



## Sundance 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.

### [Sundance School Improvement Results Report 2024-25](#)





# School Development Plan – Year 2 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 Early Years Assessments

- Numeracy

### Data for Monitoring Progress

#### Internal Tracking

- Collaborative Response

#### Formative Progress

- Professional Learning Communities
- Teacher use of pre-post assessments (MathUP)

#### 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.

- Teachers will focus on the developing the following high impact numeracy strategy
  - Facilitate meaningful mathematical

### 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

### 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 rich





discourse in  
French

- 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)
- Review the CBE Frameworks: K-12 Mathematics: The 8 Mathematics Teaching Practices

- 1. Achievement, supporting deep learning
- 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

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.
- Create a student advisory group to work on increasing cultural representation

### Professional Learning

- Continued access to K-6 system learning to support numeracy
- Graham Fletcher numeracy progression
- MathUP learning by Marian Small to focus on Number Sense performance tasks
- Modeled "Jasettes mathématiques" with internal expertise
- Develop understanding of the 8 Mathematics Teaching and Equity practices

### Structures and Processes

- 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



# School Development Plan – Data Story

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## 2024-25 SDP GOAL:

### Student achievement in Numeracy will improve.

#### Outcome:

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

#### Celebrations

- More students than the previous year indicated they found what they learned in math was interesting to them (62% to 69%).
- Student perception data shows an overall increase by 15% of students who feel included at school (59% to 74%).
- There is a small (3%) increase in students who have confidence in themselves according to the CBE student survey.
- Results from the Alberta Assurance Survey indicate that Sundance has maintained overall Excellence in the areas of Welcoming, Caring, Respectful and Safe Learning Environments, as well as Active Citizenship.

#### Areas for Growth

- Improve student conceptual understanding of number increasing excellence and achievement in the understanding of number, patterns and algebra.
- Increase student confidence and willingness to engage and persevere in problem solving and reasoning in the target language in mathematics
- Targeted support for excellence in achievement for students identified requiring additional support
- Increased student input to ensure students identify with cultural responsive teaching

#### Next Steps

- Use structured French Number Talks in math to build student confidence and deepen understanding.
- Track student progress to ensure those requiring extra numeracy supports receive timely help and feedback.
- Provide more explicit French language instruction across all subjects to strengthen expression in reasoning and confidence in learning.
- Gather student input to increase cultural representation and belonging in our school through responsive teaching and culturally diverse resources

