



Ron Southern

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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.

Link here: <https://ronsouthern.cbe.ab.ca/documents/cdb3ebde-3efa-40bb-a348-6664e854b94a/Ron-Southern-SIRR-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal:

Student achievement in Numeracy will improve.

Outcome:

Student academic engagement in math will improve through teachers incorporating equity practices into authentic task design.

Outcome Measures
Report Card Indicators

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

Provincial Assessments

- Alberta Education Numeracy Screening Assessment
- Grade 6 Mathematic Provincial Achievement tests

Assurance Survey

- “Do you like learning math?”
- “The mathematics in school is interesting to me”

Our School Survey

- “Do you see yourself as a math learner and why?”

CBE Student Survey

- “I am confident that I can learn mathematics”

Data for Monitoring Progress
Internal Tracking

- Collaborative Response Model
- 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
- Student survey - “Do you like learning math?”
- Teacher survey
Question – How confident do you feel using identified equitable teaching practices in your math task design?

Learning Excellence Actions
Utilize high impact numeracy strategies to engage students:

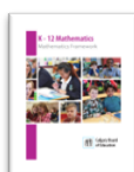
- Create spaces for students to share and make visible their mathematical reasoning/thinking
- Center content understanding around student questions, varied ways of thinking, misconceptions and alternative strategies

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 and persistence in learning.
- Using learning sprints to design tasks that increase student academic

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





- Facilitate active sharing, discussion, and connections between different students' thinking

engagement and success in math

- see themselves as mathematicians
- Design learning tasks that include access to manipulatives, multiple entry points and regrouping of students.

Professional Learning

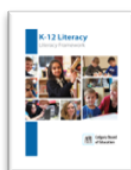
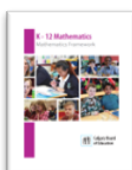
- CBE Professional Learning series
- Learning goals vs Performance goals
- Equity practices – Empower (sharing voices) & Identity (Engaging and valuing identities)
- Open-ended questions
- Math Discourse and posing purposeful questions
- Vertical Learning Surfaces

Structures and Processes

- Professional Learning Communities
- Collaborative Response
- Student Learning Teams
- Team Meetings
- Learning Sprints
- Social-Emotional Learning (SEL) Instructional Block

Resources

- CBE K-12 Mathematics Framework - "Posing purposeful questions"
- CBE Mathematics Equity and Identity Guide
- Assessment and Reporting in CBE Practices and Procedures
- CBE Indigenous Education Holistic Lifelong Learning Framework Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to guide school-wide Social-Emotional learning block
- MathUp



School Development Plan – Data Story

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2024-25 SDP GOAL: *Student achievement in Numeracy will improve.*

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

Celebrations

- During administration, Look Fors – 100% of teachers were using at least one equitable math practice in their lesson.
- CBE Engagement Survey – Parents reported their child(ren) was more positively challenged in math this year and more attentive to learning math.
- 88% of students are confident that they can learn mathematics.
- 100% of the student population felt that they could reach the level of success in mathematics that they needed to achieve future goals.
- From January to June 2025, data revealed an increase in the stem of “understands and applies concepts related to number, patterns (and algebra)” in the indicators 2,3, and 4.

Areas for Growth

- Teachers continue to build capacity in developing authentic and engaging math learning tasks with an emphasis on equitable math practices – data from the three learning sprints consistently showed 15 –20% of students not achieving the 6-week sprint.
- Build students’ ability to persevere on solving challenging math problems (Only 55% of students reported in the CBE Student survey that they enjoyed working on challenging problems in mathematics. 59% of students reported that they find math learning interesting in the Alberta Assurance Student Survey).

Next Steps

- Six weeks of learning sprints for each grade team to create a targeted goal (small group or whole class) connected to the mathematical goal of improving students’ number sense in a problem-solving context.
- Use inquiry tasks connected to the real world (project-based learning) to better engage students in mathematical thinking.
- Continue building equitable practices that promote a positive mathematical identity and assist in developing students’ abilities to persevere in mathematical problem-solving.

