

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

Chinook Park School

1312 75 Ave SW, Calgary, AB T2V 0S6 t | 403-777-8480 e | chinookpark@cbe.ab.ca

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 supports 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 numeracy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve numeracy and well-being.

Outcome:

Student will build their confidence in applying French and EAL mathematical vocabulary.

Outcome Measures

Report Card indicators

- Understands and applies concepts related to number, patterns (and algebra)
- Understands and applies concepts related to measurement, geometry (and statistics)

Provincial Achievement Tests

- PATs Math PAT Part B and Part A

CBE Surveys questions will improve

- I share my ideas and ask questions in Math class
- Math I do in class is challenging and interesting

Provincial Assessments

- Percentage of students at level on RAN, PAST will improve
- Percentage of student at risk on Numeracy screeners will decline year to year

Data for Monitoring Progress

Internal Tracking

- Numeracy Screener
- Student participation in Weekly Math problem
- Collaborative Response
- Social Emotional Learning
- Internal common assessment
- English as an Additional Language Benchmarking Proficiency Scale

Formative progress

- Professional Learning Communities
- Teacher use of pre assessments
- Literacy/Numeracy Tracking
- PATs Results

Spreadsheet and Perception data

- Our School Survey, CBE Survey, Alberta Assurance Measures

Learning Excellence Actions

- Create opportunities for collaboration.
- Create a discourse rich mathematics learning environment with exposure and visibility of Mathematical vocabulary
- Intervention strategies targeted at language learners of an intermediate level (LP3, LP4 and LP5)

Well-Being Actions

- Use our Chinook Park Values to develop a culture of reciprocity.
- Provide feedback that moves learners forward.
- Provide regulating space in each classroom (calming corners).
- Provide opportunity for student evidence to be visible in the learning environment.

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.
- Make our Chinook Park Values visible to foster student inclusion.
- Consider language learning needs when writing learning intentions.

Professional Learning

- System Professional Learning
- Engage in CBE Universal Calibration Protocol
- French immersion Professional Development Day
- K-6 Learning to support literacy and numeracy instruction
- Assessment and Reporting

Structures and Processes

- Professional Learning Communities
- Collaborative Response
- Team Meetings
- Formative Assessments (e.g., checklists, self-reflection, peer feedback)
- Calibration between teachers
- Numeracy focused Learning Leader

Resources

- Teacher Observation Checklists on Mathematics Insite | Curriculum and Planning Page
- Assessment and Reporting in the CBE: Practices & Procedures
- CBE Universal Calibration document



School Development Plan – Data Story

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

2024-25 SDP GOAL: Student achievement in numeracy will improve

Outcome one: Through the intentional design of the learning environment, students will improve in numeracy and well-being.

Outcome Two: Students will build their confidence in applying French and English as an Additional Language Learner's mathematical vocabulary

Celebrations

- Alberta Education numeracy assessment data shows a positive trend, with a 1.3% decrease in students at risk in the regular program and a 2.2% decrease in French Immersion between 2023–24 and 2024–25. Students are sharing being more engaged in Mathematical discourse through perception surveys.
- Student perception data shows increased confidence and participation in mathematics, with 76% of students agreeing they share ideas and ask questions in math class (up from 71%).
- Wellness data shows strong results in both School Connectedness and Belonging (83.87%) and Resilience and Mental Health (80.27%), both above CBE averages.
- Chinook Park Values and visible student evidence has strengthened school culture, creating a greater sense of belonging and pride.

Areas for Growth

- Continuing to strengthen student achievement in numeracy by increasing the number of students demonstrating proficiency (Indicators 3 and 4) and reducing the proportion of students achieving at level 1. Improving student conceptual understanding of number including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.
- Enhancing teacher–student connections to support well-being by increasing opportunities for regular check-ins and encouraging open conversations about emotions and mental health.
- Increasing representation and inclusivity by ensuring that students see their cultures, languages, and identities reflected and celebrated within classrooms and the broader school community.

Next Steps

Explore and implement school-wide practices that increase teacher–student check-ins and open dialogue about emotional well-being.

- Some students report that their culture and identity are not well represented in the school environment, suggesting a need for more inclusive representation and celebration of diversity.
- Continue to refine math intervention and task design, targeting supports for students working at LP3 and above, and using assessment data to plan responsive instruction that supports movement into higher levels of achievement.

