



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

Edgemont 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

Our school has set intellectual engagement as a primary goal, aiming to deepen students' persistence, confidence, and active participation in learning. Current data sheds light on our progress and areas for growth:

- **Engagement:** According to the Alberta Education Assurance (AEA) survey, 64% of students reported feeling intellectually engaged in their learning. While promising, there remains room to increase this number through targeted initiatives.
- **Attendance:** Attendance has emerged as a significant area of focus. We've observed a 12% increase in students with absentee rates over 10% compared to last year. Additionally, responses from the CBE Student Survey indicate that 27% of Grade 5 students reported occasionally staying home even when they weren't ill.

By addressing attendance issues and supporting students in feeling more engaged, we aim to strengthen their connection to school and overall academic experience.

Celebrating Literacy Focus and Progress

Over the past three years, our focused literacy initiatives, especially in writing, have shown strong improvement. By prioritizing phonological awareness and encoding skills, teachers have effectively closed literacy gaps, improving both their intervention skills and overall confidence in supporting student literacy development.

Writing Assessments and Proficiency Levels



Throughout the year, teachers conducted school-wide writing assessments, benchmarking students' writing against grade-specific ELAL outcomes and assessment guides. Collaborative calibration across grade teams allowed for consistent evaluation standards.

However, progress in math has been less steady, with provincial curriculum updates requiring more extensive gains in numeracy. Teachers have expressed a need for deeper understanding and strategic approaches in math, underscoring the importance of prioritizing professional development in math instruction to drive more consistent achievement across all grades.

Math Proficiency Levels:

Report card data shows noteworthy gains in students achieving level 3 and 4 proficiencies in kindergarten (8.78%), Grade 3 (8.74%), and Grade 5 (8.78%).

Provincial Numeracy Assessment:

Among our “at-risk” population, significant growth was noted, especially in Grade 1 where the “at-risk” rate decreased from 9.52% to 0%. Our baseline “at-risk” percentage (9.43%) is notably lower than the Area 1 (18.08%) and CBE (26.3%) averages, indicating a positive trend for our students compared to broader measures.

Student Perception Data:

Survey results indicate strong student confidence, with 91% reporting the ability to identify critical information in math problems, and 90% able to use mental math strategies effectively. Yet only 68% report enjoyment in learning math, signaling a need to boost engagement and resilience in tackling challenging tasks.

Through targeted professional learning, our goal is to equip teachers with robust math instructional strategies that enhance students' intellectual engagement and persistence in math, ultimately supporting students in achieving their full potential.

Well-Being

Our school's focus on well-being, especially fostering a sense of belonging, has led to significant progress, though recent data highlights a need to deepen efforts in self-regulation as a core requirement for student engagement.

■ **Belonging Metrics:**

We have seen improvements in student perception of belonging, with 71% of Grade 4 students indicating they feel they belong, 90.5% affirming a welcoming and respectful learning environment, and 76% feeling welcomed at school (Alberta Education Assurance Survey). Additionally, our OurSchool Well-being Survey reflects positive relationships (81%) and a high sense of belonging (82%) in Grades 4 and 5. However, students' feelings about peer care are lower, with only 63% agreeing that most students care about each other, and only 64% feeling engaged in learning, highlighting areas for further growth.





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

- Self-Regulation and Engagement:**

Student perception data on the OurSCHOOL survey underscores teacher observations that students' self-regulation skills require support. 66% of students reported the ability to control their temper and only 62% stated that they were able to remain calm even when things don't go their way. Measures related to task focus when less engaged and during transitions were also low; 69% and 63% respectively.

Student attendance data and self-reports indicate additional barriers to consistent engagement. Notably, there has been a 12% increase in students with over 10% absences, and 27% of Grade 5 students reported staying home sometimes even when not ill. Attendance rates are closely linked to students' ability to self-regulate and manage challenges, impacting their capacity to engage fully in learning.

Our commitment moving forward is to focus on building self-regulation skills across all grades as a fundamental part of student engagement and well-being. This strategic focus aims to empower students to navigate academic and social challenges with confidence, supporting a healthier school community.

