



Robert Warren

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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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

	2022-2023			2023-2024		
	Acceptable Standard	Standard of Excellence	Below Acceptable Standard	Acceptable Standard	Standard of Excellence	Below Acceptable Standard
Part A	40.4	9.6	57.7	35.5	14.5	62.9
Part B	65.4	13.5	34.6	79.0	14.5	21.0

Last year, our school prioritized Mathematics and biliteracy, and the results from this focus guide our direction for the upcoming year(s).

Analysis of the Grade 9 Mathematics PAT results over the past two years reveals a significant need for improvement. In Part A, we observed a 4.9% decrease in students achieving the Acceptable standard and a 5.2% increase in those achieving Below Acceptable standard. Compared to provincial averages, Robert Warren students scored 9.5% lower in the Acceptable

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



standard, 5.4% lower in the Standard of Excellence, and 9.2% higher in the Below Acceptable standard category.

Conversely, Part B saw a 13.6% increase in students achieving the Acceptable standard and a 1.0% increase in those achieving the Standard of Excellence. However, when compared to provincial data, Robert Warren students still scored 5.3% lower in the Acceptable standard, 4.4% lower in the Standard of Excellence, and were 5.3% higher in Below Acceptable standard.

For students in a Bilingual Language program (excluding French), Robert Warren students scored lower in both Acceptable Standard and Standard of Excellence. While there was some improvement in Part B data from 2022-2023 to 2023-2024, further analysis using the Mathematics Interventions Programming Instrument (MIPI), Report Card data, and classroom assessments indicates that many students still demonstrate a basic understanding of Number and Pattern & Relations concepts.

Additionally, with the implementation of a new curriculum for K-6 schools, our Grade 6 students began using this curriculum in the 2023-2024 school year and did not take the Mathematics Provincial Achievement Test (PAT). Historically, Grade 6 students have performed well on the PAT in both Acceptable Standard and Standard of Excellence. However, recent classroom assessments revealed that students learning the new curriculum are struggling with the Report Card stem “Understand and applies concepts related to number, patterns, and algebra,” which closely aligns with the Grade 9 Report Card stem “Number—Develops number sense and applies strategies for computation and estimation.”

This analysis highlights the need for us to focus on enhancing student understanding of foundational skills in Number Sense and Pattern & Relations concepts in Mathematics.

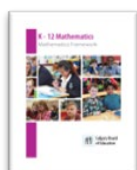
Well-Being

Throughout the school year, we collect student perception data through various surveys to better understand their experiences in the learning environment.

This year’s Assurance Survey results show that student perceptions of mathematics are significantly lower than both CBE data and Area 6 data. Specifically, our findings indicate a lack of student engagement in mathematics compared to literacy, which does not align with their overall sense of connection to the school.

Assurance Survey Results – Spring 2024

I understand how the mathematics I am learning at school is useful to me	55%
The mathematics I am learning at school is interesting to me	39%





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

Additionally, the CBE Student Survey results reveal a similar trend: students are disengaged when it comes to tackling challenging and novel mathematical problems, and they show overall disengagement in using problem-solving strategies.

CBE Student Survey Results – Spring 2024

I enjoy working on challenging problems in mathematics	50%
I share my ideas and ask questions in mathematics class	62%

These results highlight the need for us to foster greater engagement and interest in mathematics among our students to improve well-being.

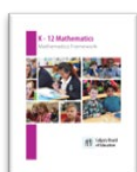
Truth & Reconciliation, Diversity, and Inclusion

Our school's demographics as a bilingual Spanish program are distinctive because most of our EAL learners speak Spanish as one of their primary languages. Analyzing the student survey data, we found that many students reported having positive relationships with their teachers and felt that there are high expectations for their success.

However, the data also indicated a need for improvement in students' perceptions of the relevance of what they are learning at school, which connects to the previously mentioned engagement issues in mathematics. Additionally, the results highlighted the importance of ensuring that students feel their culture is reflected in the school environment. This is particularly crucial in Spanish bilingual programs, which emphasize both the academic and cultural aspects of language acquisition.

