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Calgary Board of Education

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

Link to Eric Harvie School 2025-26 School Improvement Results Report






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School Development Plan – Year 3 of 3

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)
- CBE Student Survey – Perception data on engagement and enjoyment in Mathematics

Data for Monitoring Progress

- Teacher perception data – feedback on impacts of rich tasks, mathematical discourse and reasoning opportunities
- Analysis of mathematics learning artifacts in Professional Learning Communities connected to teacher feedback and actions that promote thinking process and strategies
- Outcomes from Collaborative Response processes that support diverse learning needs

Learning Excellence Actions

- Create learning tasks where students are engaged in reasoning and making sense of the mathematics
- Create discourse rich mathematics learning tasks
- 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.
- Provide feedback that moves learners forward
- Create a culture that values the thinking process and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions

TRC Commitment to Action

- Connect mathematics learning to land, relationships, experiences, and community
- Developing supports for learners with diverse needs through Collaborative Response processes
- Include Indigenous mathematical knowledge and perspectives into learning experiences in meaningful and respectful ways

Professional Learning

- System Professional Learning
- School professional learning to build collective understanding of rich mathematical tasks and discourse
- Collaborative professional learning days with other CBE schools to build professional sharing across multiple CBE sites

Structures and Processes

- Collaborative Response
- Calibration with colleagues
- PLC
- Collaborative team planning focused on rich task design and building effective assessments
- Building equitable access to math tools and manipulatives at student desk or table

Resources

- Mathematics Equity & Identity Guide
- Build Procedural Fluency from Conceptual Understanding Document
- Math Framework
- Taking Action – NCTM
- Mathematics Decision Tree
- Building Fact Fluency toolkit by Fletcher and Zager






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School Development Plan – Data Story

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2025-26 SDP GOAL:

Student achievement in numeracy will improve.

Outcome:

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

Celebrations

- Mathematics report card data increased from 91.9% of learners meeting grade-level expectations in June 2025 to 95.0% in June 2026, demonstrating continued growth in overall mathematics achievement.
- Teacher-designed procedural fluency assessments showed that 74% of students improved their results and 89% improved or maintained their results throughout the year.
- Collaborative inquiry conversations demonstrated a growing staff understanding that procedural fluency involves efficiency, accuracy, flexibility, and number sense, rather than simple memorization of facts.
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Areas for Growth

- Building Numeracy screener data indicates a need to continue strengthening foundational number relationships and comparison skills, particularly for students identified as Requiring Additional Support (RAS).
- Developing greater learning engagement in mathematics, as 49% of grade 5 learners indicated that the "Mathematics I am learning in school is interesting to me" on the Alberta Education Assurance survey results.
- Continue supporting students in transferring procedural fluency skills into unfamiliar and increasingly complex mathematical contexts.

Next Steps

- Continue implementing school-wide procedural fluency routines, including Number Talks, strategy discussions, and structured practice opportunities.
- Increase opportunities for students to engage in authentic, real-world mathematical problem solving and interdisciplinary tasks to enhance engagement and relevance.
- Build teacher capacity in balancing conceptual understanding and procedural fluency through the strategic use of manipulatives, visual models, and mathematical discourse.




