



Chief Justice Milvain School

3428 42nd Street, Calgary, AB T1Y 6A3 t | 403-777-6700 e | chiefjusticemilvain@cbe.ab.ca

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

Chief Justice Milvain School serves a school community of 565 students. One hundred eighty-three students living in Whitehorn and Coral Springs are designated to our regular program. We also welcome 382 students to our Traditional Learning Centre program from Whitehorn, Coral Springs, and Taradale. Currently 67% students are identified as English as an Additional Language Learners. Five self-identified Indigenous learners attend the regular program classes.

Learning Excellence

We have used June 2024 Mathematics Report Card data, Numeracy Screening Assessment and Teacher Perception Survey data to inform our next steps in learning.

Report Card Data:

Percentage of students achieving indicators 3 or 4 in Mathematics on the stems:

- Understands and applies concepts related to number, patterns (K-2)
- Understands and applies concepts related to number, patterns, and algebra (3-6)

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



Kindergarten	63%
Grade 1	66%
Grade 2	65%
Grade 3	62%
Grade 4	62%
Grade 5	51%
Grade 6	64%

Numeracy Screening Assessment

- Percentage of students identified as Not At-Risk on the June Provincial Numeracy Screener

Grade 1	68%
Grade 2	84%
Grade 3	81%

English as an Additional Language Benchmark (Speaking):

Percentage of EAL Learners who increased their Language Proficiency in Speaking by one benchmark level in 2023 – 2024

Grade 1	42%
Grade 2	59%
Grade 3	60%
Grade 4	25%
Grade 5	38%

- 47% of EAL Learners increased their Language Proficiency in speaking by one benchmark level

In September, teachers used the Indigenous Education Holistic Lifelong Learning Framework's Formative Assessment Rubric (Seed, Sprout, Sapling, Tree) to complete a survey asking them to reflect on their instructional practices. When staff discussed the results pertaining to teaching and learning in math, 78% of teachers self-reported that they are at the "sprout" stage in the application of the eight teaching practices to design math learning in their classroom, as outlined in the CBE Mathematics Framework.

This indicates that teachers are working to develop their understanding and application of math teaching practices, especially in conjunction with the new mathematics curriculum.

Therefore, our focus will be on teacher professional development in Mathematics. Taking into consideration the high population of EAL learners and current and ongoing diagnostic and formative assessment data, we have worked to create a culture that values the thinking processes and strategies





in math over speed and computation. This year we will focus specifically in the areas of mathematical discussions, math talk moves, task design, and further understanding of the CBE Mathematics Framework.

After analysis of Mathematics data, we have identified that students would benefit from learning tasks that incorporate mathematical discourse to elicit student thinking in our classrooms. Through the implementation of daily talk moves and mathematical conversations, students will develop confidence using math vocabulary to discuss curricular outcomes and share mathematical thinking and reasoning. In addition to the implementation of *High Yield Math Routines* (McCoy, Barnett, & Combs, 2013) in every classroom, teachers will use the CBE Mathematics Framework, Alberta Curriculum, and supporting documents to further develop fair and equitable assessment practices.

Well-Being

The 2023 Alberta Assurance survey indicated that the school improved in the area that measures Welcoming, Caring, Respectful and Safe Learning Environments. The current result indicated 91.9% as compared to previous year of 82.8%. Student learning engagement maintained from previous year as well as Citizenship and Education Quality.

Our School Survey (October 2024) indicated that 78% of Grade 6 students reported a high sense of belonging while, 86% of Grade 4 students and 83% of Grade 5 students reported the same high sense of belonging which is above the Canadian norm for students of this age group. Grade 6 students also reported lower than the Canadian norm in the social-emotional outcome, *Students with positive life satisfaction*. Canadian norm is 80% and grade 6 students reported 63% had a positive life satisfaction. An improvement from last year's grade 6 students who reported 56% in this social-emotional outcome.

This data continues to indicate the need to continue the work identified in our 2023 – 2024 School Development Plan focused on building student resilience, confidence, and competence. Work to enhance teaching and learning of productive struggle, growth mindset, and cooperative learning in math will continue to address this need.

Truth & Reconciliation, Diversity, and Inclusion

Our School Survey

Sense of Belonging: Students who feel accepted and valued by their peers and by others at their school

Grade 4	86%
Grade 5	83%
Grade 6	61%
Overall	81%





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

Teacher survey perception data drawn from a staff survey about Collaborative Response Model indicated that there is a continued need to solidify the Tier 1 and 2 supports that have been developed through our school's work with Collaborative Response in the classroom. CJM's Collaborative Response process will focus on collaborating with colleagues to refine practices and resources to support students with peer conflict, friendship problems, anxiety, school readiness, mental health concerns, social isolation, student physical well-being, and overall student wellness.





School Development Plan – Year 1 of 3

School Goal

Students achievement in mathematics will improve.

Outcome:

Students will use explicitly taught discourse strategies to communicate their mathematical understanding.

Outcome Measures

- Report Card Data (K-6 Number Strand)
- Alberta Assessment-K-3 Numeracy Data
- EAL Benchmarks (Speaking/Linguistic)

Data for Monitoring Progress

- Teacher Professional Learning Self-Assessment (Mathematics Frameworks/Math Up/High Yield Math Routines)
- Implementation of whole school math instructional practices
- Student work collected for Professional Learning Communities
- Classroom Look Fors (Mathematical Discourse)

Learning Excellence Actions

- Daily High Yield Math routines in all classrooms
- Teachers will use Math Up as a tool to support professional learning and task design
- Teach explicit discourse strategies (talk moves, Kagan Cooperative Learning)
- Students will develop their mathematical vocabulary through classroom discourse
- Teachers will calibrate their assessment and pedagogical practices

Well-Being Actions

- Create a culture that values the thinking process and strategies for communicating mathematical understanding over speed and algorithms
- Students will experience productive struggle in learning mathematics
- Students will develop confidence in their mathematical abilities
- Social Emotional Learning (SEL) focused classrooms to promote equity in all classrooms (supportive classroom environment, integration of SEL into academic instruction, explicit SEL instruction)

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will use teaching practices that develop discourse and linguistic skills for all learners
- Strength Based Learning Progression. Students and staff self-reflect on their learning (seed-sprout-sapling-tree) to create universal tiered strategies that develop decolonized assessment practices that are responsive to student needs and experiences
- Provide professional learning and resources to build and apply culturally responsive teaching and learning

Professional Learning

- PL-Seven High Yield Math Routines
- PL-MathUP
- System K-6 New Curriculum Professional Learning Series

Structures and Processes

- Implementation of High Yield Math routines
- Cooperative Learning structures in classrooms to boost academic achievement and promote thinking skills.
- Monthly PLC focused on Mathematics instruction
- Teachers will use Kagan Cooperative Learning structures in classrooms to boost academic achievement and promote thinking skills.

Resources

- CBE K-9 Calibration Protocol
- CBE Mathematics: Equity and Identity Guide
- CBE Mathematics High Impact Strategies Resource
- Taking Action (Huinker & Bill, 2017)
- High Yield Routines K-8 (McCoy, Barnett & Combs, 2013)
- Kagan Cooperative Learning (Kagan & Kagan, 2021)
- MathUP (K-6)



