



## Eric Harvie 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 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

### Learning Excellence

We used Report Card data and Provincial Numeracy Assessment data to help inform our School Development Plan:

**Report Card data:** Math – *Understands and applies concepts related to number and patterns stem*

| June 2024           | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---------------------|-------------|-------------|-------------|-------------|
| Kindergarten        | 1.6 %       | 11.5 %      | 39.3 %      | 37.7 %      |
| Grade 1             | 5.0 %       | 20.0 %      | 37.5 %      | 30.0 %      |
| Grade 2             | 3.9%        | 28.2 %      | 28.2 %      | 38.5 %      |
| Grade 3             | 3.6 %       | 20.3 %      | 42.2 %      | 26.6 %      |
| Grade 4             | 1.3 %       | 13.3 %      | 41.3 %      | 38.7 %      |
| School wide average | 3.1 %       | 19.0 %      | 37.4 %      | 34.4 %      |

### 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



**Provincial Numeracy Assessment data:** Results from June 2024 post-assessment for Learners identified as being in the “At-risk” category in pre-assessment

|         | Pre-test % of learners in the At-Risk group | June 2024: At-risk that remained in At-risk zone | June 2024: At-risk that moved out of At-risk zone |
|---------|---------------------------------------------|--------------------------------------------------|---------------------------------------------------|
| Grade 1 | 18.4 %                                      | 92.3 %                                           | 7.7 %                                             |
| Grade 2 | 12.4 %                                      | 80.0 %                                           | 20.0 %                                            |
| Grade 3 | 11.3 %                                      | 83.3 %                                           | 16.7 %                                            |

Our focus on building numeracy skills for our School Development Plan is driven by our classroom assessment observations and the data above. This data indicates the need for new strategies to support learners with scores identified in the “at-risk” range on pre-tests, as the vast majority of them are remaining in the “at-risk” zone at the end of the school year. The report card data indicates that we currently have 21.1% of our learners achieving either a 1 or a 2 indicator in this critical learning outcome of number concepts and patterns. Our plan will also focus on ensuring we continue to build progress for all learners in their numeracy skills.

### Well-Being

Our primary source of data for our Well-Being data is the Resilience and Mental Health percentage in the OurSCHOOL survey with grade 4 learners:

| Category                                             | Percentage of agreement (Grade 4 learners) |
|------------------------------------------------------|--------------------------------------------|
| <b>Creates plans to reach goals</b>                  | <b>58.73 %</b>                             |
| Doesn't give up when trying to reach goals           | 76.56 %                                    |
| Keeps going even when challenged                     | 76.56 %                                    |
| <b>Sets learning goals</b>                           | <b>57.14 %</b>                             |
| Thinks about required resources to complete projects | 74.60 %                                    |

Teachers have also reported similar results in classroom observations. While our learners seem to be able to take on new challenges, we want to develop greater engagement with, and a deeper understanding of, the learning intentions. By developing goal-setting skills, our learners will be more aware of how they can support their own growth in life-long learning.





## 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**

During the analysis of Learning Excellence, we also noted data that indicated the need for greater support for learners that self-identify as Indigenous, English as an Additional Language Learners, and learners with specific learning needs identified with AB Education coding. We noted the need to diversify our strategies to support learners that self-identify as Indigenous in numerous areas of the curriculum. We have seen the greatest growth in the past year for learners that we have been able to develop a deep understanding of their strengths, interests and motivations. For our EAL learners, we have also seen an increase in learners that require support with key vocabulary in multiple areas of the curriculum, and specifically math process words and problem-solving vocabulary.





# School Development Plan – Year 1 of 3

## School Goal

Student achievement in numeracy will improve.

## Outcome:

Student achievement in Numeracy will improve through a focus on Number Concepts and Patterns.

### Outcome Measures

- Report Card Data – Mathematics (Number and Patterns stem)
- Provincial Numeracy Assessment data
- OurSchool survey – Goal-setting indicators in Resilience data

### Data for Monitoring Progress

- Teacher perception data – feedback on Professional Learning progress
- Feedback from families on impact of assessment home communication folders
- Teacher perception data – On-going formative assessment data

### Learning Excellence Actions

- Use formative assessment to monitor progress towards learning goal
- Learners will receive specific feedback that aligns with co-created success criteria
- Teachers will use learning data to help provide responsive learning tasks and flexible groupings for learners

### Well-Being Actions

- Development of learner goal-setting skills through descriptive feedback and self-reflection
- Teachers will explicitly teach social emotional learning to model and increase growth mindsets through multiple areas of curriculum

### Truth & Reconciliation, Diversity and Inclusion Actions

- Development of school-wide wrap-around support networks for learners that self-identify as Indigenous
- Developing math vocabulary tools within the classroom that consider language learning needs
- Scaffolded learning intentions

### Professional Learning

- CBE K-6 System wide Professional Learning
- PL – Mathematics teaching practices
- PLC Book Analysis: Math-ish by Jo Boaler, and Daily Routines to Jump-Start Math Class by John San Giovanni

### Structures and Processes

- PLC's will focus on math instructional strategies and analyze student learning evidence
- Assessment home communication folders providing families with teacher feedback and learner's self-reflection
- Data analysis and regrouping process across grade teams to meet math learning needs

### Resources

- CBE Math Teaching Practices Guide
- CBE Math Equity and Identity Guide
- CBE Student Wellbeing Framework and Companion Guide
- CBE Seed-Sprout-Sapling-Tree Rubric
- Embedded Formative Assessment by Dylan Wiliam
- Math-ish by Jo Boaler

