



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

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

Mathematics:

We will continue targeted instruction towards improving students' understanding of numerical operation and working towards greater procedural fluency by developing strategies for computational and basic fact fluency.

In September and early October of 2024, students were assessed for their basic fact fluency and the results were:

Grade Level	Assessment	Percentage of Students At Risk
Grade 1	Province Wide Numeracy Screening Assessment	Addition- 42% Subtraction- 76%
Grade 2	Province Wide Numeracy Screening Assessment	Addition- 50% Subtraction- 43%
Grade 3	Province Wide Numeracy Screening Assessment	Addition- 33% Subtraction- 43%
Grade 4	Province Wide Numeracy Screening Assessment (NSA)	63%



Grade 5	CBE Number and Algebra Assessment (NAA)	89%
Grade 6	CBE Number and Algebra Assessment (NAA)	69%

Note | The focus in Mathematics has been on Number Sense, which included place value, odd/even numbers, comparing and ordering numbers, fractions, decimals and representing numbers.

In the CBE Student Survey, when students were asked “I know what to do next to improve in mathematics”, 50% of the students responded “yes”. Providing feedback to students will be a focus.

Teachers shared, through a locally created professional development survey, that they would like to increase the amount of direct instruction of math facts as well as flexible thinking to strengthen procedural fluency. Teachers also have indicated that they would like more resources and support in this area, as well as support connecting this work to the new curriculum.

In our Parent Survey, 100% of parents either Strongly Agree or Agree that the literacy and math skills children learn at Douglas Harkness School are useful.

Well-Being

Although there has been a slight increase of students and their sense of belonging, we will continue to target instruction towards improving students' relationships and sense of belonging. CBE Student Survey data, OurSCHOOL, and Alberta Education Assurance Measures all point to this as an area of focus for us.

At the beginning of the year, 70% of the students stated they had a sense of belonging and this is expected data for the beginning of the year.

Truth & Reconciliation, Diversity, and Inclusion

Douglas Harkness is a diverse, transient and vibrant learning community. Our student demographics includes English as an Additional Language (EAL) learners (52%), 9% of students are identified as Indigenous and 9% of students have an Individual Program Plan (IPP). Douglas Harkness aims to meet the personalized academic and social-emotional needs of students.

The Our SCHOOL survey indicates that 70% of students understand other cultures. However, the CBE Student Survey indicates 55% of students “feel a connection to the texts (books, land, pictures, videos) I read and hear in class. There is opportunity to improve students to experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities. Teachers have and will continue to use inclusive texts and personalized learning experiences that accurately reflect and demonstrate the strength and diversity of all our communities.





Our qualitative data, collected by teachers, documents celebrations and accomplishments for each of the Indigenous students. This includes an improvement in student voice, attendance, cultural and family/relationship understanding. This documentation of success will continue.

Attendance data indicates that we also need to focus on a holistic collaborative response to attendance.

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

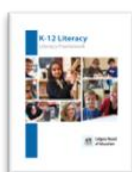
Students and employees thrive in a culture of well-being

- 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





School Development Plan – Year 1 of 3

School Goal

Students' achievement in Mathematics will improve.

Outcome:

Students' fluency in calculating using the four basic operations will improve through responsive feedback from teachers.

Outcome Measures

- Numeracy Screening Assessment basic operations results, Fall vs. Spring, Grades 1-4
- Number and Algebra Assessment basic operations results, Fall vs. Spring, Grades 5-6
- CBE Student Survey – I know what to do next to improve in Mathematics Grades 5 & 6
- Our SCHOOL Survey – Grades 4, 5 & 6

Data for Monitoring Progress

- Formative data on student progress showing conceptual understanding of mathematical operations (Harkness Hour)
- Formative data on student progress showing improved fluency in calculating using basic operations
- Year-end Our SCHOOL survey to monitor progress

Learning Excellence Actions

- Connect conceptual knowledge to procedural fluency
- Explicit teaching of fluency strategies
- Establish and implement daily routines focused on building efficiency, flexibility and accuracy
- Clearly articulate learning intentions

Well-Being Actions

- Celebrate and use mistakes as opportunities for learning
- Communicate that everyone is a mathematician
- Create and maintain a culture that values mathematical reasoning and strategies over speed and algorithms
- Activate students as owners of their learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Acknowledge and celebrate the diverse ways of knowing and doing mathematics
- Understand each students' history with, beliefs about mathematics
- Nurture student math identity through increased confidence and competence in knowing and doing mathematics
- Consider language learning needs when writing learning intentions

Professional Learning

- System Professional Learning
- Build a collective understanding of mathematical fluency (efficiency, flexibility, accuracy)
- Watch and discuss *Figuring out Fluency* webinar
- Watch and discuss Fletcher's numeracy progressions

Structures and Processes

- Collaborative Response (Harkness Hour)
- Calibration with Colleagues
- PLC (including Harkness Hour)
- Common assessments/tasks
- Book Study
- Access to tools and manipulatives at student workspaces

Resources

- K-6 Mathematics Scope and Sequence
- Mathematics Equity and Identity Guide
- Build Procedure Fluency from Conceptual Understanding Document
- MathUP
- Teacher Observation Checklists on Mathematics Insite | Curriculum and Planning Page





- Formative Assessments
(e.g., checklists, self-
reflection, peer feedback)

- Figuring out Fluency in
Mathematics Teaching and
Learning, Grade K-8,
Moving Beyond Basic Math
Facts and Memorization by
Bay-Williams and
SanGiovanni
- Pam Harris Developing
Mathematical Reasoning
Online workshop

