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Calgary Board of Education

Douglas Harkness School
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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

School Development Planning

Introduction

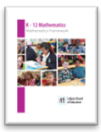
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

<INSERT LINK TO SIRR 2024-25>






Commented [CL1]: Thanks for your work on this and on the SIRR. Payal and I have a few comments for your review and revision. When you're ready, feel free to post your updated documents.

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School Development Plan – Year 2 of 3

School Goal
Students' achievement in Mathematics will improve.

Outcome:
Students will increase their ability to use mathematical representations to improve their conceptual understanding of number.

Outcome Measures
- Numeracy Screening Assessments (K-3)
- SaskMath Screening Assessments (4-6)
- Report Card Data – Mathematics number strand
- Grade 6 PAT Results
- CBE Student Survey
- OurSCHOOL Survey
- Teacher survey data

Data for Monitoring Progress
- Common Assessments to assess conceptual understanding
- Professional learning feedback regarding impact on professional growth in numeracy
- Formative assessment – anecdotal notes and observations
- Professional Learning Community and Collaborative Team Meeting Data

Commented [CL2]: Suggestion - write out your acronyms the first time. Also, I believe they are collaborative team meetings (collaborative response is a process)

Learning Excellence Actions
- Model and encourage diverse ways of thinking and creative problem solving.
- Use numeracy progressions to design tasks with embedded scaffolding
- Connect conceptual knowledge to procedural fluency
- Provide explicit instruction of number concepts
- Use concreteness fading model

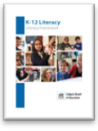
Well-Being Actions
- Provide students with opportunities to demonstrate knowledge in a variety of modes.
- Celebrate and use mistakes as opportunities for learning.
- Activate students as owners of their own learning.
- Create and maintain a culture that values mathematical reasoning and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions
- Show that mathematics is rooted in culture (e.g., school, community, sports teams).
- Acknowledge and celebrate different ways of knowing and doing mathematics.
- Understand students' history and beliefs about mathematics.
- Consider EAL benchmarks and assessment when designing math tasks
- Design tasks with multiple entry and exit points

Professional Learning
- System Professional Learning
- Watch and discuss Graham Fletcher's numeracy progressions
- Engage in CBE Universal Calibration Protocol
- Professional learning on creating mathematics tasks that embed different mathematical representations

Structures and Processes
- Collaborative Response (Harkness Hour)
- Calibration with colleagues
- Common tasks and assessments
- Provide access to tools and manipulatives for conceptual understanding

Resources
- K-6 Mathematics Scope and Sequence
- K-6 Assessment and Reporting Guide
- Mathematics Equity and Identity Guide
- Mathematical Representations Document
- Learn Alberta Numeracy Progression
- CBE Universal Calibration Protocol (K-9)



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School Development Plan – Data Story

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

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

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Celebrations

- Students' mathematical fluency and calculation skills in all grades has improved, with a significant increase in Division II, according to the Numeracy Screener Assessment data
- Improvement in Division I students' overall achievement of understanding and applying concepts related to number and patterns as demonstrated in our Report Card Data – Number Stem.
- Students' ability to recognize their next steps in learning and use familiar strategies in mathematics has improved through using responsive feedback, as indicated in data from the CBE Student Survey and OurSchool survey.
- Teachers and students are satisfied with the overall quality of basic education at Douglas Harkness School, agreeing that the literacy and math skills children learn at Douglas Harkness School are useful based on the Assurance Survey.

Commented [CL3]: yay!

Areas for Growth

- Build student conceptual understanding of number including being able to connect and use multiple representations of number.
- Increase sense of belonging and cultural awareness to support students in engaging in and enjoying learning tasks.
- Improve parental involvement in decisions about their child's education to support the connection between home and school.

Next Steps

- Using manipulatives, visual models, multiple representations to create open-ended tasks supporting conceptual understanding of number.
- Recognizing, celebrating and acknowledging diverse cultures and identities in learning through designing tasks with multiple entry/exit points and a variety of modes to demonstrate knowledge.
- Providing targeted opportunities for parental involvement and feedback in decision making such as through school council meetings and engagement surveys.

Commented [TP4]: Same as in the SIRR - this statement is incomplete and needs further clarity.