

Eric Harvie 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.

[Link to Eric Harvie School 2024-25 School Improvement Results Report](#)



**School Goal**

Student achievement in numeracy will improve.

Outcome:

Student achievement in numeracy will improve through a focus on procedural fluency.

Outcome Measures

- Provincial Numeracy Assessment data – Number facts addition and subtraction
- CBE Report Card data – Mathematics (Number and Pattern stem)
- OurSchool Survey – Regulation data

Data for Monitoring Progress

- Teacher perception data – feedback on effectiveness of implementation of professional learning
- Analysis of mathematics learning artifacts in Professional Learning Communities
- Outcomes from Collaborative Response processes that support diverse learning needs

Learning Excellence Actions

- Connect conceptual understanding to procedural fluency.
- Explicit teaching of fluency strategies.
- Implement daily routines focused on building efficiency, flexibility, and accuracy.

Well-Being Actions

- Celebrate and use mistakes as opportunities for learning.
- Communicate that everyone can do well in mathematics.
- Create a culture that values the thinking process and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions

- Acknowledge different ways of knowing and doing mathematics.
- Developing supports for learners with diverse needs through Collaborative Response processes
- Nurture student identity by increasing confidence and competence in knowing and doing mathematics.

Professional Learning

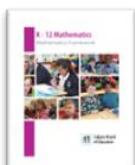
- System Professional Learning
- School professional learning to build collective understanding of mathematical fluency (efficiency, flexibility, accuracy)
- Professional learning resources to include key resources such as, “Figuring Out Fluency Webinar” and Graham Fletcher’s numeracy progressions

Structures and Processes

- Collaborative Response
- Calibration with colleagues
- PLC
- Common tasks and assessments
- Book Study
- Provide access to tools and manipulatives at student desk or table

Resources

- Mathematics Equity & Identity Guide
- Build Procedural Fluency from Conceptual Understanding Document
- Figuring Out Fluency in Mathematics Teaching and Learning, Grades K-8: Moving Beyond Basic Facts and Memorization by Bay-Williams and San Giovanni
- Building Fact Fluency toolkit by Fletcher and Zager



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2024-25 SDP GOAL:

Student achievement in numeracy will improve.

Outcome:

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

Celebrations

- Interventions in math are helping to support learners that are identified as requiring additional support (RAS), as indicated by the decrease of 22.9% of students on the October 2025 pre-test to 17.7% of students by the June 2025 post-test.
- CBE Student Survey results in the Spring 2025 survey indicate that 86.4% of students are confident that they can learn mathematics.
- On June 2025 CBE gr 1-5 report card indicators, 91.9% of students were meeting grade level expectations in mathematics, an increase from the prior year.

Areas for Growth

- Building students' specific skills in procedural fluency in mathematics as indicated by data from the provincial numeracy assessments in addition and subtraction
- Developing greater learning engagement in mathematics, as 71% of grade 4 & 5 learners indicated that they "like learning math" on the Alberta Education Assurance survey results.
- Results on the spring 2025 Alberta Education Assurance survey indicated that 57.8% of grade 4 learners agree with the statement, "The language arts I am learning at school is interesting to me."
- On the fall 2024 OurSchool Survey, 58.6% of grade 4 and 5 learners agreed with the statement, "I am able to stay calm, even when things don't go my way."

Next Steps

- Supporting the increasing complexity of learning needs within our classrooms by building more strategies to support students that are learning English as an additional language and learners with identified learning needs in their numeracy skills
- Expanding our capacity to use manipulatives, visual models, and open-ended tasks to build procedural understanding.
- Supporting regulation strategies across the grade levels through developmentally appropriate learning tasks