Truth & Reconciliation, Diversity, and Inclusion

While students report high engagement in land-based learning and a strong awareness of Indigenous ways of being, belonging, doing, and knowing, some data points are conflicting and indicate a lack of depth in students' understanding. For example, 97.22% of students noted they have opportunities to learn from the land, and 93.58% stated they learn about Indigenous perspectives. However, responses on specific aspects of the Indigenous Strategy were less consistent. Although 81% believe they share responsibility in fostering respect and understanding between Indigenous Peoples and other Canadians, only 13.48% associated land-based learning with contributions of Indigenous peoples, 10.86% connected it to learning Indigenous perspectives, and 14.23% linked it to learning through story. This suggests a need to deepen and intentionally bridge these experiences with learning about Indigenous contributions, fostering a more integrated and meaningful connection for students.



**School Goal**

Intellectual Engagement – Students will develop persistence and confidence in addressing complex issues and academic challenges.

Outcome:

Student engagement in mathematics will result in improved achievement in math reasoning.

Outcome (Optional)

Teachers will deepen their engagement and pedagogical practice of “Land-as-Teacher”.

**Outcome Measures (Evaluative)
Engagement in Math**

- ☐ Report Card Marks
- ☐ Provincial Numeracy Assessments
- ☐ Attendance Data
- ☐ Perception Data CBE Survey:
 - I enjoy working on challenging problems in mathematics.
 - When I have a math problem to solve, I can find the important information and how to solve it.
 - When I'm solving a math problem, I can apply strategies I've learned and used before.
- ☐ Perception Data OurSCHOOL:
 - Math Challenge
- ☐ Perception Data AEA Survey:
 - students demonstrate the knowledge, skills and attitudes necessary for lifelong learning
 - Engagement in their learning in school

Engagement with the TRC

- ☐ Perception Data CBE Survey:
 - I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians
 - I am interested in how people of other cultures see the world.

**Data for Monitoring Progress
(Formative) Engagement in Math**

- Math Calibration: PLC developed problem solving questions with varying the rate, volume and complexity to develop the conceptual understanding needed to improve student reasoning
- Student Mathematical Freedom Scale– Jo Boalar
- Class Reviews
- Collaborative Response

Engagement with the TRC

- Utilizing documentation in our Gathering Space, teachers will reflect on progress (consider the walls).
- After seasonal land-based experiences teacher readiness will be tracked using the Indigenous Education Rubric (plant seed, grounding roots, nurturing growth, branching out).





- Indigenous Strategy Questions: At my school I have the opportunity to:
 - Learn about the contributions of Indigenous peoples
 - Learn about indigenous perspectives
 - Use learning materials created by indigenous peoples
 - Learn from the land or learn on the land
- Perception Data AEA Survey:
 - Engagement in their learning in school

Learning Excellence Actions

- Connecting students' new learning to Big Ideas (Fosnot and Boaler)
- 3- Act Math Tasks – Graham Fletcher
- Use of purposeful questions and meaningful discourse in math talks using vertical non-permanent surfaces that promote mathematical reasoning

Well-Being Actions

- Considering students' identities in task design.
- Acknowledge different ways of knowing and doing math.
- Demonstrate that math is rooted in culture.

Truth & Reconciliation, Diversity and Inclusion Actions

- Seasonal community trips to Nose Hill as well as ongoing utilization of the Edgemont Slope, Wetlands and Ravine for land-based learning
- Deepening of indigenous pedagogies: Circle, Walk alongside and Sit Spot
- Circle Fridays – focus on the 4 domains of the Wholistic Lifelong Learning Framework

Professional Learning

- Calibrating math outcomes using Universal Calibration Protocol
- Reinforcing Teacher understanding of Developmental Math progression – promoting ongoing use of Fosnot's Numeracy Landscape for identify learning/understanding gaps
- CBE K-6 System Professional Learning

