

## Briar Hill 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 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 SIRR 2024-25](#)

### 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 Plan – Year 2 of 3

## School Goal

Student achievement in numeracy will improve

## Outcome:

Students procedural fluency will improve

### Outcome Measures

- Report Card stem – Number and Pattern & Relations
- Early Learning Assessment – Numeracy
- Provincial Achievement Test (PAT) Mathematics Part A
- 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
- Targeted intervention groupings within grade teams

### Well-Being Actions

- Build a math growth mind set where we celebrate mistakes as part of learning and build our identify 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.
- Ensure representation of diverse, identities, cultures, and abilities in math word problems

### Professional Learning

- System Professional Learning (assessment & numeracy)
- School Led PD Series focusing on High Impact Learning Strategies & assessment

### Structures and Processes

- Collaborative Response/ PLC meetings highlighting gifted & struggling learner profiles
- Calibration with colleagues

### Resources

- CBE Assessment and Numeracy Frameworks
- Math strategist
- Build Procedural Fluency from Conceptual





- Build collective understanding of mathematical fluency (efficiency, flexibility and accuracy)

- Common tasks and assessments
- Provide access to tools and manipulatives at student desk or table

- Understanding document
  - Math Up and Mathletics

## School Development Plan – Year 2 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 advocate and/or independently self-regulate and problem solve to create a safe and caring environment for all.

### 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)
- In-school staff survey & data collection
- AEAM Data

### 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 wellbeing and achievement

### Well-Being Actions

- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills)

### Truth & Reconciliation, Diversity and Inclusion Actions

- Implement restorative justice practices that prioritize dialogue, empathy, and accountability over punitive measures.





- Plan for explicit instruction of Social Emotional Competencies to support students individually and in social circumstances
- Include age-appropriate tasks, texts and resources to understand the Social Determinants of Health and their impacts on the Dimensions of Wellness

- Incorporate a focus related to the impact of physical activity and movement, healthy eating, sleep, how/why the body works, etc., by engaging students through the SEL competencies such as self awareness and self management (e.g. pre-post reflections of how healthy habits affect regulation)

- Implement the Indigenous Holistic Lifelong Learning Framework using the 4 domains to guide conversations of emotional regulation & student character (Mind – To Know: Curious | Spirit - To Be: Caring | Heart – To Belong: Connect | Body - To Be: Resilience)

### 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 focusing on vulnerable students who require SEL support

### 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

## School Development Plan – Data Story

2024-25 SDP GOAL ONE:

Student achievement in numeracy will improve

Outcome one:

Student’s procedural fluency will improve

Celebrations

- Over 93% of Briar Hill School K-6 students are achieving *at-grade-level* in the Report Card Stem – Number & Pattern and Relations
- On the Gr.6 Math PAT Part A, 87.5% of BHS students achieved Acceptable Standard (Provincial Average 52.1%) with 53.1% achieving Standard of Excellence (Provincial Average 14.9%)





- Teachers have indicated an increase in cohesion with mathematics assessment in grade teams and school-wide

### Areas for Growth

- Identifying at risk students, initiating targeted intervention, and building student's understanding of mathematical procedure fluency
- Continued progress in implementing schoolwide high impact numeracy strategies that target procedural fluency
- Continued progress in schoolwide assessment calibration, allowing teachers to become more cohesive with their approach and assessment methods in mathematics

### Next Steps

- Create a school wide RTI (Response to Intervention) spreadsheet, helping identify at risk students, areas they require support, and what targeted interventions to activate.
- Support grade groups in numeracy regrouping (common schedules, additional people, & manipulatives/resources), allowing for students to access learning supports and material at their level
- Assessment, professional learning series targeting numeracy, that align with system assessment and numeracy frameworks
- Utilize the Student Services Learning Leader to guide small and large groups of targeted intervention





## 2024-25 SDP GOAL TWO:

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

Outcome one:

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

### Celebrations

- BHS continues to be above the Alberta average in creating a safe and caring learning environment. (BHS 93%)
- Teachers report that students are responding positively to schoolwide initiatives regarding problem-solving and they are seeing positive changes in the school
- There has been a slight decrease in students experiencing moderate or high levels of anxiety at school (2023=21% -vs- 2024=19%)

### Areas for Growth

- Identify students who consistently require additional support with regulation and/or problem-solving skills
- Continue to create targeted support interventions for students that require help with SEL
- Decrease the number of instances where students require adult intervention to support problem solving with a peer

### Next Steps

- Create a school wide RTI (Response to Intervention) spreadsheet, helping identify at risk students, areas they require support, and what targeted interventions to activate.
- Create a system of collecting data for the use of the Calm Room (Who is using it? Frequency? Purpose? Duration?)
- Professional reflection for grade teams on SEL Task Design & vulnerable student supports
- Assemble a student committee, Well-Being Ambassadors, to create a consistent avenue for student voice to support BHS in growing as a welcoming, caring, respectful, and safe learning environment
- Student Services Learning Leader supporting identifying vulnerable students, guiding teacher practice, & providing targeted intervention for students

