



## Killarney 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

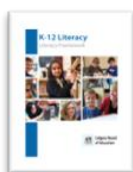
### Introduction

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.





## School Development Plan – Year 2 of 3

### School Goal

To foster greater student achievement, engagement and perseverance in mathematics by developing assessment practices and designing tasks that challenge students while encouraging active participation and problem solving skills.

### Outcome:

Students' ability to solve challenging problems in mathematics will improve through increasing both engagement and enjoyment in mathematics.

### Outcome Measures

- Provincial numeracy assessments (grades 1-3)
- Grade 6 Mathematics PAT results
- CBE Student Survey - math / engagement questions (CBE Student Survey – Confidence, enjoy challenge questions & Assurance – math I am learning is interesting)
- School based teacher perception survey
- Report Card Indicators – Numeracy

### Data for Monitoring Progress

- PLC Math Cycles
- Report card data – Number
- Assurance Survey
- Provincial numeracy assessments
- Flexible Intervention groups
- CBE Student Survey (Winter 2025)
- Assurance Survey (Winter 2025)

### Learning Excellence Actions

- Model and encourage diverse ways of thinking and creative problem solving.
- Use Montessori philosophy and materials to engage students in real world mathematics problem solving
- Create a discourse rich mathematics learning environment.
- Create an environment where students are doing most of the work of reasoning and making sense of mathematics.

### Well-Being Actions

- Activate students as owners of their own learning.
- Celebrate and use mistakes as opportunities for learning.
- Create a culture that values the thinking process and strategies over speed and algorithms.
- Promote and foster a growth mindset

### Truth & Reconciliation, Diversity and Inclusion Actions

- Consider student identities in task design
- Acknowledge different ways of knowing and doing mathematics.
- Get to know your students' history with, and beliefs about mathematics.
- Use mathematics as a tool for analyzing the world in which students live





### Professional Learning

- School based PD / PLC – organized and lead by Principal
  - 6 week PLC cycles
  - task design to enhance mathematical engagement
  - exploring student work
- Professional learning on developing task design and assessment practices
- *Focusing on increasing mathematical engagement*
  - Visible Learning for Mathematics
  - Building Thinking Classrooms

### Structures and Processes

- Collaborative Response
- Common tasks
- PLC
- Book Study
- Pre-planned hints and extensions
- Flexibility in instruction
  - Use of Montessori mathematics materials that supports the student where they are at

### Resources

- Mathematics Equity & Identity Guide
- Implement tasks that Promote Reasoning and Problem-Solving Document
- Support Productive Struggle in Mathematics Document
- Nine Mathematical Strategies
- Numeracy Flat sheet
- MathUP (K-6)

## School Development Plan – Data Story

**2024-25 SDP GOAL:** To foster greater student achievement, engagement and perseverance in mathematics by developing assessment practices and designing tasks that challenge students while encouraging active participation and problem-solving skills.

**Outcome:** Students' ability to solve challenging problems in mathematics will improve through increasing both engagement and enjoyment in mathematics.



## Celebrations

### 1. Strong Increases in Student Engagement With Mathematics (CBE Student Survey)

- Enjoyment of challenging problems: +7 percentage points
- Confidence in learning math: remains high at 85%
- These shifts reflect meaningful progress toward your SDP outcome: students embracing challenge and engaging more deeply in mathematical thinking.
- Interest in mathematics: +5 percentage points

### 2. Growth at Level 4 Across Report Card Indicators

- A steady rise in students achieving Level 4 in both Numeracy and Measurement demonstrates growing proficiency at higher cognitive levels.

### 3. Robust Citizenship and School Climate Results (Alberta Education Assurance Measure Results)

- Citizenship: 85.7% (Very High / Excellent)
- Welcoming, Caring, Safe, Respectful Learning Environment: 89.6% (High / Good)

These conditions directly support students' willingness to take risks in problem-solving.

### 4. Parent Confidence in Numeracy Instruction Increased to 92% Alberta Education Assurance Measure Results)

- Families see value in the math learning their children are experiencing, reinforcing the impact of improved task design and assessment practices.

### 5. Teachers Report Very Strong Engagement and Clarity of Practice

- Teacher engagement rating: 100%
- Teacher assessment focus areas (learning goals, agency, triangulation) reflect ongoing professional growth.

## Areas for Growth

### 1. Supporting Students in Levels 1 and 2 More Effectively

- Lower-achieving students are not yet demonstrating improvement at the same rate as their peers. Stability in Levels 1 and 2 indicates a need for stronger targeted supports.

### 2. Strengthening Communication with Families About Math Learning Alberta Education Assurance Measure Results)

- Parent confidence in “learning what they need to know” remains low (69%). Families may not fully understand:



- how math learning is assessed,
- what success looks like,
- and how the new curriculum supports deeper learning.

### 3. Increasing Student Enjoyment and Interest for All Learners

- While engagement increased, one-third of students still do not report enjoying math or challenging math tasks. Expanding engaging, accessible problem-solving experiences remains essential.

### 4. Improving Access to Supports and Services for Students Requiring Intervention

- The AEAM measure remains Low / Issue (76.1%).  
This is directly connected to the stable proportion of students in Levels 1 and 2.

## Next Steps

### 1. Develop and Implement a Mathematics Support Plan

- Establish 6-8 week cycles of intervention blocks
- Use diagnostic and formative data to identify needs
- Provide targeted small-group instruction
- Communicate intervention plans clearly to families

This aligns with the AEAM “Access to Supports” measure and supports Level 1–2 learners.

### 2. Continue Refining Assessment Practices Aligned to Curriculum and Problem-Solving Outcomes

Focus on:

- Clear learning intentions
- Co-constructed success criteria
- Consistent use of triangulation
- High-quality summative tasks that reflect conceptual understanding
- Moderation and collaborative planning

This focus builds on teacher perception data that showed strong growth in assessment practices, while a slight decline in Education Quality highlights the need to refine these practices.

### 3. Expand Engaging, High-Cognitive-Demand Math Tasks

- Low-floor/high-ceiling tasks
- Multiple entry points
- Math talks, number strings, estimation routines
- Structured opportunities for collaboration

These promote enjoyment, perseverance, and movement from Level 3 to Level 4.





#### 4. Strengthen Student Agency in Mathematics

- Embed routines that help students:
- Monitor their thinking
- Choose strategies
- Reflect on mistakes
- Track progress against personal goals

This aligns with teacher perception areas of agency and learning goals.

#### 5. Enhance Family Communication and Transparency About Math Learning

- Share curriculum overviews and learning intentions in family-friendly language
- Use images and examples of what “mathematical reasoning” looks like
- Highlight student growth through celebrations of learning
- Provide parent-friendly explanations of report card indicators

This supports the AEAM finding that only 69% of parents feel students are learning what they need to know.

