



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

Dr. J.K. Mulloy School

7440 10 St. NW, Calgary, AB T2K 1H6 t | 403-777-6640 f | 403-587-933-9802 e | drijkmulloy@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 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 analyzed and utilized Report Card data for June 2023 to inform our School Development Plan goal and outcome.

English Language Arts and Literature data shows that 81.6% of students achieved 3s and 4s, while 1% of students achieved below a 2. Mathematics data shows that 84.9% of students achieved 3s and 4s, while 1.3% of students achieved below a 2. All Mathematics strands show a decrease in the number of 4s from the previous year.

Our Early Learning Assessment Data for Literacy shows pre-test and post-test growth for our At-Risk learners. The Numeracy data post intervention shows minimal growth for our At-Risk learners.

Well-Being

The Alberta Education Assurance Measures represent parent, student, and teacher perception of an overall high quality of education. They report a high level of satisfaction of active citizenship within the school and agree with a high level of parent involvement in their child's education.

Student Perception Data shows student's sense of belonging at school is high and their sense of care from their teachers is high. However, student perception that they are interested in learning, or that learning in Mathematics and Literacy is interesting, is significantly lower than provincial standards.



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

Truth & Reconciliation, Diversity, and Inclusion

Our student population shows great diversity among languages and communities we are serving. Diversity is our strength – 231 EAL students, with 36% of these students being at a Language Proficiency Level 1,2, and 3. There are a total of 35 primary home languages spoken by students. We have two self-identifying Indigenous Learners.

Attendance data is relatively stable, but we have a higher rate of absenteeism than the system, with students having longer periods of absence. Our Diverse student population also includes 40 students coded with exceptionalities and our School Learning Team submitted 20 Area Learning Team referrals last school year.

Based on Learning Excellence, Wellbeing, and Truth & Reconciliation, Diversity, and Inclusion data, we established an SDP dual focus on Mathematics and ELAL over three years; This year we will focus on equitable learning tasks in Mathematics that will move learning forward for our diverse learners. Staff agree that focusing on inclusive task design will support our overall goal.





School Development Plan – Year 1 of 3

School Goal

Learning Excellence in Mathematics and English Language Arts and Literature (ELAL) will improve.

Outcome:

Students' success in Mathematics will improve through equitable Mathematics practices.

Outcome Measures

- Report Card data – Mathematics strands
- English as an Additional Language (EAL) indicator on the Report Card
- Provincial Numeracy Data – At risk students (pre-test, post-test)
- Our School Student survey perception data – Interesting Mathematics
- Assurance Survey Results

Data for Monitoring Progress

- School Based Survey
- Professional Learning Community cycles - diagnostics and evidence to demonstrate equitable task design and assessment
- Engagement – with families – how does Mathematics live within my culture?
- Student Advisory Council
- Teacher Perception Data – Survey

Learning Excellence Actions

Teachers will:

- support deep mathematical learning
- embed mathematical routines and games into daily practice
- use inquiry tasks connected to the real world (project-based learning)
- create opportunities for collaboration
- create a discourse rich mathematics learning environment
- co-create classroom norms

Well-Being Actions

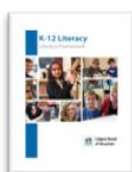
Teachers will:

- empower and share student voice
- communicate that everyone can do well in mathematics – encourage student growth mindset
- create an environment where mistakes are valued
- create a culture that values the thinking process and strategies over speed and algorithms

Truth & Reconciliation, Diversity and Inclusion Actions

Teachers will:

- engage and value student identities
- learn and implement EAL best practices
- engage with EAL team
- implement equitable intervention practices
- consider student identity in task design
- engage students in project-based learning to understand and investigate meaningful situations
- show that mathematics is rooted in culture (e.g.,





school, community, sports teams)

- create interdisciplinary learning opportunities
- use culturally relevant task design template and rubric
- engage in Diversity and Inclusion learning - to support Teacher mindset and equity

Professional Learning

- External – ATA
- Task Design for Diverse Learners
- Model use of games/routines with staff
- Internal - MathUp and Marian Small resources
- Collaboratively explore what interest look like/not look like

Structures and Processes

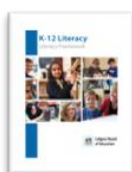
- Professional Learning Communities
- Collaborative Response
- School based Professional learning
- Culturally relevant task design
- Flexible groupings – enrichment/intervention

Resources

- Mathematics Equity and Identity Guide
- Building Equity: Policies and Practices to Empower all Learners
- Assessment and Reporting Guide
- CBE Mathematics Framework
- AB Curriculum
- MathUP
- Diversity and Inclusion Team
- Indigenous Education Holistic Lifelong Learning Framework- The Mind domain
- Ethical Space planning template
- Diversity and Inclusion D2L course Module 1: Developing Self and Others

Quick Reference Guide

Glossary





Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.

Monitoring Progress (continued): The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.





Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(*including the Reporting and Expectations Timeline*\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

