

**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

**Edgemont School**

55 Edgevalley Circle, Calgary, AB T3A 4X1 t | 403-777-6340 e | [edgemont@cbe.ab.ca](mailto:edgemont@cbe.ab.ca)

# School Development Planning

## Introduction

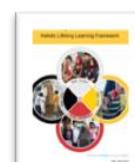
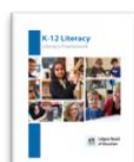
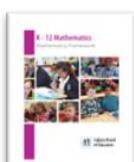
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

<https://edgemont.cbe.ab.ca/documents/b9773308-4121-4952-bcfbe385aeff7b8f/Edgemont-SIRR-2024-25.pdf>



## School Development Plan – Year 2 of 3

### 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 in numeracy tasks.

### Outcome (Optional)

Students will deepen their understanding of Indigenous perspectives through land-based learning.

### Outcome Measures

#### Mathematics

#### Achievement Data

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 important information and how to solve it.
- When I'm solving a math problem, I can apply strategies I've learned and used before.

### Engagement with the TRC

#### 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

##### Perception Data CBE Survey:

- I recognize that it is my responsibility to help develop respect and

### Data for Monitoring Progress

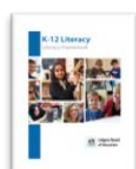
#### Mathematics

- Calibration: Grade groups will calibrate a numeracy task related to current focus outcomes twice a year. Student evidence (Proficiency Level 1 and 2) will be brought to the math PLC to inform next steps for professional development and intervention for students requiring additional support
- Student Mathematical Freedom Scale– Jo Boaler (adapted)
- Class Reviews
- Collaborative Response

### Engagement with the TRC

Indigenous Strategy Questions (Collected at the school level): 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





- understanding between Indigenous peoples and other Canadians
- I am interested in how people of other cultures see the world.

## AEA Survey:

- Engagement in their learning in school

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

**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 math strings and focusing on representing and communicating thinking through numbers, diagrams and words

**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 HLLLF
- Teachers and students will make learning visible through digital spaces
- Seasonal Gathering assemblies
- Leveraging Elder visits to build teacher background knowledge and as a mentored example of how teachers can walk alongside students in learning

**Professional Learning****Structures and Processes****Resources**



- Calibrating math outcomes using Calibration Protocols
- Reinforcing Teacher understanding of Developmental Math progression – promoting ongoing use of Fosnot's Numeracy Landscape for identify learning/understanding gaps
- Collaborative conversations focused on aligning math expectations across grades to support smoother student transitions and deepen teachers' understanding of the curriculum before and after their grade level

- PLC calibration using student evidence and assessment guides
- Collaborative Response and Collaborative Team Meetings
- Lift and Shift model for Land-based Professional Learning
- Gathering Space Collective Documentation
- Circle Fridays
- PLC's
- Regular Grade Team meetings
- Designated time and spaces for practicing of regulation skills (e.g. sensory room, movement breaks)

- New curriculum scope and sequence guides.
- Alberta Education Numeracy Progressions
- Fosnot's Mathematical Landscapes
- 3-Act Math tasks – Graham Fletcher
- Math Up – Marion Small
- Taking Action: Implementing Effective Mathematics Teaching Practices by Huinker and Bill
- CBE Indigenous Education Insite Page
- Indigenous Education Specialists
- Stephanie Bartlett – Professor University of Calgary
- Coyote's Guide to Connecting with Nature – Jon Young

## School Development Plan – Year 2 of 3

### School Goal (OPTIONAL SECOND GOAL):

Student Self-Regulation will improve.

#### Outcome:

Students will demonstrate increased independence and consistency in using self-regulation strategies, supported by timely, trauma-sensitive responses from staff. As students strengthen their ability to recognize and manage their emotional and physiological states, engagement and growth across intellectual, social and emotional domains will increase.

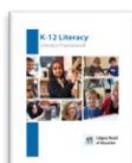
#### Outcome Measures Perception Measures-

CBE Survey:

- I like going to school

#### Data for Monitoring Progress

- Circle Friday Student Reflections: Record student reflections analyzing growth in common





- I am responsible for myself and my actions
- I stay home from school when I am not feeling sick

**AEA Survey**

- Learning environments are welcoming, caring respectful and safe
- At school do most students care about each other

**Our SCHOOL Survey:**

- Students with 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**

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 from professional learning sessions.
- Student Voice Survey: I can identify an effective strategy for self-regulation
- 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
- Engage in reading and writing tasks to deepen students' understanding of the SEL competencies
- Reinforce common language of empathy, caring and belonging to support student self-regulation.

**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
- Increase the visibility of the 5-Point Scale
- Staff will use Collaborative Response to identify and implement a continuum of supports for student regulation
- SEL Champion
- Classroom Meetings and Circle Fridays will build community and provide opportunity for

**Truth & 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





SEL and common language
▪ Use of calming spaces and/or tools in the classroom

**Professional Learning**

- Trauma Sensitivity Training
- Supporting every student learning series (SES)
- Team planning time planning creating resources and mini lessons for self-regulation
- Enrichment of sensory room and calming spaces.

