

Ranchlands School

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**Calgary Board
of Education**

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

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

We have used Report card data from June 2024 in mathematics as well as the Provincial Numeracy assessments to inform our next steps.

Item: Understands and applies concepts related to number, patterns, algebra	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade K	2.5%	30%	35%	32.5%
Grade 1	6.1%	28.6%	30.6%	34.7%
Grade 2	6.7%	37.8%	37.8%	17.8%
Grade 3	8.2%	16.3%	30.6%	44.9%
Grade 4	11.8%	27.5%	29.4%	31.4%
Grade 5	11.5%	31.1%	32.8%	24.6%
Grade 6	15.4%	28.8%	19.2%	36.5%
AVERAGE	9.2%	28.5%	30.5%	31.7%



Provincial Numeracy Assessment

Test Component	Grade	At.Risk	Not at risk	Total	At.Risk (%)	Not.At.Risk (%)	Total (%)
Total Weighted Score	1	8	0	8	100	0	100
Total Weighted Score	2	9	4	13	69.23	30.77	100
Total Weighted Score	3	5	1	6	83.33	16.67	100
Total Weighted Score	Total	22	5	27	81.48	18.52	100

The above chart shows the number of students who changed from At Risk from September to June. In September there were 27 students at Risk, in June this decreased to 22.

After analyzing these two data sets it was determined that numeracy is an area for growth specifically in the number, patterns and algebra concepts from K-6. Indicators 1 and 2 on average made up 37.7% of report card grades.

Well-Being

Data suggests that although students understand academic struggle they are not as strong in creating goals and following through with their goals.

CBE Student Survey:

Own culture impacts learning	28.89% agree
I am willing to try new things in my learning even if I am not sure I will be successful	87.32% agree
When I struggle with my school work, I can get through it and fix it	90% agree
I have confidence in myself as a student	65.75% agree

OurSCHOOL Survey:

Creates plans to reach goals	54.04% agree
Doesn't give up when trying to reach goals	67.39% agree





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

Truth & Reconciliation, Diversity, and Inclusion

Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had a profound impact on some of our most vulnerable students' emotional well-being and sense of community. Focusing on integrating Indigenous knowledge and teaching methods into the classroom students were able to see themselves in the work allowing for an increase in sense of belonging. In the CBE survey 95.71% of the students acknowledged that they were learning about Indigenous ways of being, belonging, doing and knowing.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in mathematics will improve

Outcome:

Students conceptual understanding will improve through a focus on number sense.

Outcome Measures

- Provincial numeracy assessment
- Report card data-number, patterns, algebra
- Grade 6 PAT-Math part A-procedural fluency

Data for Monitoring Progress

- Teacher Perception Data – Teacher confidence in implementing MathUP program
- Flexible group tracking sheets
- Use of teacher and peer feedback loops
- Student check-ins to determine if they understand the learning intentions and success criteria

Learning Excellence Actions

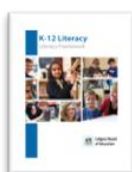
- Implementing number talks
- Implement *minds on activities* and *performance tasks* from MathUp Program to enhance students' mental math skills
- Using visual models like number lines, base ten blocks to support students' understanding of foundational skills
- Model and use diverse ways of thinking and creative problem solving

Well-Being Actions

- Create a culture that values the thinking process and strategies over speed and algorithms
- Create an environment where mistakes are valued
- Communicate that everyone can do well in mathematics

Truth & Reconciliation, Diversity and Inclusion Actions

- Acknowledge different ways of knowing and doing math
- Empower students to have voice in the learning and assessment process
- Use scaffolded learning intentions
- Get to know your students' history and beliefs about math
- Embed Indigenous perspective into math learning tasks





Professional Learning

- Continued professional learning sessions with MathUp creator Marion Small
- System Professional Learning
- Math Conferences

Structures and Processes

- Variety of manipulatives and hands on tools for students to access
- Collaborative Response
- Calibration with colleagues
- PLC's

Resources

- MathUp
- New Learn Alberta
- Teacher Observation Checklists on Mathematics Insite | Curriculum and Planning Page
- Creating Thinking Classroom in Mathematics
- Indigenous Education Holistic Lifelong Learning Framework
- CBE mathematics framework

