



Alex Munro 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

Learning Excellence

After analyzing various student learning data sources from last year, teachers determined that the learning excellence focus for the 2024-25 school year will be on improving student achievement in mathematics.

The June 2024 mathematics report card stems and the 2023-24 grades 1-3 provincial numeracy screeners results were as follows:

Report Card Data:

Understands & applies concepts related to number & patterns.	1	2	3	4	ELL, ADP, IPP, NER
Kindergarten	7.5%	37.5%	52.5%	2.5%	0
Grade 1	11.6%	18.6%	60.5%	4.7%	4.3%
Grade 2	11.4%	18.2%	38.6%	29.5%	2.3%
Grade 3	14.7%	23.5%	35.3%	17.6%	8.8%
Grade 4	6.3%	22.9%	22.9%	35.4%	12.5%
Grade 5	22.7%	15.9%	34.1%	22.7%	4.5%
Grade 6	7.9%	31.6%	31.6%	23.7%	5.3%
Total	11.7%	23.7%	39.2%	19.9%	5.4%

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



Understands & applies concepts related to measurement, geometry and statistics.	1	2	3	4	ELL, ADP, IPP, NER
Kindergarten	0	20.0%	67.5%	0	12.5%
Grade 1	9.3%	20.9%	60.5%	4.7%	4.6%
Grade 2	9.1%	11.4%	40.9%	36.4%	2.3%
Grade 3	8.8%	26.5%	29.4%	17.6%	11.8%
Grade 4	4.2%	31.3%	33.3%	18.8%	12.5%
Grade 5	13.6%	25.0%	38.6%	20.5%	2.3%
Grade 6	0	34.2%	36.8%	26.3%	2.6%
Total	6.50%	24.1%	44.0%	17.9%	

Numeracy Screener Data:

Numeracy Post Assessment June 2023				
At Risk		Not At Risk		
Count	(%)	Count	(%)	
Grade 1 (June 2023)	7	16.6	35	83.3
Grade 2 (June 2023)	11	29.72	26	70.2
Grade 3 (June 2023)	19	42.2	26	57.8
Total/Average	38	29.51	87	70.4

Numeracy Post Assessment June 2024				
At Risk		Not At Risk		
Count	(%)	Count	(%)	
Grade 1 (June 2024)	17	37.78%	28	62.22%
Grade 2 (June 2024)	12	28.57%	30	59.52%
Grade 3 (June 2024)	9	25.00%	27	75.00%
Total/Average	38	30.45%	85	65.58%

Upon analyzing the data from the charts above, we noticed that over the past two years approximately 30% of students in grades 1-3 continue to be at risk in numeracy. Additionally, our Mathematics report card data indicates that 35.3% of our students are receiving 1s and 2s in concepts related to number and patterns. 30% of our students are receiving 1s and 2s in concepts related to measurement, geometry and statistics. In the upcoming year, our focus will be primarily on building procedural fluency from conceptual understanding to support student learning and achievement in mathematics.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as resilience and self-regulation require greater





focus.

Resilience & Mental Health Results

- The Spring 2024 data from the CBE Student Survey shows that **53.45%** of students “enjoy working on challenging problems in mathematics” and **56.25%** of students feel they have “confidence in themselves as a learner”.
- On the OurSCHOOL Survey from Fall 2023, **59%** of students indicate that they “keep going even when challenged” and **53.84%** of students “create plans to reach goals”.
- Our additional open-ended question indicated that **48%** of students “share ideas and ask questions during math class”.

Regulation Results

- Assurance Survey: **51%** agree that “students follow the rules” and **43%** percent believe “students respect each other”.
- OurSCHOOL Survey: Only **50%** of grade 6 students agree that “behaviours are controlled even under pressure”. **50%** believe they are “able to control their temper”. **54.64%** of students are able to “remain calm even when things don’t go their way”.

