



## Chief Justice Milvain School

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# School Development Planning

### 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

## 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 Development Plan – Year 2 of 3

## School Goal

*Student achievement in mathematics will improve.*

## Outcome:

*Teachers and students will engage in responsive learning cycles that guide learning next steps to foster deeper understanding and skill development in Math.*

## Outcome Measures

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

## Data for Monitoring Progress

- Embedded Assessment Practices (summative, formative)
- Professional Learning Communities
- Classroom Look Fors (Classroom practices that evidence robust assessment practices and cycles of learning)
- Teacher Self-Reflection Checklist and Student Feedback to Teacher from Embedding Formative Assessment (William & Leahy, 2015)

## Learning Excellence Actions

- Students engage with content and receive feedback from teachers, so their knowledge and skills deepen.
- Teachers will collaborate with colleagues to ensure classroom practices focus on ongoing assessment and embedding cycles of learning.
- Teachers will guide students in recognizing their progress and identifying next steps to advance in mathematics.
- Teachers will continue to align practices with the K-12 five guiding principles of assessment and reporting in the CBE.

## Well-Being Actions

- Students will be actively involved and owners of their own learning.
- Social Emotional Learning (SEL) focused classrooms to promote equity in all classrooms (supportive classroom environment, integration of SEL into academic instruction, explicit SEL instruction) Students will experience productive struggle in learning Mathematics.
- Teachers provide feedback that builds confidence and increases academic success.

## Truth & Reconciliation, Diversity and Inclusion Actions

- 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.
- Assessment practices are fair, transparent and equitable for all students.

## Professional Learning

- Chapter Study: *Elicit and Use Evidence of Student Thinking* (Ch 8), (Huinker & Bill, 2017)
- Assessment and Reporting in CBE | Practices and Procedures
- CBE Mathematics Frameworks
- Chapter Study: *Engineering Effective Discussion, Tasks, and Activities that Elicit Evidence of Learning* (Ch 4), (William & Leahy, 2015)

## Structures and Processes

- Bi-weekly PLC
- Schoolwide diagnostic and formative assessments
- Responsive Classroom Learning Cycles
- Look Fors (co-created with teachers)
- Collaborative Response Layered Meetings

## Resources

- Assessment and Reporting in CBE | Practices & Procedures
- Embedding Formative Assessment (William & Leahy, 2015)
- Taking Action (Huinker & Bill, 2017)
- High Yield Math Routines K-8 (McCoy, Barnett & Combs, 2013)
- AAC Guide for School Leaders: Alberta Assessment Consortium



## School Development Plan – Data Story

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

**Outcome one:** Students will use explicitly taught discourse strategies to communicate their mathematical understanding.

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### Celebrations

- 43% fewer students identified as Requiring Additional Support on the 2025 September Early Learning Numeracy Assessment
- Increase in the number of students who demonstrated a good understanding of grade-level number concepts
- 80% of students responded that they enjoy learning math on the Alberta Education Assurance Survey

### Areas for Growth

- Improve student understanding of mathematical concepts, procedures, problem-solving strategies, representations, and reasoning
- Increase student engagement and active involvement in their own learning
- Use of formative assessment data to plan for questioning that is responsive to student strategies, representations, and misconceptions
- Teacher survey identified the need for professional learning to develop and refine calibrated assessment measures that can be used to effectively assess student achievement in math and to help plan next steps in learning

### Next Steps

- Use of ongoing Professional Learning Communities to refine instructional practices that facilitate meaningful mathematical discourse through responsive learning cycles
- Ongoing calibration of school-wide formative and summative assessment to provide actionable data for task design and planning
- Design meaningful tasks that explicitly teach and encourage thinking, reasoning, and problem-solving strategies.

