

Radisson Park 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

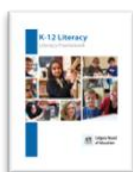
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://radissonpark.cbe.ab.ca/documents/School-Improvement-Result-Report.pdf>





School Development Plan – Year 2 of 3

School Goal

Student achievement in math will improve.

Outcome:

Students will demonstrate a deeper understanding of math concepts by engaging in hands-on learning and clearly communicating their reasoning.

Outcome Measures

- *Provincial Numeracy Assessments, Grades 1-3*
- *Report Card Data, Math stems*
- *Grade 6 Provincial Achievement tests (PAT) - math*

Data for Monitoring Progress

- *Common grade level math tasks and assessments*
- *Student perception data – Increased confidence in explaining thinking and learning in math (math journals, teacher anecdotal notes)*
- *Teacher perception data – increased confidence and understanding in observing students' mathematical thinking and asking purposeful questions to guide and assess learning (observational and conversational data collection – anecdotal notes, checklists, rubrics, etc)*

Learning Excellence Actions

- *Intentional math design incorporating hands-on concrete tasks for students to build and represent conceptual understanding*
- *Intentional design of assessment strategies and tools (rubrics, checklists, anecdotal notes) to include observational and conversational evidence, reflected in both formative and summative assessment*
- *Create environment where students are doing most of the work of reasoning and making sense of the math*

Well-Being Actions

- *Communicate that everyone can do well in math*
- *Create environment where mistakes are seen as opportunities for learning*
- *Create opportunities for students to have voice and choice into how they access, represent and share their learning*
- *Create environment where observational and conversational assessment is valued and encouraged*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Increase opportunities for students to represent learning concretely and orally*
- *Use of EAL benchmarking and assessment to scaffold academic vocabulary development and oral communication*



**Professional Learning**

- Professional learning to understand developmental nature of math concepts, and to develop assessment strategies and tools that encourage collection and use of observational and conversational data to guide and report learning

Structures and Processes

- Collaborative grade team planning time for inclusive task design, calibrated expectations, and building of common observational/conversational assessment strategies
- Learning sprints to identify, implement and analyze efficacy of teaching and assessment strategies
- Whole school professional learning opportunities focusing on child development, including listening, speaking, communication, language and vocabulary development

Resources

- Alberta math curriculum
- CBE Math resources & framework
- MathUP online resources
- Number Talks resources
- Concrete math manipulatives
- Staff developed assessment tools & guiding questions

School Development Plan – Year 2 of 3

School Goal

Students' experience of welcoming, safe, caring and inclusive learning community will improve.

Outcome:

Students will experience a greater sense of belonging by having increased voice and choice in recess and unstructured play activities.

Outcome Measures

- Our School survey measures – sense of belonging, feel safe at school
- Alberta Education Assurance survey – welcoming, caring, respectful & safe learning environment
- Student attendance
- School-created surveys as part of Recess Project work – students, teachers, community

Data for Monitoring Progress

- Our School data – fall, spring
- AERR data – spring
- Attendance data analytics – monthly attendance heroes
- Perception data and observations – Recess Project surveys and engagement

Learning Excellence Actions

- Provide opportunities for students to have voice, choice and leadership into recess/unstructured play time
- Intentional task design that incorporates more developmentally-appropriate, student-centered learning tasks

Well-Being Actions

- Intentional relationship building with students (all staff) to better understand individual interests, strengths and talents
- "Reimagining Recess" project, providing student voice and agency into play materials and opportunities

Truth & Reconciliation, Diversity and Inclusion Actions

- Ongoing work with understanding child development
- Continue to build understanding (staff and students) of diversity and inclusive practices





(multiple ways to access, represent and share learning, etc)

- Recognizing and celebrating individual student progress and growth

- Building student leadership opportunities to collaborate with others

Professional Learning

- Ongoing collaboration and learning with Dr. Lauren Macnamara, "Recess Project" (staff, students, families)
Ongoing professional learning to support understanding of child development, student-centered teaching and learning, and play-based learning
- Ongoing professional learning to develop strategies to increase student voice and agency

Structures and Processes

- Staff professional learning communities
- Collaborative grade team planning time for inclusive task design, including looking at strategies to increase student voice and choice
- Increased opportunities for students to engage in less-structured/student-driven play
- Develop school 'recess committee' to meet on regular basis, including students

Resources

- CBE Well-Being framework and companion document
- Dr. Lauren Macnamara

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in math will improve.

Outcome One: Student understanding of math concepts will improve through focus on math vocabulary and communication of learning.

