

**Ron Southern 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

Learning Excellence

We have used data from Report cards, 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.

Report Card Data

Change in the percentage of students who received a 1, 2, 3 or 4 in the January report card (S1) or in the June report card (Y1) in the STEM "Understand and applies concepts related to number and patterns" or "Understand and applies concepts related to number, patterns and algebra."

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

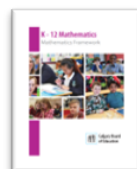
See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements



Grade k-2	Understand and applies concepts related to number and patterns				
		Achievement Indicator			
		1	2	3	4
	S1	4.1%	20.3%	46.2%	29.4%
	Y1	5.1%	13.5%	42.8%	38.6%
	Difference	1.0%	-6.8%	-3.4%	9.2%
		1 & 2		3 & 4	
	S1	24.4%		75.6%	
	Y1	18.6%		81.4%	
	Difference	-5.8%		5.8%	
Grade 3-6	Understand and applies concepts related to number, patterns & algebra				
		Achievement Indicator			
		1	2	3	4
	S1	3.3%	28.9%	42.3%	25.5%
	Y1	3.8%	26.9%	34.6%	34.6%
	Difference	0.5%	-2.0%	-7.7%	9.1%
		1 & 2		3 & 4	
	S1	32.2%		67.8%	
	Y1	30.7%		69.2%	
	1 & 2 vs. 3 & 4	-1.5%		1.4%	

As we analyze the data from the charts above, we noticed that:

- A higher percentage of students achieving a Mastery level of understanding ("4"), in Y1 vs. S1.
- For the Grades 3-6, the data suggests that most of the movement into Mastery came from students who achieved a Well Developed ("3") level of understanding in S1, as there was minimal change in students who received a "1" or a "2" in S1 compared to Y1.





Sprint Data

Mathematical learning sprints were conducted three times during the school year. Each grade team created a targeted goal connected to the school development plan mathematic goal of improving students' number sense in a problem-solving context. These targets ranged from whole class or targeted groups of students. The table below indicates the success rate and most impactful instructional strategy.

	Success Rate	Most impactful strategies
Sprint 1	63%	Having students explain their thinking
Sprint 2	82%	Having students explain their thinking
Sprint 3	64%	Use of manipulatives and visuals

As we analyze the data from the charts above, we noticed that:

- The effectiveness of our Math Sprints was sporadic, and a high percentage of students were unsuccessful
- Sprints that focused on having students explain their thinking were the most impactful

Provincial Universal Screeners

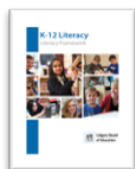
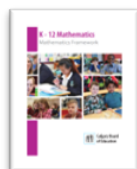
Numeracy – Percentage of Students At-Risk

Grade	Pre-Test	Post-Test
1	18%	11%
2	14%	12%
3	5%	0%

As we analyze the data from the charts above, we noticed that:

- Over 50% of our students who were identified At-Risk in our pre-test remained at-risk in the post-test.

In the upcoming years, our focus will primarily be on task design in math to support all our learners.





Well-Being

Well-Being Student voice through OurSCHOOL Well-Being survey has indicated that 53% of students had a hard time staying focused on the tasks. This aligns with the data that 60% of students report that they are engaged in their learning in the Spring 2024 Alberta Education Assurance survey. These results are further supported by the perception data from the CBE Student Survey below.

OurSCHOOL Survey

Regulation (Percentage of students who agree to the following statements)

Able to stay focused even when less engaged	52%
Able to stay focused on tasks, even when tasks change	48%

CBE Student Survey

Mathematics (Percentage of students who agree to the following statements)

I am confident that I can learn mathematics.	86%
I share my ideas and ask questions in mathematics class	86%
I know what to do next to improve in mathematics.	73%
I enjoy working on challenging problems in Mathematics	63%

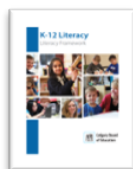
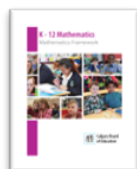
Assurance Survey

“Do you like learning math?” dropped from 85% to 59% over the last three years

Percentage of students who agree they are engaged in their learning dropped from 72% to 63% over the last three years

Here we note for Mathematics, a declining interest in mathematics and a low percentage of students who feel they can stay focused on learning. A high percentage of students also shared that they don't know their next steps in improving in math (27%) and that they don't enjoy challenging problems in Mathematics (37%).