The surveys align with each other and indicate a need for a focus on confidence, perseverance and regulation. We intend to address these by focusing on conceptual understanding and productive struggle in mathematics and deepening our focus on restorative circle practices. Restorative circles give the students a format and structure that is focused on the whole-community where the students can develop resiliency and perseverance as they work through challenges together as a class.

Truth & Reconciliation, Diversity, and Inclusion

We began the 2023-24 school year with a strong focus on building belonging, connection, and curricular knowledge through traditional circle practices. On the OurSCHOOL survey, we asked students:

Do you feel comfortable sharing your ideas and/or feelings during classroom circle time?

Student Responses Oct 2023		Student Responses May 2024	
All of the time	18%	All of the time	16%
Most of the time	29%	Most of the time	45%
A little bit	42%	A little bit	31%
Never	11%	Never	8%

Students who responded that they feel comfortable sharing their ideas and/or feelings during classroom circle time “All of the Time” or “Most of the time” increased by 14 percentage points from 47% in Oct 2023 to 61% in May 2024.

Students grew their ability to effectively use circle, which strengthened teacher-student relationships and contributed to a sense of belonging.





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

We will continue to deepen our traditional circle practice pedagogy as a way to help students interact positively with each other through a focus on restorative justice circles. The continued focus will provide students with a more supportive learning environment and open discussions about how their emotions and sense of belonging impact their ability to learn, persevere and interact positively with others.

Last year we also began an initial look into the Indigenous Education Holistic Lifelong Learning Framework and explored the different domains (spirit, heart, body and mind) and how to use them in our work. This year, an intentional walk through the four domains in classrooms and with teachers will help students build their identity and develop a deeper understanding of themselves as a person, learner and friend.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome:

Students' procedural fluency will improve as teachers learn and apply teaching practices that build conceptual understanding.

Outcome Measures

- Provincial Numeracy Assessment: Gr. K-3
- Report Card Data – Number & Patterns Stem
- Grade 6 – Provincial Achievement Test (PAT) Math Part A
- CBE Student Survey and OurSCHOOL Survey – Well-Being

Data for Monitoring Progress

- Teacher perception data – Teacher confidence in implementing the CBE Mathematics Framework specifically targeting Conceptual Understanding. pp 12-13.
- PLC data: Teacher designed pre and post mathematics assessments
- Teacher responses on the Equity Continuum Inventory

Learning Excellence Actions

- Implement Performance Tasks from MathUP program to enhance students' procedural fluency
- Use [fluency routines](#) such as Strategize First Steps, Or You Could, etc.
- Use visual models like number lines, base-ten blocks to support students' understanding of general methods.

Well-Being Actions

- Focus on productive struggle, and culturally responsive inclusive practices
- Focus on sense making and student opportunity to articulate how they are understanding math concepts.
- Use data to design tasks for small group targeted instruction for those at risk in number sense.

Truth & Reconciliation, Diversity and Inclusion Actions

- Model and use traditional restorative circle practices to build belonging, confidence, and understanding of ourselves and others.
- Implement the Indigenous Lifelong Learning Framework.
- Nurture student identity by increasing equity, confidence, self-regulation, and productive struggle through culturally responsive practices.

Professional Learning

- Explicit sharing of artifacts and teaching practices connected to the four domains of the Holistic Lifelong Learning Framework.

Structures and Processes

- Traditional circle practices
- Collaborative Response
- Professional Learning Communities (PLCs)

Resources

- *Using Restorative Circles in Schools* by Follestad & Wroldsen
- *Equity Continuum: Action for Critical Transformation in*





Calgary Board of Education

- *Using Restorative Circles in Schools* book study
- MathUP PL by Mariam Small focusing on Number Sense.

- Additional dedicated time and support throughout the year to plan mathematics

- *Schools and Classrooms* by Centre of Urban Schooling
- MathUP Online Resource
- [CBE Mathematics Equity & Identity Guide](#)
- [Build Procedural Fluency from Conceptual Understanding Document](#)
- [Fluency Routines](#), CBE Document

