

2025 School Planning

learning | as unique | as every student



Calgary Board
of Education

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2025 School Planning

- Welcome
- Agenda
 - Presentation
 - Q & A
 - Gather feedback
 - Meeting evaluation



2025 School Planning

The purpose of this meeting is to:

- Share information about school planning at Eric Harvie School
- Gather feedback that may be considered in making future school planning decisions





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School Planning and You





How is Our School Development Plan Used?

- Guides ongoing assessment and review of goals and actions.
- Our school development plan is the driver for closing learning gaps and informs:
 - Instructional strategies
 - Professional learning
 - School structures and processes for learning
 - Resources to improve student learning
 - Data-informed decision making



School Development Plan – School Goal

- Student achievement in Numeracy will improve.



School Development Plan – Outcome

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





School Development Plan – Outcome Measures

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





School Development Plan – 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



School Development Plan – Actions

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





School Development Plan – Actions

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



School Development Plan – Actions

Truth & Reconciliation, Diversity & 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



*Eric Harvie School 2024/25 SDP Goal: **Learner achievement in numeracy will improve.***

What will be visible in our classrooms?

- ☐ Classrooms and learning spaces are set up for flexible math groupings
- ☐ Teachers and support staff work with small groups to respond to numeracy learning needs
- ☐ Visual of “Seed-to-Tree” rubric present and referenced when co-creating success criteria
- ☐ Learners receiving specific feedback (teacher, self & peer) aligned with success criteria
- ☐ Math-specific vocabulary is visible to learners to support its application in new learning



EHS Vision for Learning – 2024-25



Our Learners are all valued & included

Our Learners are welcoming, kind & peaceful

Our Learners take on challenges & opportunities to grow and improve

Our Learners own their learning & get to be curious and explore

Our Staff are Learners too!

sâkhitowin = love...

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Math Re-grouping

- Start with the Curriculum:

Mathematics Change Subject ▾

 Collapse All

< Prev

Grade 1

Grade 2

Next >

KNOWLEDGE

Counting can begin at any number.

Counting more than one object at a time is called skip counting.

UNDERSTANDING

Each number counted includes all previous numbers (counting principle: hierarchical inclusion).

A quantity can be determined by counting more than one object in a set at a time.

SKILLS & PROCEDURES

Count within 100, forward by 1s, starting at any number, according to the counting principles.

Count backward from 20 to 0 by 1s.

Skip count to 100, forward by 5s and 10s, starting at 0.

Skip count to 20, forward by 2s, starting at 0.

KNOWLEDGE

A quantity can be skip counted in various ways according to context.

Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).

UNDERSTANDING

A quantity can be interpreted as a composition of groups.

SKILLS & PROCEDURES

Decompose quantities into groups of 100s, 10s, and 1s.

Count within 1000, forward and backward by 1s, starting at any number.

Skip count by 20s, 25s, or 50s, starting at 0.

Skip count by 2s and 10s, starting at any number.

Determine the value of a collection of coins or bills of the same denomination by skip counting.

Math Re-grouping



- Gather information about each Learner's current understanding through initial assessments:



- Demonstrating skip counting in different ways with objects*
- Answering a few problems where skip counting is a helpful strategy*

Math Re-grouping



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Teacher A: Focus on key concepts of initial Number Sense to build base skills *(may start with concepts in Gr 1 curriculum)*

Teacher B: Focus on skip counting with smaller numbers to begin

All Gr 2's Learning about Number Sense

Teacher C: Focus on skip counting with different numbers and to higher values

Teacher D: Ensure clear understanding of grade level outcomes, add in extra challenge with skip counting

A man in a grey suit and blue tie is engaged in a conversation with two women. The woman on the left is wearing a light blue hoodie, and the woman on the right is wearing a black top. They are all smiling and appear to be at a professional networking event. The background is slightly blurred, showing other people and what looks like a poster or display board.



