

## Coventry Hills 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

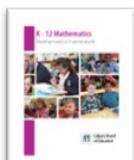
### Introduction

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.



**School Goal*****Student achievement in Literacy and Mathematics will improve.*****Outcome:***Students' critical thinking in writing will improve through responsive feedback from teachers.***Outcome (Optional)**

Student procedural fluency in number operations will improve through strong task design and assessment from teachers

**Outcome Measures**

- CBE Perception data such as our local CBE Survey grades 1-5
- ELAL Writing report card stem: Writes to express information and ideas.
- Mathematics report card stem: Understands and Applies Concepts relating to Number, Patterns (and Algebra)
- EAL writing level proficiency benchmarks
- Numeracy Provincial Assessment Gr. 1-4

**Data for Monitoring Progress**

- Teaching Sprints Cycles
- School wide independent writing samples throughout the year to provide formative information about individual next steps
- Student involved self-assessment for writing and mathematical operations
- Professional Learning Data regarding impact on professional growth
- Common Writing Assessment Calibration in PLC's

**Learning Excellence Actions**

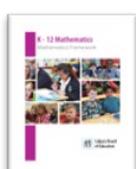
- Build an understanding of the learning outcome to share and use exemplars with students to increase student understanding of success criteria
- Students will receive feedback that aligns with the learning intentions and success criteria for next steps for improvement
- Students will be provided opportunities to apply feedback and enhance their writing
- Implement daily routines focused on building efficiency, flexibility, and accuracy in number operations.

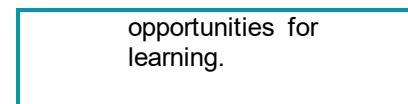
**Well-Being Actions**

- Provide feedback that moves learners forward.
- Explicitly teach Social Emotional Learning using the Collaborative for Social and Emotional Learning (CASEL) to help students increase growth-mindset in relation to writing and math.
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection.
- Celebrate and use mistakes as

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

- Use of EAL benchmarking and assessment (calibration) for English as an Additional Language learners to inform task design in writing
- Use scaffolded learning intentions
- Develop students' mathematical mindset by increasing confidence and competence in mathematics
- Provide multiple entry points for tasks to encourage risk taking





### Professional Learning

- Professional Development related to Assessment including new CBE Assessment Guides for Math and Writing
- Build collective understanding of the Writing Rope - Critical thinking and the writing process
- School-wide Calibration and assessment of writing samples using new CBE Assessment Guides
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy)

### Structures and Processes

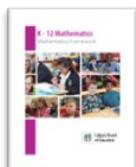
- Provide access to tools and manipulatives for students to use to represent understanding
- Make exemplars and success criteria visible in classrooms for reference
- Provide daily structured and supported writing times
- Including meaningful writing tasks that demonstrates critical thinking across content areas

#### School:

- PLC's
- *Commonly designed Learning and Assessment Tasks in grade teams (diagnostic, formative, and summative)*
- *Grade team Writing and Numeracy Calibration for Assessments*
- *Collaborative grade team planning time for flexible groupings*

### Resources

- CBE Math and Literacy Assessment Guides
- Math UP
- CBE Mathematics, Literacy, Well-Being and Indigenous Education Holistic Lifelong Learning Frameworks
- Writing Rope: A Framework for Explicit Writing Instruction in all Subject Areas by Joan Sedita (chapters introduction, 5, 9 & 10)
- Assessment Calibration Protocol
- ELAL K- 3 CBE Scope and sequence
- ELA/ELAL Insite | Equity & Intervention
- SEL School Designate and CBE D2L Brightspace
- Figuring out Fluency in Mathematics Teaching and Learning by J. Bay-Williams & J. Sangiovani



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**CBE 2024-27 Education Plan****Learning Excellence**

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**2024-25 SDP GOAL ONE: Student achievement in Literacy and Mathematics will improve**

Outcome one: Students' critical thinking in writing will improve through responsive feedback from teachers.

Outcome two: Teachers' proficiency in creating conditions and opportunities in support of productive struggle in learning mathematics will increase.

**Celebrations**

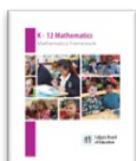
- Higher student engagement in the ability to persevere with longer writing task.
- Teachers are using common success criteria, rubrics and descriptive feedback more intentionally during student conferences while helping students make meaningful revisions to their work.
- Grade team and cross-graded calibration of writing and math assessment tasks have increased teacher confidence in designing tasks.
- Classroom observations and student reflections indicate higher engagement when mathematics lessons include opportunities for productive struggle and collaboration.

**Areas for Growth**

- Support students in developing the writing process to include the stages of writing such as pre-writing, text production, revising and editing in all subject areas.
- Increase consistency in providing effective feedback that is actionable and allows for students to action the teacher feedback and make the revisions and improvements.
- Continue to strengthen teacher proficiency in designing mathematical learning experiences that intentionally build upon mathematical fluency to increase skills of automaticity, flexibility and accuracy to increase student confidence.
- Build student capacity using the CASEL model of Social Emotional Learning to manage frustration, take risks, and persevere in all learning tasks.

**Next Steps**

- Use CBE calibration documentation and new CBE assessment guides across all grades to design tasks and assess with increased validity and continuity in writing and mathematics.





- Implement teacher feedback using task criteria aligned with common rubrics that are shared with students ahead of time to provide students with opportunities to revise their written work.
- Continue to foster an enjoyment of the writing process.
- Engage teachers in professional learning to build a collective understanding of mathematical fluency (efficiency, flexibility and accuracy).
- Continue to monitor student achievement data in literacy and numeracy to identify growth patterns and refine instructional next steps school-wide with the use of teaching sprints.

