

**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

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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.

[SIRR](#)

**School Goal**

Students' foundational skills in numeracy will improve.

**Outcome:**

Students' basic math facts will improve (addition/ subtraction, multiplication and division) through direct instruction and teacher feedback.

**Outcome Measures****Math**

Report Card Stem: Understands and applies concepts related to number and patterns

Formative Data

CBE Developed Rubrics

Provincial Assessments: Numeracy

**Data for Monitoring Progress****Internal tracking**

- Internal common assessment (calibrated by grade level in teams)

**Formative progress**

- Professional Learning Communities
- Numeracy Tracking Spreadsheet
- Qualitative, Contextual Teacher Observations

**Perception data**

- I share my ideas and feelings with my friends.
- I do not give up easily when I am trying to reach my goals

**Learning Excellence Actions**

- Creation and use of common task design templates from K-4 to ensure all students' needs are addressed to reach the same outcomes
- Students will receive targeted teacher feedback that aligns with the common summative assessment criteria on application of these foundational skills (to strengthen accuracy, fluency, and confidence in computation to increasingly larger numbers and more complex problems as appropriate)
- Use of locally created math vocabulary lists to ensure common understanding of terminology in math

**Well-Being Actions**

- Use of Sensory Room as a space for up/down regulating
- Personalized tools for students as needed
- Direct teaching of interoception skills with all students but targeted to those that require it most
- Providing gathering time for targeted students for mental, emotional and physical wellbeing activities to create space for mentorship, collaboration, sense of belonging, leadership skills and the use of emotional language among peers of multiple grades

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Ongoing work using the Seed, Plant, Sapling, Tree connection to self-assessment and reflection
- Incorporating and Direct teaching around the concept of Two Eyed Seeing
- Land-based teachings during our Family Fridays instruction that brings students outside in our surroundings to intentionally make connections between the land and the concepts being taught





- Create class cohorts on teams to be able to provide smaller group instruction
- Math fact fluency will improve (addition/ subtraction, multiplication, and division) through direct instruction, intentional practice

- Intentional work around incorporating a holistic view, (inspired by the Indigenous Education Holistic Lifelong Learning Framework) into our Individual Program Planning creation resulting in efforts to see our students and their contexts in a more holistic way

#### Professional Learning

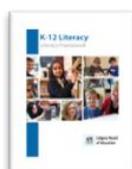
- Locally developed monthly PL using Figuring Out Fluency in Mathematics Book Study with Learning Leaders
- System initiatives TBD
- SEL System Sessions
- Outdoor Learning SEL Sessions

#### Structures and Processes

- Professional Learning Communities
- Collaborative Response Meetings
- Student Learning Team
- Team Meetings

#### Resources

- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
- Assessment and Reporting in CBE Guide
- Assessment and Reporting in CBE Practices and Procedures
- CBE Student Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Figuring Out Fluency in Mathematics Book Study (Online)
- Sitting With Nature: An Educator's Guide to Sit Spots
- D2L CBE SEL Shell
- CBE IPP Companion Guide





## School Development Plan – Data Story

**2024-25 SDP GOAL ONE:** *Students' foundational skills in numeracy and literacy will improve.*

**Outcome one:** *Students' basic math facts will improve (addition/ subtraction, multiplication, and division) through direct instruction and teacher feedback.*

**Outcome two:** *Students' French writing skills will improve through responsive feedback from teachers and explicit instruction.*

### Celebrations

- Over three-quarters of students meet or exceed French literacy expectations.
- Steady progress from Grades 1–3 (+2.44% NRAS increase) CC3 French results show.
- Early exposure to phonetic instruction and bilingual vocabulary development shows a positive impact.
- Across both Addition and Subtraction, there is a substantial increase in the number of students meeting expectations
- Students are effectively applying mathematical reasoning and pattern recognition
- LENS Comparison: compares **LENS assessment results** from **February 2024** and **January 2025**, focusing on the percentage of students who were identified as **At Risk (RAS%)** in three key foundational literacy areas. **This shows significant improvement.** (page 3 of SIRR)
- CC3 Comparison: demonstrates the percentage of students identified as **At Risk (RAS%)** during two assessment periods. **Shows significant improvement.** (page 2 of SIRR)
- Addition Graph: demonstrates **significant improvement** in students' addition fact fluency from February 2024 to January 2025. The increase in NRAS students highlights strong numeracy growth, while the relatively small RAS group points to continued success with instructional supports. (page 4 of SIRR)
- Subtraction Graph: demonstrates **substantial improvement** in subtraction fact fluency from February 2024 to January 2025. The majority of students are now meeting expectations, with only a small group requiring continued intervention. This reflects strong progress in foundational numeracy skills across the school. (page 4 of SIRR)





## Areas for Growth

- Support transitions between Grades 1–2 to maintain fluency gains.
- Increase opportunities for spontaneous oral language use.
- Focus on higher-level comprehension for RAS (requires additional supports) students.
- Grade 2 data reveals a temporary dip, highlighting the need for targeted support and consistency in instruction
- Students in the RAS (requires additional supports) category on both strands consistently display:
  - Lower automaticity of fact recall
  - Slower processing time
  - Difficulty retrieving number relationships

## Next Steps - Numeracy Focus

- Enhance cross-grade collaboration to ensure consistency in language instruction.
- Continue teacher professional development in concept-based mathematics instruction
- Continue to Strengthen Fact Fluency Across the Cohort
- Strengthen Subtraction Strategy Instruction
- Provide Small-Group Support for RAS Students as is evidenced through increased formative data collection