CBE Student Survey Results – Spring 2024

My teacher(s) want me to be successful	82%
My teacher(s) care about me	71%
There is at least one adult at school who I really connect with	77%
The things I'm learning at school are meaningful to me	50%
I can see my culture reflected in my school	55%





School Development Plan – Year 1 of 3

School Goal

Student academic achievement in Numeracy will improve.

Outcome:

Through intentional design of the bilingual learning environments, students will improve in numeracy and well-being.

Outcome Measures

Report Card indicators

- Mathematics Stems Grades 6-9
- ELA & SLA Writing Stems Grades 6-9
- ELA & SLA Reading Stems Grades 6-9
- SLA Speaking Stem Grades 6-9

Provincial Achievement Tests

- Grade 9 Mathematics
- Grade 9 Science
- Grade 9 ELA Part A & B
- Grade 9 Social Studies

CBE Surveys

- OurSchool Survey:
 - Sense of Belonging Measure
- Grade 7 – AEA results:
 - I understand how the mathematics I am learning at school is useful to me

Data for Monitoring Progress

Internal Tracking

- Collaborative Response
- Social Emotional Learning
- Internal common assessment
 - Grade 6:
 - Number: develops number sense and applies strategies for computation.
 - Grade 7-9:
 - Number: develops number sense and applies strategies for computation and estimation.

Formative progress

- Professional Learning Communities
- Teacher use of pre-post assessments
- Numeracy tracking sheet
- SLA reading and speaking and reading assessments

Perception data

- Assurance survey feedback on engagement levels.
 - The mathematics I'm learning at school is interesting to me.
- OurSchool Survey:
 - How do you rate your engagement (think of participation, dedication and interest) in learning Spanish?

Learning Excellence Actions

Utilize high impact numeracy strategies to engage students:

- Develop conceptual to procedural fluency by using Number Talks for mental math and strategy sharing
- Build explicit fluency through scaffolded strategies, visual aids,

Well-Being Actions

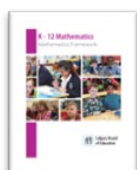
Create learning spaces that provided learners with safe and respectful environments.

- Connect learning to real-life relevance, helping students see the value of their education.
- Provide opportunities to practice and strengthen biliteracy, numeracy, and

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Recognize diverse approaches to understanding and practicing mathematics.





spiral reviews, and mixed practice, alongside daily math routines like quick drills and interactive games.

- Support bilingual conversations with Neuro-Linguistic Approach (NLA) oral language strategies and cross-linguistic planning.

critical thinking skills across subjects.

- Foster a supportive environment that builds confidence, encourages perseverance, and values the learning process.

- Learn about students' backgrounds and beliefs regarding math.
- Foster students' math identity by building confidence, competence, and engagement through culturally responsive, equity-focused challenges.
- *Create learning spaces with safe and respectful environments.*
- *Neuro-Linguistic Approach*

Professional Learning CBE Professional Learning Series

- Middle School
- Assessment and Reporting
- Dual Language Instruction and Translanguaging: Integrate dual-language strategies in PLCs and Planning Team meetings.
- NLA Workshops: Provide training on using the Neurolinguistic Approach to support bilingual learners in math.
- Math-Specific Training: Workshops on Mental Math, scaffolding, visual aids, cumulative review, mixed practice, and gamifying math fluency.

Structures and Processes School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings
- Calibration with colleagues
- Common tasks/assessments
- Collaborative planning sessions for cross-curricular and biliteracy integration.
- Regular feedback loops to refine teaching practices based on student progress.

Resources

- Assessment and Reporting in CBE Guide
- CBE K-12 Mathematics Framework
- Middle Years System Professional Learning
- Mathematics Equity & Identity Guide
- Figuring Out Fluency in Mathematics Teaching and Learning, Grades K-8: Moving Beyond Basic Facts and Memorization by Bay-Williams and SanGiovanni
- Professional Learning Communities (PLC)
- Neuro-Linguistic Approach
- Dual language planning template
- Access to a diverse range of Spanish literature and resources
- CBE Student Well-Being Framework

