

Grant MacEwan 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.

Grant MacEwan School Improvement Result Report 2024-2025

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

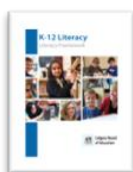
Strong student achievement for lifelong learning and success

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 achievement in Mathematics will improve.

Outcome:

Students will use multiple representations to improve their conceptual understanding within number concepts.

Outcome Measures

- Provincial Numeracy Assessments K-3
- Report Card Data (Number Stem)
- Grade 6 PAT data- Mathematics
- Perception Data:
 - o CBE Student Survey
 - o Assurance Survey
 - o OurSchool Survey
- Sask Math Assessments

Data for Monitoring Progress

- Pre/Post Assessment Data
- Teacher Survey
- Diamond Paper Common Assessment

Learning Excellence Actions

- Use numeracy progressions to design tasks with embedded scaffolding
- Explicit instruction of Number concepts
- Use resources such as Math Up
- Using a variety of math tools to develop conceptual understanding
- Concreteness fading model

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**

School based Professional Learning on:

- building conceptual understanding of Number concepts
- Using a variety of math tools to support instruction and student learning
- Use Fletcher's Numeracy Progressions to support teaching and learning
- Opportunities to observe other teachers

Structures and Processes

- Pre and Post Assessment of students conceptual understanding
- Flexible groupings
- PLC to calibrate and create assessments, analyze student learning, and design learning tasks.

Resources

- Build Procedural Fluency from Conceptual Understanding Document
- Math Up
- Graham Fletcher Learning progressions
- K-9 Mathematics Assessment and Reporting Guide
- Alberta Education Numeracy Progressions

School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Student achievement in mathematics will improve*

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

Celebrations:

- Numeracy data indicates steady progress in students' understanding and application of number, pattern, and algebra concepts across grades.
- Teacher's **use** of concrete materials and visual models to teach mathematical concepts has increased and improved.
- Teacher's **confidence** in using concrete materials and visual models has improved.

Areas for Growth:

- Improving student conceptual understanding of number including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.
- Building teachers understanding of how to use math tools to develop students conceptual understanding of math concepts
- Develop teachers and students understanding of the progression of learning within math concepts

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CBE 2024-27 Education Plan



Next Steps:

- **Deepen teacher expertise** of conceptual understanding and understanding of the learning progression related to number concepts
- **Increase modelling of mathematical vocabulary** through anchor charts, sentence frames, and dual-coding (combine verbal and visual) strategies to support EAL learners.
- **Continue collaborative planning** using multiple representations of knowledge related to number concepts that emphasize conceptual understanding before procedures.
- **Expand use of common assessments** to monitor growth across the year and adjust instruction in real time with a focus on grade 3.
- **Provide teacher learning opportunities** focused on observing peers, co-planning, and co-teaching with manipulatives and visual models

