

## Monterey 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

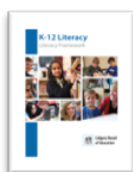
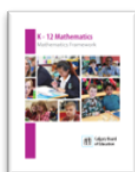
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Monterey\\_Park SIRR 24-25.docx](#)





# School Development Plan – Year 2 of 3

## School Goal

Student achievement in literacy and mathematics will improve.

## Outcome:

Students will be intellectually engaged in rich learning tasks.

## Outcome Measures

Monterey Park Student Tracking Data:  
(Determined by the following provincial and school-based assessments, classroom assessments and teacher observations)

- Acadience Reading
- Phonological Awareness Screening Test (PAST)
- Rapid Automatized Naming test (RAN)
- Letter Name-Sound screening test (LeNS)
- Castles Coltheart 3 screening test (CC3)
- Provincial numeracy screening assessments
- Dynamic Indicators of Basic Early Literacy Skills - Maze (DIBELS)
- Words Their Way Spelling Inventories
- Oral Reading Fluency (ORF)
- SASKmath

Report Card Data (percentage of students obtaining a 3 or a 4 on the following stems:

- Reads to explore and understand
- Writes to express information and ideas
- Understands and applies concepts related to number, patterns, and algebra

Perception Survey Data

- (OurSCHOOL) I am able to stay focused even when less engaged
- (CBE Student Survey) I enjoy working on challenging problems in mathematics

## Data for Monitoring Progress

Teacher Perception Data:

- Confidence in creating tasks that are engaging for students at different levels
- Levels of student engagement

Student Perception Survey Data

- (OurSCHOOL) I am able to stay focused even when less engaged
- (CBE Student Survey) I enjoy working on challenging problems in mathematics

Professional Learning Communities (PLC)

- Common task assessments and calibration

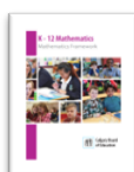
Student focus groups

Monterey Park Engagement Continuum Assessment (student and teacher)

- Reading
- Writing
- Mathematics

School and Area Learning Team Referrals

Analysis of attendance patterns





### Learning Excellence Actions

Utilize formative assessments in reading and mathematics to differentiate instruction, and ensure all students have an appropriate level of challenge/support

Continue to assess student engagement and set goals using the Monterey Park Engagement Continuum. Leverage the continuum to facilitate collaboration amongst teachers and students as to how to increase engagement

Create common grade level tasks that have both learning and engagement goals

Utilize high impact literacy and numeracy strategies: co-creating tasks/rubrics/success criteria

### Well-Being Actions

Increase students' sense of belonging/engagement through a school-wide focus on story

- Who are we?
- What is our story?
- What stories do we bring to school?
- Who do we want to be?

Engage students in focus groups to better understand when they do not feel safe at school

Build student understanding of how to avoid provoking inappropriate behaviour in others

### Truth & Reconciliation, Diversity and Inclusion Actions

Intentionally recognize and celebrate diverse cultures, including Indigenous cultures, in classroom and school-wide activities

Use a trauma-informed approach to problem solving - including responses to racism

Invite/promote greater parent/community involvement in school activities to promote student engagement and belonging

### Professional Learning

System Professional Learning Series on Diversity and Inclusion

School-based professional learning - engagement

- levels of engagement
- creating student-teacher partnerships for engagement
- cultivating a culture of engagement

School-based professional learning on trauma-informed practice

### Structures and Processes

Biweekly Professional Learning Community Meetings (PLCs) to design, implement, assess, and calibrate common grade level tasks.

Collaborative Response Team Meetings focused on student intellectual engagement

Monterey Park Engagement Continuum posted in all learning areas

### Resources

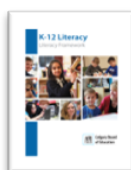
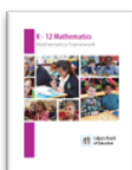
*Reimagining Student Engagement: From Disrupting to Driving* (Amy Berry, 2022)

*The Four Pivots* (Shawn Ginwright, 2022)

Diversity & Inclusion Professional Learning Series Module Videos (Insite)

*Restorative Practices Playbook* (Smith, Fisher, and Frey, 2022)

Monterey Park School Engagement Continuum



### Alberta Education Outcomes

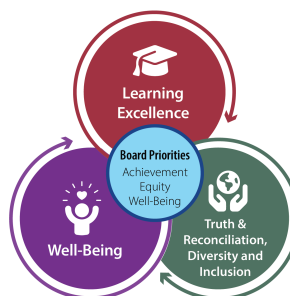
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## 2024-25 SDP GOAL: Student achievement in literacy and mathematics will improve

Outcome one: Students will be intellectually engaged in rich learning tasks

### Celebrations

- The percentage of students, Grades 1-6, who achieved at a Good (Indicator 3) or Excellent (Indicator 4) level on their report cards increased by 3% in reading, by 4% in writing, and by 2% in math concepts related to number and patterns.
- Students continue to indicate that their teachers care about them (96%), that their teachers want them to be successful (97%), and that they have trusted friends at school (90%).
- On the CBE Student Survey, 18% more students reported seeing their culture reflected in our school in 2025 compared to 2024.
- There is a school-wide understanding of what intellectual engagement looks like. Teachers and students regularly use the Monterey Park Engagement Continuum to assess engagement in both individual lessons and in subject areas as a whole.

### Areas for Growth

- On the Alberta Education Assurance Survey, 39% of students indicated that other students follow the rules and 42% of students reported that most students respect each other during school hours.
- During one-on-one semi-structured end-of-year conversations, teachers indicated that they would like our professional learning to focus on restorative practices and trauma-informed teaching.
- Students and teachers are not yet routinely engaging in conversations about how tasks can be as engaging as possible.

### Next Steps

- Teachers will use formative assessment data to provide individually targeted instruction in reading and math.
- Continue the work on building a welcoming, culturally aware school community where differences are recognized and celebrated. Focus on developing the story of who we are and who we want to be as a school.
- Increase staff knowledge related to restorative practices and trauma-informed teaching and learning.