Mathematical

INTERVIEW

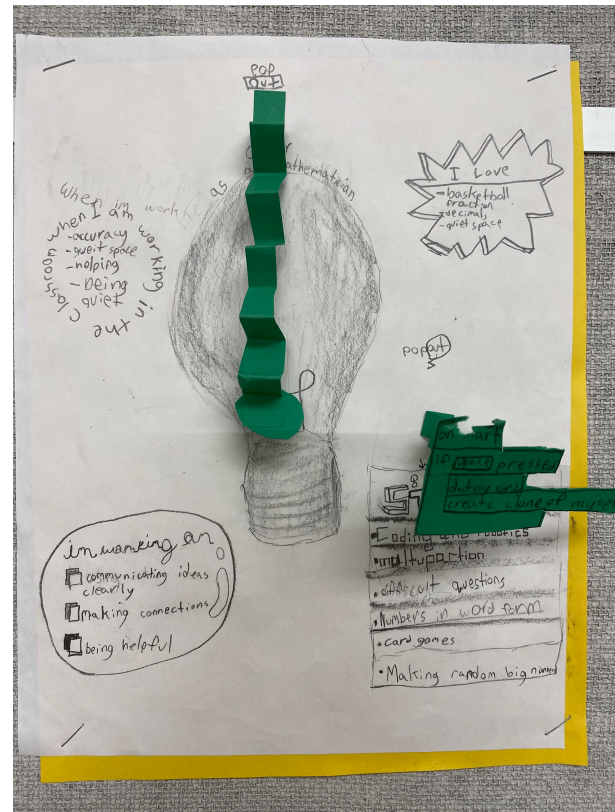


What were/are your strengths in Math?

What were/are your challenges in Math?

How did you learn best in the Math classroom?

Where do you use Math in your real life?



Building a culture of Math improvement



My Strengths.....

- Making Math creative
- Organizing my work nicely
- Addition
- Showing my thinking

Using words, arrows, numbers, and color coding to communicate ideas clearly!

$y = 4x + 1$

Asking Questions that push the group to go deeper!

I'm Working on.....

- Division
- Representing strategies in multiple ways
- Rounding numbers to the nearest thousand, hundred & ten
- being quicker with problems

When Working With The Class.....

- I understand what my teacher and other classmates are saying
- Sometimes I fidget with my hands
- I need to speak up a little bit more often
- I listen to things that my other classmates say.

I love.....

- Addition
- Multiplication
- Word problems connect activities
- getting an answer right

my strengths

- thinking logically
- basic math
- taking time to check over my work
- intermediate math
- understanding group ideas

im working on.....

- communicating my ideas clearly
- focusing on the main project
- being less chatty and working more
- neat writing

division and multiplication order and remembering fractions

card games
art
sports
team games
social studies
team project

Using words, arrows, numbers, and color coding to communicate ideas clearly!

$y = 4x + 1$

Asking Questions that push the group to go deeper!

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Questions?



We'll take a few minutes to answer questions about our school development plan.





Our School Budget

- Our school received **\$3,034,493** in 2024-25 to provide a quality education to our students and meet the goals in our school development plan (SDP).
- At least 75 per cent of budgeted funds covers **staffing** and the remaining portion covers instructional and operational **supplies**.



Our 2024-25 School Budget

- Our student enrolment for the current year is 473 learners.

RAM Allocations

Per School Total

\$525,055

Per Student Total

\$2,301,604

Total RAM Allocations

\$3,034,493

RAM Deployment

Scenario A

Organization

FTEs

Teachers

\$2,488,861

22.2

Support Staff

\$408,710

7.1

Administration

(1.7)

Total Staffing

\$3,034,493

29.3



Our 2024-25 School Fees

We will consult with families by outlining proposed activities for the upcoming year that may require a fee for cost recovery.

- Field trips
- In-school activities
- Swimming lessons
- Curling experience
- Banghara dance experience
- In-school drama presentation



Our 2024-25 School Fees

- Information about Fees in CBE Schools:
 - <https://cbe.ab.ca/FormsManuals/School-Fee-Guide.pdf>
- 2023-24 Report to Parents on Fees
 - Link to EHS website: [EHS Report on Fees](#)



Questions?

We'll take a few minutes to answer questions about our school budget and fees.



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Gathering Your Feedback



Feedback is important as we consider school planning. When students, families and staff work closely together, students achieve greater success in their learning.

We'd now like to gather your feedback on some specific questions.



Gathering Your Feedback



School Development Plan (SDP)

The SDP is developed with all students in mind. Do you agree that:

- Your child's learning can benefit from the goal(s), outcome(s), actions and resources in the SDP?
- The learning of all students is reflected and prioritized in the goal(s), outcome(s), actions and resources in the SDP?





Gathering Your Feedback

School Budget & Fees

Do you agree that:

- The activities our school provides (e.g., field trips, guest speakers, experts in schools, sporting activities, outdoor education, etc.) are important for your child's learning?
- The school fees you pay are reasonable considering the benefit they provide your child?





Gathering Feedback from All Families

- We will be sending a survey out to all parents at the end of this week.
- Survey will remain open until **March 12th**.



Next Steps

- We will update our school website with:
 - A summary of feedback gathered at tonight's session by **March 31**
 - A meeting evaluation summary by **March 31**
 - Feedback from the survey by **March 31**
- Share information about student results and the school development plan at our April school council meeting.
- Our updated school development plan will be posted on our school website by Nov. 30, 2025.



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There can be no dialogue without you.