Structures and Processes

- PLC calibration using Universal Calibration Protocol
- Collaborative Response and Collaborative Team Meetings
- Lift and Shift model for Land-based Professional Learning
- Nest Project-Collective Documentation
- Circle Fridays
- PLC's

Resources

- CBE Mathematics Framework
- Alberta Education Numeracy Progressions
- Fosnot's Mathematical Landscapes
- YouCubed online resource- Stanford University
- 3-Act Math tasks – Graham Fletcher
- Universal Calibration Protocol (Insite)
- Math Up – Marion Small
- Taking Action: Implementing Effective





Online – New curriculum sessions

- Breaking down known pedagogies (sit spot, walk alongside) into steps that enhance and deepen mindfulness and intention for students and staff- both individually and collectively
- Leveraging Elder Saa'kokoto's visits to build teacher background knowledge and as a mentored example of how teachers can walk alongside students in learning.

- Regular Grade Team meetings
- Designated time and spaces for practicing of regulation skills (e.g. sensory room, movement breaks)

Mathematics Teaching Practices by Huinker and Bill

- CBE Indigenous Education Lifelong Learning Framework and Insite Page
- Indigenous Education Specialists
- Stephanie Bartlett – Professor University of Calgary
- Coyote's Guide to Connecting with Nature – Jon Young

School Development Plan – Year 1 of 3

School Goal

Student Self-Regulation will improve.

Outcome

As regulation is foundational to engagement, staff will confidently recognize the signs of dysregulation and trauma responses in students and apply appropriate, trauma-sensitive support strategies. This support will enhance student engagement, through increased intellectual, social and emotional wellness.

Outcome Measures

- ☐ Perception Measures- CBE Survey:
 - I like going to school
 - I am responsible for myself and my actions
 - I stay home from school when I am not feeling sick
- ☐ Perception Measures – AEA Survey
 - ☐ Learning environments are welcoming, caring respectful and safe
 - ☐ At school do most students are about each other

Data for Monitoring Progress (Formative) Well-Being Self Regulation

- Circle Friday Student Reflections: Record student reflections analyzing growth in common language around their self-regulation skills for insight into students' understanding and internalization of the strategies.
- Teacher reflections: demonstrating how they've implemented specific strategies





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- Our SCHOOL Survey measures:
 - Students will moderate or high levels of anxiety
 - Students with positive self-regulation measures:
 - I am able to control my temper
 - Able to stay calm when things don't go my way
 - Students follow the rules
 - measures related to engagement, positive self-regulation and anxiety.
- PowerSchool Attendance Data
- Perception Measures- CBE Survey:
 - I stay home school when I am not feeling sick
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from professional learning sessions.

- Class Reviews
- Collaborative Response

Learning Excellence Actions

- Model and encourage diverse ways of thinking and creative problem solving
- Utilize age-appropriate texts that highlight diverse persons and the SEL competencies (characters that exhibit these skills both successfully and in states of growth)
- Engage in reading and writing tasks to deepen students' understanding of the SEL competencies such as: reflection journals, regular opportunities for self-assessment with feedback.

Well-Being Actions

- Incredible 5-point Scale: Students and staff (including support staff) will adopt a common language and structure for describing and responding to states of regulation
- Staff will use Collaborative Response to identify and implement a continuum of supports for student regulation
- SEL Champion
- Circle Fridays will build community and provide opportunity for Social Emotional Learning and common language.

Truth and Reconciliation, Diversity and Inclusion Actions

- Supporting students to experience and respond to the land as teacher
- Promoting mindful reflection through indigenous pedagogies (walk-alongside / sit spot)
- Utilize inclusive, universal strategies to intentionally integrate SEL competencies schoolwide.

Professional Learning

Structures and Processes

Resources





- Trauma Sensitivity Training
- Brain Architecture Game
- Supporting every student learning series (SES)

- Collaborative Response and Collaborative Team Meetings
- Circle Fridays
- PLC's

- CBE Inclusive Education & Area strategists
- CBE Well-Being Framework and Companion Guide
- CBE Indigenous Education Wholistic Lifelong Learning Framework
- SEL D2L Shell resources

