

Hidden Valley School

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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 an annual report that highlights improvements and discusses 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?

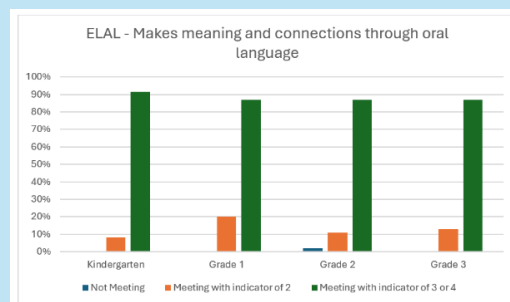
Learning Excellence

Report Cards; June 2024

Oral Language in English Language Arts and Literature

Report Card Stem: Makes meaning and connections through oral language

An analysis of our report card data shows that most students demonstrated a grade-level understanding of this report card stem. More students achieved an indicator of 3 (good) or 4 (excellent) than those who received a 2 (basic) understanding.



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



Language Proficiency Levels June 2024

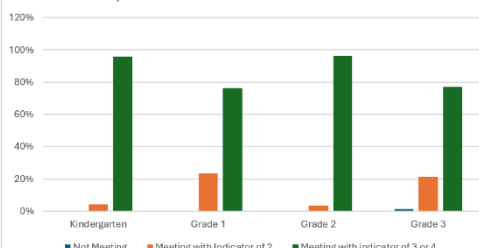


However, further analysis reveals that students identified as English as an Additional (EAL) Learners were more likely to receive an indicator of 2 compared to peers in our regular program. Additionally, fewer (EAL) learners achieved an indicator of 4 compared to English speakers.

Oral Language in French Immersion Language Arts and Literature

Report Card Stems; Speaks to communicate information and ideas and Understands and responds to oral language

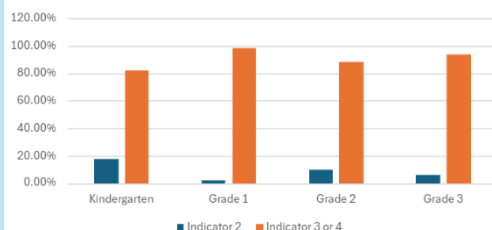
FILAL Speaks to Communicate Information and Ideas



While most French Immersion students demonstrate grade-level achievement (earning an indicator of 2, 3, or 4) on this report card stem, approximately 20% of students in Grade 1 and Grade 3 showed a basic or concrete level of understanding, achieving an indicator of 2.

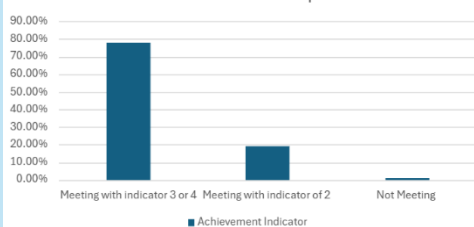
Of further note, a higher percentage of English Language Learners, in French Immersion, showed achievement levels of “good” or “excellent” of grade-level expectations (achieving an indicator of 3 or 4) compared to English speaking students, making this an area of strength.

FILAL Understands and Responds to Oral Language



Mathematics: Understands and applies concepts related to number and patterns.

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Like our oral language data, most of our students demonstrated grade level understanding on this stem. Approximately 20% achieved a “Basic” level. Compared to the Calgary Board of Education (CBE), more of our students reached an indicator of 4, reflecting “Excellent” achievement.

However, fewer EAL learners at our school reached an indicator of 3, or “Good” understanding, when compared to the CBE. Instead, a higher number of EAL Learners achieved an indicator of 2, reflecting a “Basic” level of understanding, making this an area of focus.

EAL Achievement in Math- Understands and applies concepts related to number, patterns (and algebra)





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

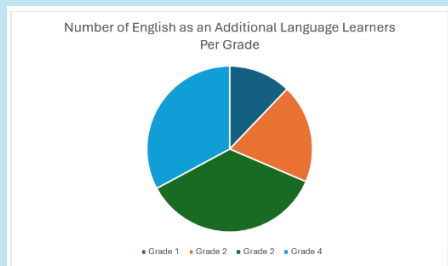
Truth & Reconciliation, Diversity and Inclusion

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

Well-Being

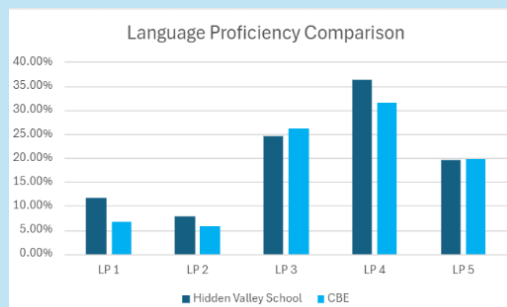
Of note, 54% of students reported that they "feel confident when telling their teacher and classmates" their answer in math. The number was lower than anticipated, making this an area of growth.

Truth & Reconciliation, Diversity, and Inclusion Data**English as an Additional Language (EAL) Information**

Students in every grade come from a variety of linguistic and cultural backgrounds.

**At Hidden**

Valley School, 25% of our students are English as an Additional Language learners, a 5% increase from last year. Students at our school speak 30 different languages, with an overall English language speaking proficiency of 4.



There is also a large percentage of students who are in the early stages of English language development, language proficiency 1, compared to the overall rate in the Calgary Board of Education (CBE)





School Development Plan – Year 1 of 3

School Goal

Student achievement in mathematics will improve.

Outcome:

Students' oral language will improve through sharing their mathematical thinking in complete sentences.

Outcome Measures

- *Report card data:*
 - English Language Arts and Literacy (ELAL) - Oral Language; *Makes meaning and connections through oral language*
 - French Language Arts and Literature (FILA)-Oral Language; *Speaks to communicate information and ideas*
 - ELAL/FILAL, Math; *Understands and applies concepts related to number and patterns.*
- EAL benchmark analytics
 - *overall speaking proficiency level*

Data for Monitoring Progress

- *Oral Language: measure student use of a complete sentence when sharing their mathematical thinking in complete sentences; 3x/year*
- Perception Survey; Oral Language, *students' overall confidence in sharing their mathematical thinking in complete sentences.*
- Teacher perception data: *teachers' confidence in teaching using the Neurolinguistic Approach and Math Talks; 3 x a year*

Learning Excellence Actions

- Use of Neurolinguistic Approach (NLA) for language acquisition- focus on oral language
- Model consistently and explicitly the use of mathematical language to ensure specific vocabulary acquisition (Frayer Model)
- Use Math Talks as a tool to communicate a complete sentence when orally explaining mathematical thinking

Well-Being Actions

- Celebrate and use mistakes as opportunities for learning
- Provide repeated opportunities to develop and practice telling their teacher and classmates about what they know and can do in math.
- Clearly display and refer to the NLA oral language poster

Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions (i.e., learners may have different learning goals)
- Nurture student confidence and skill in using complete sentences and appropriate vocabulary to express their math understanding and actions.
- Increase diverse representation in math talk resources

Professional Learning

- System Professional Suggested topics:
 - NLA
- Read Articles regarding NLA
- Professional Learning | Training in NLA and Math Talks
- Targeted Peer to Peer Observations

Structures and Processes

- Classroom:
- *Explicit instruction using NLA, with focus on oral language*
- School:
- *Collaborative Response-flexible framework from which to address and support individual student learning need*

Resources

- *A new paradigm for learning of a second or foreign language: the neurolinguistic approach by: J. Netter*
- CBE | Mathematics Framework
- NLA Lesson Planning Template
- Math Talk Planning Template

