning

- Collaborative grade team planning time
- PLCs to calibrate assessments and analyze evidence of student learning
- Scheduled time for modeling of instructional strategies and opportunities for co-teaching to build teacher capacity
- Collaborative Response and School Learning Team processes

- MathUp
- Concreteness Fading Model article
- Recorded new curriculum sessions (Mathematics)
- Thinking 101 resources
- Social Emotional Learning (SEL) for Well-Being Brightspace