Our focus for this year is on implementing a school-wide approach of teaching through social-emotional lens, building confidence and sense of mathematical identity, along with using the SEL program with a specific attention on teaching student regulation strategies to improve learning experiences.





Truth & Reconciliation, Diversity, and Inclusion

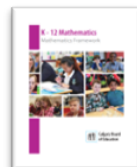
Our demographic data represents highly diverse student population with 27% of our students identified as English as an Additional Language learners with a third being LP1 or 2 learners, 2.7% of our students self-identifying as Indigenous and 44% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

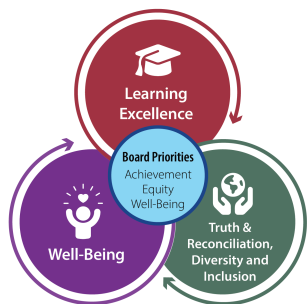
When looking at our diverse cohorts from above, we notice that they do not all perform at the same level as the general population

Percentage of students who achieved a “4” in their June report card.

- All Students – 34%
- Unnamed Cohort – 15%

Our focus for this year is on implementing task design that is inclusive to all our learners.



**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 academic engagement in math will improve through teachers incorporating equity practices into their task design.

Outcome Measures**Report Card Indicators**

- “Understand and applies concepts related to number & patterns”*
- “Understand and applies concepts related to number, patterns & algebra”*

Provincial Assessments

- Alberta Education Provincial Numeracy Screening Assessment

Assurance Survey;

- “Do you like learning math?”*
- “engaged in their learning”*

CBE Student Surveys

- “I enjoy working on challenging problems in Mathematics”*
- “I am confident that I can learn mathematics”*

Data for Monitoring Progress**Internal tracking**

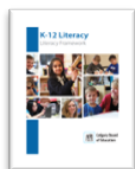
- Collaborative Response
- Administrative Classroom Look Fors
- Success rates in Math Sprints

Formative progress

- Math Professional Learning Community
- Numeracy School team tracking spreadsheet

Perception Data

- Student Advisory perception data regarding math tasks
- Ron Southern Student survey
 - “Do you like learning math?”
- Ron Southern Teacher survey
 - “What is a success in the last month that has made your math practice more equitable?”





Learning Excellence Actions

Utilize high impact numeracy strategies to engage students:

- *Create spaces for students to share and make visible their mathematical reasoning/thinking*
- *Center content understanding around student questions, varied ways of thinking, misconceptions and alternative strategies.*
- *Facilitate active sharing, discussion, and connections between different students' thinking*

Well-Being Actions

Create learning spaces that proved learners with safe and respectful environments:

- Targeted Social Emotional Learning (SEL) instruction on Self-Awareness to build social-emotional skills and confidence in learning
- Using learning sprints to design tasks that increase student academic engagement and success in math.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Cultivate mathematical identity so that everyone can see themselves as mathematicians
- Create space for students to share and make visible their mathematical reasoning/thinking
- Provide multiple opportunities for students to learn from and teach each other

Professional Learning

CBE Professional Learning Series:

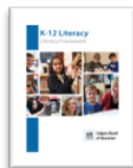
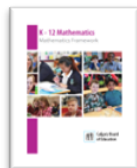
Structures and Processes

School-Based

- Professional Learning Communities
- Collaborative Response

Resources

- CBE K-12 Mathematics Framework – “Posing purposeful questions.”





- K-6 learning to support literacy and numeracy instruction

School Based Learning

- Learning goals vs. Performance goals
- Equity practices - Empower (sharing voices) & Identity (Engaging and valuing identities)
- Open-ended questions
- Math Discourse and posing purposeful question

- Student Learning Teams
- Team Meetings
- Learning Sprints
- SEL block

- CBE Mathematics Equity and Identity Guide
- Assessment and Reporting in CBE Practices and procedures
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Frame-Work
- CASEL Guide to School wide SEL
- MathUP

