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Calgary Board of Education | Hidden Valley 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 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.

School Improvement Results Report | 2024-2025

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




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School Development Plan – Year 2 of 3

School Goal:
Student achievement in mathematics will improve.

Outcome:
Students will become more accurate and efficient in computation through explicit instruction in basic math facts.

Outcome Measures

- *Report Card: ELAL/FILAL, Math; Understands and applies concepts related to number and patterns.*
- *Report Card: ELAL/FILAL, Math; Understands and applies concepts related to number, patterns, and algebra.*

Data for Monitoring Progress

- *Basic Fact Assessment, grade level specific, pre- and post-assessment; 4 x a year*
- *Numeracy Screener; Number Facts Addition, Subtraction, Multiplication, and Division; 3 x a year*
- *Perception: AE Assurance Survey; "I like learning math."*
- *Local Survey; student confidence in applying strategies to efficiently/effectively solve basic facts; 3 x year*

Learning Excellence Actions

- *Implement explicit direct instruction of strategies for the operations (count on/count back, make tens/whole/zero, break apart/multiply, compensation, use partials, use inverse relationship)*
- Use engagement norms, gradual release of responsibilities, and check for understanding as consistent instructional approaches across the school
- Use of the Neurolinguistic Approach (NLA), Math Talks, and Structured Conversations for language acquisition

- Well-Being Actions*Celebrate and use mistakes as opportunities for learning*
- *Provide repeated opportunities to develop and practice strategies used for basic fact fluency*
- *Create a culture that values the thinking process and strategies over speed and algorithms*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Identify and leverage each student's strengths*
- *Use scaffolded learning intentions (i.e., learners may have different learning goals)*
- *Nurture student confidence and skill in using strategies to solve basic facts*
- *Acknowledge different ways of knowing and doing mathematics*




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Professional Learning

- *System Professional Learning: Procedural Fluency in Mathematics*
- *Read Effective Math Instruction: Harnessing the Science of Learning; N. Swain*
- *Professional Learning | Science of Learning*
- *Targeted peer-to-peer observations of explicit direct instruction*
- *CBE| Mathematics Build Procedural Fluency from Conceptual Understanding Document*

Structures and Processes

- *Explicit direct instruction using engagement norms, gradual release of responsibilities, and check for understanding (CFU)*
- *Professional learning communities*
- *Collaborative team meetings– flexible framework to address and support individual student learning*

Resources

- *CBE | K-12 Mathematics Framework*
- *Math UP*
- *Effective Math Instruction: Harnessing the Science of Learning; N. Swain*

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School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Student achievement in mathematics will improve.*

Outcome: Students' oral language will improve through sharing their mathematical thinking in complete sentences.

Celebrations

- *Significant growth in use of complete sentences when communicating mathematical understanding: 47.3% of students moved from "not yet" to "using" complete sentences*
- *Improved number of students meeting grade level expectations in mathematics; understands and applies concepts related to number, patterns, and algebra: increase of 0.8% in Kindergarten to Grade 2, and 3.1 % in Grade 3 to Grade 4*
- *Mastery of oral language increased in both our regular program and French Immersion program: 18% more students achieved mastery in Term 2*
- *Increase in confidence when sharing mathematical thinking in a complete sentence: 10% more students felt comfortable sharing their mathematical thinking in complete sentences in June compared to February*
- *All teachers felt confident using key instructional practices, such as Math Talks and the Neurolinguistic Approach*

Areas for Growth

- *A small number of students continue not to achieve grade-level expectations in mathematics: between 4.0-7.4%*
- *Some English language learners made only incremental growth in speaking language proficiency during the school year*
- *Roughly one-third of students shared that they do not like learning math. Learning engagement survey results reveal that 70% of students said, "I like learning math."*
- *Improving students' conceptual understanding of basic facts would support students' overall understanding of numbers.*

Next Steps

- *Increase engagement and participation in math through Explicit Direct Instruction and Engagement Norms*
- *6-week basic fact assessment cycles for all students to track incremental student progress*
- *Strengthen the connection between key instructional practices and checking for understanding through Harnessing the Science of Learning*