



## Chris Akkerman School

5004 Marbank Dr. NE., Calgary, AB T2A 3J6 | 403-777-8120 | 587-933-9776 | [chrisakkerman@cbe.ab.ca](mailto:chrisakkerman@cbe.ab.ca)

### 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

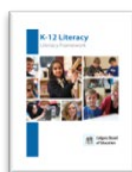
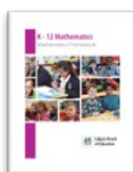
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[SIRR 2024-25 Chris Akkerman School](#)





## School Development Plan – Year 2 of 3

### School Goal

Student foundational skills in mathematics will improve through intentional assessment practices.

### Outcome 1:

Students' procedural fluency in mathematics will improve through responsive assessment practices and feedback from teachers.

#### Outcome Measures

- Report card data: Numeracy Stem
- Provincial Numeracy Assessment: K – Gr 4
- CBE Student Survey Questions
  - I know what to do next to improve in mathematics
  - The feedback I receive from my teachers is helpful in improving my understanding of the work
- Our School Survey – Fall/Spring Question
  - What kind of feedback helps you do your best in math?

#### Data for Monitoring Progress

- Teacher perception data
  - PLC Cycle feedback on assessment practices
  - Self-assessment tool
- Self-report on implementation of assessment practices
- MathUp Assessments
- Acadience Math or Easy CBM
  - Procedural fluency data tracking

#### Learning Excellence Actions

- Students will receive feedback from formative assessments that align with the learning intentions, success criteria, and rubrics in math
- Teachers will provide explicit instruction and intentional scaffolding using MathUp and Figuring Out Fluency in Mathematics
- Teachers will use student assessment results to design targeted instruction to address student needs in math

#### Well-Being Actions

- Provide students with multiple entry points, using low floor/high ceiling tasks, to engage all learners
- Create a culture of collaboration and professional dialogue through calibration of student assessments
- Empower students to engage in flexibility of thinking, increased accuracy, and efficiency to build their confidence when problem solving

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

- Design learning that is connected to students' backgrounds and lived experiences
- Offer choices for how students show fluency (e.g., manipulatives, drawings, oral explanations, digital models).
- Incorporate Indigenous pedagogical approaches, perspectives, languages, and cultures in learning tasks and assessment practices





### Professional Learning

- System Professional Learning (PL)
- Engage in CBE Universal Calibration Protocol
- High impact instructional practices in procedural fluency– criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and conceptual understanding
- PL – How to design and implement quality assessments

### Structures and Processes

#### Classroom

- Make exemplars and success criteria visible in classrooms for reference
- Classroom implementation of MathUp and Figuring Out Fluency in Mathematics
- Utilizing diagnostic and formative assessments to inform planning and guide student learning

#### School

- Backwards by Design structure for PLCs to calibrate assessments and analyze student learning evidence
- Collaborative Response Meetings

### Resources

- Backwards By Design Template
- CBE K-9 Universal Calibration Protocol
- CBE Math System Rubrics
- MathUp
- Student Assessment William, Fisher and Frey, 2024
- Figuring Out Fluency in Mathematics, Bay-Williams and SanGiovanni, 2021-Teacher and Companion Guides
- Building Procedural Fluency from Conceptual Understanding
- Mathematics Equity & Identity Guide



### 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 – Data Story

**2024-25 SDP GOAL ONE:** Student foundational skills in mathematics will improve through intentional assessment practices.

**Outcome one:** Students' mathematical problem solving will improve through responsive assessment practices and feedback from teachers.

### Celebrations

- The number of students who were considered at risk in the Provincial Numeracy Assessment in the 2023-2024 school year has decreased in the 2024-2025 school year in Grades 1 - 3
- The implementation of targeted numeracy supports resulted in gains in student achievement, as demonstrated by increased data points in the Provincial Numeracy Assessment in grades 1 – 3 and in the *Understands and applies concepts related to number, patterns*, report card indicator, in all grades
- Teacher assessment practices have resulted in more accurate identification of students' numeracy needs. The number of students receiving a Level 1 indicator is more closely aligned with those identified as at-risk on the provincial numeracy assessments

### Areas for Growth

- Enhancing student understanding of numbers and number relationships as a foundation for procedural fluency
- Increasing cross-grade calibration to ensure consistent and aligned assessment and reporting of student achievement
- Implementing collaborative response cycles to better identify and support students' needs in procedural fluency
- Implement targeted supports focused on procedural fluency
- Increase student enjoyment when working on challenging mathematical problems

### Next Steps

- Use Collaborative Meetings in Mathematics to focus on assessment data, calibration and identification of students who will receive Tier 2 and Tier 3 supports
- Focus on daily procedural fluency skills and foundational skills in numeracy to meet the needs of all students
- Regroups students for daily procedural fluency skill practice
- Continue leveraging MathUp and other rich problem-solving resources while aligning assessment practices to consistently identify and address learning gaps across grades.

