



Killarney School

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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

Our School Development Plan draws from a diverse range of data sources to ensure a comprehensive understanding of student learning. Early learning assessments such as RAN, PAST, LeNS, CC3, and Numeracy data highlight foundational skills in literacy and numeracy development. School learning data, including report cards and common assessments, provide insight into student achievement across grades and subjects. Broader measures, such as the Alberta Education Assurance Measures and the CBE Student Survey, offer valuable perspectives on student engagement, well-being, and growth. Teacher perception data further enriches our understanding of classroom trends and instructional effectiveness. Together, these data points guide our focus on achieving learning excellence for all students.

Learning Excellence

Mathematics

- Alberta Education Assurance Measures
 - o The math I am learning in school is interesting to me 62% agreement
- CBE Student Survey
 - o I am confident I can learn math – 84% agreement
 - o I enjoy working on challenging math problems – 58% agreement
 - How do we make confidence and desire equal?
- Sept 2024 Numeracy Data (% at risk)
 - o Grade 1: 5/60 (8%)
 - o Grade 2: 10/66 (15%)

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

- 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

- Grade 3: 5/51 (10%)

- Teacher math perception data
 - 37.5% of teachers are somewhat confident in fostering meaningful mathematical discourse in problem solving
 - 31% are somewhat or not confident in their ability to engage student interest in challenging math problems

- Report card Math Indicators (K-6)

- Understands and applies concepts related to number, patterns

1	2	3	4
.58%	17.4%	47.9%	32.5%

- Understands and applies concepts related to measurement, geometry

1	2	3	4
.58%	8.72%	56.7%	32.56%

June 2024 Numeracy Data

Grade 1 – 7 students at risk

Grade 2 – 9 students at risk

Grade 3 – 3 students at risk

Well-Being

- CBE Student Survey (June 2024)
 - There is at least one adult in the school I feel connected with 68% agreement
 - My teachers check in with me often about well-being 72% agreement
 - I feel included at school 74% agreement
- Our School Survey (Sept 2024)
 - I feel safe at school 76% grade 4 / 81% grade 5 & 6

Truth & Reconciliation, Diversity, and Inclusion

- CBE Student Survey
 - At my school I get to learn from Indigenous Elders and Knowledge Keepers 89% agreement
 - I learn about Indigenous ways of being, belonging, knowing and doing 92% agreement
 - When racism and discrimination occur my school takes steps to address it 81% agreement
 - I can see my culture reflected in my school 53% agreement





School Development Plan – Year 1 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 PAT results
- CBE Student Survey
- Teacher Self-assessment tool

Data for Monitoring Progress

- Teacher perception data – confidence in implementing MathUp
- School based PS common assessment
- 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 opportunities for collaboration
- Create a discourse rich mathematics learning environment.
- Create an environment where students are doing most of the work of reasoning and making sense of the 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

- System Professional Learning
- Professional learning on developing assessment practices and designing tasks that challenge students

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)

