



Robert Warren School

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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 Planning

Introduction

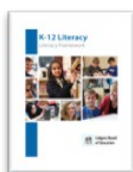
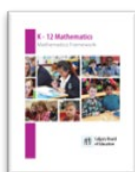
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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://robertwarren.cbe.ab.ca/documents/Robert-Warren-School-Results-Report-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Student academic achievement in Numeracy will improve.

Outcome:

Through intentional design of the bilingual learning environment, 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 Parts A & B
 - Grade 9 Social Studies
- **CBE Surveys**
 - OurSchool Survey: Sense of Belonging measure
 - Assurance Survey (Grade 7): “I understand how the mathematics I am learning at school is useful to me.”

Data for Monitoring Progress

- **Internal Tracking**
 - Collaborative Response
 - Common pre/post assessments for Number Sense and Patterns & Relations
- **Formative progress**
 - Professional Learning Communities
 - Co-planning to integrate translanguaging strategies
 - Cross-grade data analysis and calibration
- **Perception data**
 - OurSchool Survey: When you think about feeling connected to an adult at school, which best describes what that means to you?
 - Someone who knows me and says hello regularly
 - Someone I can talk to if I need help
 - Someone who believes in me and encourages me
 - I don't feel I need a close connection to an adult at school
 - I'm not sure

Learning Excellence Actions

Utilize high impact numeracy strategies to engage students.

- Use the Problem-Solving Model to deepen conceptual understanding and procedural fluency through Number Talks, visual models, interactive vertical whiteboard practice, and ongoing spiral review
- Strengthen cross-linguistic connections by using translanguaging and Neurolinguistic approach (NLA) strategies to support

Well-Being Actions

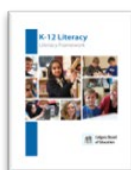
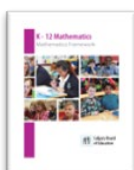
Create learning spaces that provide learners with safe and respectful environments.

- Increase student engagement by linking mathematical concepts to authentic, real-world contexts and interests.
- Foster student–teacher relationships by embedding relational check-ins within learning and feedback cycles, ensuring every student feels known, supported, and celebrated for growth.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Implement targeted bilingual and inclusive instructional strategies to support EAL and students with identified learning needs, ensuring access to vocabulary, visuals, and scaffolded conceptual learning in both languages.
- Use assessment data to identify learning gaps and





mathematical vocabulary and reasoning in both Spanish and English.

- Embed data-driven formative cycles in PLCs to identify student misconceptions and provide targeted re-teaching or extension opportunities.

provide timely, targeted intervention.

- Strengthen co-planning and co-teaching to differentiate instruction and support diverse learner needs.
- Middle School Intervention
- Celebrate linguistic and cultural diversity to foster belonging and confidence for all learners.

Professional Learning

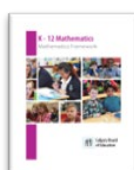
- Mathematics, Literacy, and SLA PLCs focused on bilingual, cross-curricular instructional design and strategies
- Middle Years professional learning series: Mathematics, Literacy & Well-Being
- Inclusive and differentiated instructional practices
- Relational teaching practices that embed connection and feedback within daily learning
- Equity and culturally responsive teaching

Structures and Processes

- Professional Learning Communities (PLCs)
- Collaborative Response meetings
- Cross-curricular bilingual planning sessions
- Formative assessment and feedback cycles
- Common assessment calibration and data review
- Intervention planning and progress monitoring processes
- Neurolinguistic Approach (NLA) and translanguaging practices integrated across subjects

Resources

- CBE Mathematics Framework
- CBE Student Well-Being Framework
- School-based Problem-Solving Model and common assessment tools
- MathUP digital resource for lesson design and numeracy development
- CBE Inclusive Education and Equity resources
- Dual-language planning templates and visual supports
- Professional texts on bilingual pedagogy, and numeracy fluency



School Development Plan – Data Story

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2024-25 SDP GOAL: Student academic achievement in numeracy will improve.

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

Celebrations

- 13.6% increase in Grade 9 Math PAT Part B Acceptable Standard, reflecting stronger conceptual understanding and problem solving
- High Achievement in literacy and bilingual communication across grades confirms biliteracy as a core school strength
- Collaborative Response and PLC cycles effectively target instruction and monitor progress in numeracy and literacy.
- 77% of students report an adult connection at school, reflecting strong relationships and care.

Areas for Growth

- Procedural fluency and computation (Math PAT Part A) remain below provincial averages.
- Grade 6 belonging and Grade 8 confidence lag behind academic success, highlighting transition and engagement gaps.
- EAL and students with identified learning needs remain concentrated in levels 1–2, indicating equity gaps.
- Students need continued support to express mathematical thinking clearly in writing across languages.

Next Steps

- Reinforce high-impact numeracy routines (Number Talks, spiral review, visual models) to strengthen fluency.
- Expand bilingual vocabulary and translanguaging supports to strengthen language and understanding for all learners.
- Strengthen transition and connection supports to build Grade 6 belonging and Grade 8 confidence.
- Use Collaborative Response cycles to track fluency, equity-focused interventions, and subgroup progress.

