



Briar Hill

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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

When digging into our data, we noticed a trend informing us to look more closely at mathematics. Starting with our early learning data from last year, we had 24.07% more students requiring additional support in the Numeracy data compared to our literacy data of the LENS and CC3.

Additionally, when looking at our report card data, the math indicator 1 and 2 was higher in the area of number/understands number, patterns (and algebra) compared to shape and space, measurement.

From a teacher perception survey, they strongly indicated the need to work on procedural fluency, also described as building flexibility with number concepts.

Additionally, in the most recent early learning assessments completed in September 2024, in the grade 1 to 3 data, the percentage of students

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



requiring additional support is slightly higher in numeracy compared to the literacy assessments.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as feeling safe and creating a warm, welcoming and caring environment require greater focus.

We saw a dip in the Assurance survey results since last year in the area of: Learning environments are welcoming, caring, respectful and safe.

2023 results	2024 results
86.7%	81.8%
Sample size – 98	Sample size - 89

Additionally, when looking at the Citizenship measure: Students who are satisfied that students model the characteristics of active citizenship, our data showed a decrease by nearly 10%.

2023 results	2024 results
83.8%	73.3%
Sample size – 98	Sample size - 89

In looking at our overall agreement of our Well-Being data from October 2024, regulation shows as the area for greatest growth.

Connectedness and Belonging	86.47%
Diversity and Inclusion	82.56%
Resilience and Mental Health	82.09%
Regulation	74.39

Truth & Reconciliation, Diversity, and Inclusion

When reflecting on our current population at Briar Hill, we want to make sure we are carefully understanding the individual students in our school community. At the end of September, we had a total student count of 222. Of that 30.18% has a learning code requiring an IPP. This has been an increase from 23.32% from last year. Additionally, we have 21.74% of our students are English as Additional learners at a Level 1 and 2.

When we look at our last year's 28 grade 5 students in the CBE student survey data, the lowest target within the Holistic Lifelong Learning Framework is the area of "Heart- To Belong", with 76.92% indicating feeling included at school. This is noteworthy as many other indicators were at 100% within the framework. And while students indicate they take care of themselves, there is also 96.25% who express sometimes to always feeling tired when coming to school.







School Development Plan – Year 1 of 3

School Goal

Student achievement in numeracy will improve.

Outcome:

Student's procedural fluency will improve.

Outcome Measures

- Report Card stem – Number and Pattern & Relations
- Early Learning Assessment – Numeracy
- Provincial Achievement Test (PAT) Mathematics Part A & B
- Grade Team – Common assessments

Data for Monitoring Progress

- Teacher Perception data – Implement tasks that build procedural fluency from conceptual understanding
- Common assessments

Learning Excellence Actions

- Explicit teaching of fluency strategies.
- Implement daily instruction and routines focused on building efficiency, flexibility and accuracy.

Well-Being Actions

- Build a math growth mindset where we celebrate mistakes as part of learning and build our identity as mathematicians.
- Create a culture that values the thinking process and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions

- Nurture student identity by increasing confidence and competence in knowing and doing mathematics.
- Acknowledge different ways of knowing and doing mathematics.

Professional Learning

- System Professional Learning
- Build collective understanding of mathematical fluency (efficiency, flexibility and accuracy)
- Watch and discuss Figuring Out Fluency Webinar

Structures and Processes

- Collaborative Response
- Calibration with colleagues
- PLC
- Common tasks and assessments
- Book study
- Provide access to tools and manipulatives at student desk or table

Resources

- Figuring out Fluency in Mathematics Teaching and Learning, Grade K – 8: Moving Beyond Basic Facts and memorization by Bay-Williams and San Giovanni
- Build Procedural Fluency from Conceptual Understanding document
- Math Up and Mathletics





- Peter Liljedahl's Building Thinking Classrooms in Mathematics

School Development Plan – Year 1 of 3

School Goal

Students' experience of a safe, welcoming, caring and inclusive learning community will improve.

Outcome

Students experience an increase in their ability to self-regulate, and problem solve to create a safe and caring environment for all.

Outcome (Optional)

Outcome Measures

- OurSCHOOL survey – students who feel safe at school
- OurSCHOOL survey – students with positive self-regulation
- Assurance Survey – students who agree that their learning environments are welcoming, caring, respectful and safe
- Increased student understanding of SEL competencies within and across various disciplines of study to further their learning and contribute to their well-being
- Increased teacher understanding of task design that incorporates SEL competencies in their disciplines for regulation and well-being

Data for Monitoring Progress

- OurSCHOOL – fall and spring data
- Resource support and need for progressive discipline strategies
- Teacher perceptions about their confidence and competence with the CASEL SEL competencies (Teacher Survey)

Learning Excellence Actions

- Engage in oral language tasks, such as story-telling, to engage in the topic of regulation and how these skills impact student well-being and achievement
- Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances

Well-Being Actions

- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills)
- Incorporate a focus related to the impact of physical activity and movement, healthy eating, sleep, how/why the body works, etc., by engaging students

Truth & Reconciliation, Diversity and Inclusion Actions

- Implement restorative justice practices that prioritize dialogue, empathy, and accountability over punitive measures.
- Implement the Indigenous Holistic Lifelong Learning Framework





- Include age-appropriate tasks, texts and resources to understand the Social Determinants of Health and their impacts on the Dimensions of Wellness
- Model acknowledgment of emotions as first step in problem solving (See Tanton blog)

through the SEL competencies such as self-awareness and self-management (e.g. pre-post reflections of how healthy habits affect regulation)

Professional Learning

- Professional learning for teachers/whole-school implementation of the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework to plan the integration of SEL Competencies schoolwide and through classroom learning
- Professional learning about the Dimensions of Wellness including: Physical wellness, understanding how healthy habits help increase regulation

Structures and Processes

- Monthly PLC meetings focusing on unified regulation skills
- Designated time and spaces for practicing of regulation skills (e.g., SEL routines, sensory room, movement breaks)
- Collaborative Response

Resources

- CBE Student Well-Being Framework and Companion Guide
- Well-Being Team
- SEL Schoolwide Walkthrough Tool
- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource
- Relationship Mapping
- Mental Health Literacy resource

