



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

Sundance 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

What is the school data story, and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

We have used data from Provincial screeners and assessments to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

The Provincial screeners in Numeracy have shown us that 28% of students Grades 1-3 scored at risk on their Numeracy pre-tests. Comparing that number to the post-tests, 12% of Gr 1-3 students remained at risk in June.

Numeracy Screener Gr. 1-3	Pre-test % of at-risk students	Post-test % of students remained at-risk
Grade 1	32	9
Grade 2	31	13
Grade 3	18	13



This data indicates to us that despite intentional teaching targeting learning gaps, many students remained at-risk in June.

Perception data from the CBE Student Survey showed that only 62% of students felt that what they learned in math was interesting to them. This score indicates to us that students do not feel an authentic connection to their mathematical learning.

The Alberta Assurance Survey outlined that only 69.7% of students felt that they enjoyed working on challenging problems in math. This result gives us room to improve student perseverance and strengthen student number sense.

Students asking questions in math class and sharing their ideas is recorded at 82% and this is another area where student French oral expression in mathematics could still improve.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas where students feel connected to their learning are low.

The CBE Student Survey indicated that only 68.35% of students could see their culture reflected at school. This indicates to us that these students are not seeing culturally reflective teaching where they see themselves in the material.

Only 64% of students felt that they had confidence in themselves as a student. There is significant room for growth where students can develop strong self-worth as learners.

The Alberta Assurance Survey also indicated that only 77% of students felt like they could get help for problems that were not directly related to their academics. This indicates to us the room for improvement for students to feel connected at school.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a student population with 9.91% of our grades 3-6 students identified as English as an Additional Language learners, 2.12% of our students self-identifying as Indigenous and 14.16% of our students as having identified Special Education requirements.

We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning.

The CBE Student Survey indicated that only 58.82% of students feel included at school although they feel proud to be part of their school at 90.32%. This





data gives us an indication we can work on what it means to include others and foster an environment that is inclusive.

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

Student achievement in Numeracy will improve.

Outcome:

Student's number sense and ability to express themselves mathematically in French will improve.

Outcome Measures

Report Card Indicators

- Understands and applies concepts related to number, patterns and algebra

Provincial Achievement Test

- Grade 6 Math Part A

CBE Surveys

- CBE Student Survey
 - I share my ideas and ask questions in math class
 - I know what to do next to improve in mathematics
 - I think deeply and slowly when solving mathematics problems
- Assurance Survey
 - The mathematics I am learning at school is interesting to me

Provincial Assessments

- Numeracy

Data for Monitoring Progress

Internal Tracking

- Collaborative Response
- Social Emotional Learning
- Internal common assessment

Formative Progress

- Professional Learning Communities
- Teacher use of pre-post MathUp assessments
- Numeracy Tracking Spreadsheet
- French Math Talks tracking "Jasettes mathématiques"

Perception Data

- Local survey to measure teacher perception data on confidence and frequency of usage of MathUp
- Local survey to measure teacher perception data on confidence and frequency of use of Math talks.

Learning Excellence Actions

Use high impact numeracy strategies to engage students.

- Review the CBE Frameworks: K-12 Mathematics: The 8 Mathematics Teaching Practices
- Explicit teaching of fluency strategies.

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- Teachers will develop tasks focusing on the 4 equity practices as outlined in the Mathematics Framework. The four processes are
1. Achievement, supporting deep learning

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Engage and value identities by engaging students in





- Implement daily routines focused on building efficiency, flexibility, and accuracy.
- Teachers will collaborate to implement classroom structures that facilitate the practice and tracking of base numeracy facts (centers, daily practice, diagnostic tasks, formative assessment)
- Teachers will focus on the developing the following high impact numeracy strategies
 1. Facilitate meaningful mathematical discourse in French
 2. Build procedural fluency from conceptual understanding.
 3. Use and connect mathematical representations.

2. Identity: Engaging and valuing identities
 3. Empower: Sharing Voices
 4. Access: Applying Mathematics
- Use the student assessment results from diagnostic tasks offered by MathUP to design tasks for microteaching and small group targeting instruction to address the needs of students at risk in number sense and build student confidence to express themselves in French

- rich mathematical communication
- Teachers will focus on equity and inclusion by planning to embed mathematical language and structures using the Neuro-linguistic approach.
 - Teachers will plan tasks that include connections to the lived experiences of student's relatives/friends.

Professional Learning

CBE Professional Learning Series

- K-6 learning to support numeracy
- Assessment and Reporting
- MathUP learning by Marian Small to focus on Number Sense performance tasks
- Modeled "Jasettes mathématiques" with internal expertise
- Learning on the 8 Mathematics Teaching and Equity practices
- Graham Fletcher numeracy progression

Structures and Processes

School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings

Resources

- CBE K-12 Mathematics Framework
- Assessment and Reporting in CBE Guide
- Assessment and Reporting in CBE Practices and Procedures
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Math Up Online Resource





- Liljedahl, P. (2020). Building Thinking Classrooms in Mathematics, Grades K-12: 14 Practices for Enhancing Learning.