**Structures and Processes**

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

**Resources**

- CBE Inclusive Education & Area strategists
- SEL D2L Shell resources
- Staff Padlet - regulation strategies
- CASEL framework



## School Development Plan – Data Story

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

**Outcome One** Student engagement in mathematics will result in improved achievement in math reasoning.

### Celebrations

- Strong division 2 results: 95% of Grade 4 and 5 students achieved proficiency level 3 or 4 related to numeracy.
- Effective intervention: significant within your recovery among identified at-risk students.
- Increased confidence: over 90% of students report strong mathematical self-efficacy.
- Growing engagement: enjoyment of math rose from 68% to 80% among students surveyed.

### Areas for Growth

- Early numeracy foundations: Higher baseline of students identified as requiring additional supports in Grade 1-2 indicates a need for deeper focus on number sense and fluency.
- Transition between Grade 1 and Grade 2: the jump and expectations from Grade 1 to Grade 2 continues to challenge students. Teachers will work together to ensure instruction is more connected across grades, so students build the necessary foundations before concepts are introduced.
- Student engagement: Confidence is strong, but enjoyment and persistence must improve, especially among early learners.
- Alignment of perceptions: Student engagement lags behind teacher and parent views; amplifying student voice is key.

### Next Steps

- Focus will remain on strengthening foundational numeracy in early grades through targeted small-group instruction and formative assessment cycles.
- Professional learning will emphasize connecting conceptual understanding with procedural fluency so students can reason flexibly and explain their mathematical thinking.
- Consistent language and models across grades will help bridge learning between Grades 1 and 2, reducing conceptual gaps.
- Teachers will design learning tasks that explicitly develop mathematical reasoning - inviting students to make conjectures, justify solutions, and compare strategies. These experiences will promote curiosity, creativity and engagement, supporting students to approach challenging problems with confidence and persistence while fostering mathematical engagement.



## Outcome Two

Students will deepen their understanding of Indigenous perspectives through land-based learning.

### Celebrations

- Teachers continue to demonstrate consistent growth in their practice, particularly with land-based pedagogies and braiding Indigenous and Western perspectives.
- Students connected self-regulation (well-being) with experiences on the land, with 77% of students rating land experiences as helping them to feel regulated (1 or 2 on the 5-Point Scale).
- Students reporting opportunities of learning about Indigenous ways of being, belonging, doing and knowing increased by 5.46%.
- Students recognizing their responsibility to develop respect between Indigenous peoples and other Canadians increased by 5.0%.

### Areas for Improvement

- The Gathering Space initiative was disrupted, meaning artifacts and documentation of student and staff learning were not fully realized.
- Building continuity between Elder and Knowledge Keeper visits: incorporate post-visit reflection opportunities so learning is sustained and deepened.

### Next Steps

- Implement a consistent ongoing process for formative data collection in classrooms and land-based learning initiatives.
- Re-establish the Gathering Space initiative to create a visual record of professional and student learning.
- Incorporate digital collections of teacher and student reflections and learning artifacts.
- Continue to braid Indigenous and Western knowledge further in classroom practice (Two-Eyed Seeing).

### Goal 2 Student Self-Regulation will improve.

**Outcome:** Staff will continue to recognize the signs of dysregulation and trauma responses in students and shift our focus to applying appropriate, trauma-sensitive support strategies. This support will enhance student engagement through increased intellectual, social and emotional wellness.

### Celebrations

- Strong sense of safety and belonging: over 75% of students feel safe, welcomed, and cared for at school.



- Growth and emotional regulation: noticeable gains in students' ability to consciously manage emotions and behaviours, particularly in Grade 4.
- Positive well-being indicators: 94% of girls and 96% of boys report positive hedonic well-being.
- Anxiety levels for grade 4 students remain well below national norms.

## Areas for Growth

- Sustained attention and task focus: Students require continued support to maintain focus during transitions or less engaging tasks.
- Attendance and engagement: Ongoing absenteeism limits opportunities for developing consistent regulation and persistence. We will build parent understanding of the importance of consistent attendance through a targeted communication and engagement campaign that highlights how every day of learning matters.
- Utilizing holistic practices that support improved attendance.
- Consistent trauma-sensitive practice: We will continue professional learning to ensure all staff use shared language and strategies to support student regulation.
- Peer empathy and care: Only 57% of students feel that peers care for one another; daily practices should reinforce empathy, kindness, and community responsibility. We will leverage our Circle Friday to build student interpersonal skills and understanding.

## Next Steps

- Our focus will remain on building self-regulation as a foundation for engagement and well-being, while intentionally expanding this work to include caring for others. Teachers will model and teach regulation strategies through daily practice. Professional learning will continue to strengthen staff understanding of trauma-sensitive supports and consistent regulation language across grades.
- Learning experiences will intentionally promote empathy, cooperation and social reasoning, helping students recognize how self-awareness and caring for others foster an environment that promotes self-regulation across an inclusive learning environment.
- Continued attention to attendance will support students' stability and persistence, necessary to approach both academic and social challenges with confidence and resilience.