Celebrations

- Increased percentage of students being graded with numerical achievement indicators on report card stems (decrease in students receiving EAL/IPP indicators) suggesting that more students able to access and engage with grade-level mathematics expectations. (Number, Patterns, Algebra – Jan/25=83% graded & June/25=86% graded) (Measurement, Statistics, Geometry – Jan/25=82% graded & June/25=87% graded)
- Strong report card results, showing that many students are achieving success in classroom assessments. (June 2025: Number, Patterns, Algebra – 89%; Measurement, Statistics, Geometry – 94% receiving grade level indicators)
- Decrease in the number of students requiring additional support based on Alberta Education grade 1-3 provincial numeracy screenings, suggesting early intervention and classroom instruction are becoming more effective. (Jan/25: 42.31%; June/25: 40.24% requiring additional support)
- Teachers are demonstrating greater confidence in using curriculum-based assessments and identifying student progress accurately.





Areas for Growth

- Ongoing gap between “basic” and “good/excellent” levels of achievement on report cards (June/25: Number, Patterns, Algebra: 70% graded good/excellent; Measurement, Statistics, Geometry: 65% graded good/excellent) — students achieving acceptable levels may still lack deeper conceptual understanding or consistency across strands.
- Grade 6 Provincial Achievement Test results suggest that many students still rely on procedural understanding and struggle with deeper reasoning and application. (27% of grade 6 students achieved provincial standard on math PAT)
- Continued focus is needed on developing higher-order thinking, problem-solving, application, and communication skills to bridge the gap between rote procedural learning and deeper conceptual understanding.
- Ongoing monitoring and collaborative analysis of data to ensure classroom assessments accurately reflect student mastery of curriculum outcomes.

Next Steps:

- Increase hands-on, concrete learning experiences to help students move from rote procedural practice to deeper conceptual understanding.
- Incorporate tasks that require problem-solving, reasoning, and real-world application to close the gap between basic/rote understanding and deeper conceptual understanding.
- Provide structured opportunities for students to communicate mathematical ideas orally and in writing, strengthening understanding and retention.
- Use observational assessments to capture students' thinking, strategies, and explanations rather than relying solely on worksheets or tests.

Provide professional development for teachers on integrating hands-on learning, fostering student discourse, and designing assessments that reflect both understanding and skill.

2024-25 SDP GOAL TWO: **Students' experience of a welcoming, safe, caring and inclusive learning environment will improve.**

Outcome One: **Student sense of connection and belonging will increase.**

Celebrations

- Grade 4&5 Our School survey data shows improvement in sense of belonging and feeling safe compared to previous year. (feel sense of belonging: 2024=67%; 2025=71%; increase of 4 percentage points) (feel safe at school: 2024=59%; 2025=60%; increase of 1 percentage point)
- Positive trend in attendance, with year-over-year improvement and school results exceeding area averages. (Aug/24 to June/25 attendance: >10% absence – school 40.56% vs area 3 45.73%; >20% absence – school 17.25% vs area 22.24%)
- Student responses on the AERR measure (“welcoming, caring, respectful, safe environment”) showed a significant increase, indicating students are feeling more supported. (2025 student results 80.6% increased 9.5 percentage points from 2024 student results of 71.1%)
- Improvement trends align with school efforts, suggesting current strategies are beginning to have impact.





Areas for Growth

- Grade 4&5 Our School survey data for sense of belonging remains slightly below Canadian norms, indicating continued need for targeted work. (sense of belonging: school 71%, Canadian average 75%) (feel safe at school: school 60%, Canadian average 64%)
- Grade 6 Our School student data is significantly lower than Canadian norms, highlighting a critical area requiring focused intervention. (sense of belonging: school 62%, Canadian average 72%) (feel safe at school: school 53%, Canadian average 69%)
- Our School survey responses to open-ended question, “What would make Radisson Park a better place for you and your learning?” identified students wanting more choice and opportunities during recess and learning tasks
- Overall AERR measure (“welcoming, caring, respectful, safe environment”) remains low and declined by 1.8 percentage points, suggesting ongoing concerns at a school-wide level. Significant discrepancy between student and teacher perceptions, with teacher responses notably lower, indicate a gap in shared understanding of school climate.

Next Steps

- Implement targeted belonging and connection initiatives, such as mentorship, advisory circles, leadership roles, or peer-connection activities for students in grades 5 and 6.
- Increase relational, community-building classroom routines across all grades (e.g., morning meetings, check-ins, talking circles, etc)
- Expand student voice and choice opportunities to better understand their needs and co-design belonging-building strategies, starting with recess and extracurricular activities.
- Build on strong attendance trends by connecting attendance interventions to overall student engagement and sense of connection.

