



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

Monterey Park 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 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

Learning Excellence

Monterey Park School serves students from the community of Monterey Park as well as overflow students from Prairie Sky School in Skyview Ranch. Being an overflow school means that we welcome about 100 students each year from Skyview Ranch, and that many Skyview Ranch students leave us as space becomes available at Prairie Sky School.

English is an additional language (EAL) for 42% of our students. A higher percentage of our EAL learners are at beginning levels of learning English compared to our Area or the CBE (LP1 & LP2 =31% for Monterey Park, 23% for Area 4, and 23% for the CBE).

As we consider how to plan rich learning experiences for our students and when we analyze our data, it is important to consider the diverse background of our students as well as the fact many of them have not been at our school for very long.

We used report card data from June 2024 to inform our 2024-25 School Development Plan.



Monterey Park Report Card Indicators (School-Wide) June 2024

	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator EAL
Reads to explore and understand	10%	34%	31%	7%	14%
Writes to express information and ideas	17%	38%	22%	5%	13%
Understands and applies concepts related to number, patterns, and algebra	14%	35%	33%	12%	1%

When we compared this data to the CBE as a whole, we found that we have fewer students who achieve at a Good (Indicator 3) or Excellent (Indicator 4) on their report cards.

Report Card Marks (CBE-Wide) June 2024

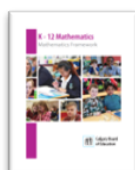
	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator EAL
Reads to explore and understand	5%	23%	36%	24%	6%
Writes to express information and ideas	6%	28%	37%	16%	6%
Understands and applies concepts related to number, patterns, and algebra	6%	21%	37%	30%	1%

We also track the number of students who require extra supports in reading, writing, and numeracy.

Monterey Park Students Who Require Extra Supports (Fall 2024)

	Reading	Writing	Numeracy
Grade 1	37%	37%	37%
Grade 2	33%	36%	31%
Grade 3	33%	36%	23%
Grade 4	23%	21%	18%
Grade 5	21%	24%	24%
Grade 6	22%	17%	22%

Teachers have noticed that the majority of our students consistently follow directions and work to meet expectations. Next steps will be to increase intellectual engagement by encouraging students to demonstrate curiosity, take more risks in their learning, embrace challenges, and view mistakes as valuable learning experiences.



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

On a school-developed survey at the beginning of the school 2024-25 year, the average teacher agreement with the following statements was:

- 24% – Students take risks with their learning
- 60% – Students are intellectually engaged in their learning
- 74% – Students are afraid to make mistakes
- 84% – Having a focus on engagement will help increase student achievement

The following data points from various student surveys (2023-24) support a school-wide focus on student engagement.

- 63% – I enjoy working on challenging problems in math (CBE Student Survey)
- 64% – I am able to stay focused even when less engaged (OurSCHOOL Survey)
- 65% – Students are engaged in their learning at school (Alberta Education Assurance Survey)
- 76% – I share my ideas and questions in math class (CBE Student Survey)

Well-Being

Students are proud of our school, have positive feelings about their teachers, and have friends at school (2023-24)

- 89% – I am proud to be a part of my school (CBE Student Survey)
- 92% – My teachers care about me (CBE Student Survey)
- 95% – My teachers want me to feel successful (CBE Student Survey)
- 89% – Has trusted friends at school (OurSCHOOL Survey)

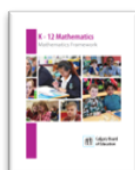
We also noticed that students continue to indicate difficulty with peer-to-peer interactions, especially with students who are not their friends.

- 42% – At school most students respect each other (Alberta Education Assurance Survey)
- 64% – Feels accepted by peers (OurSCHOOL)
- 70% – I feel welcome at school (CBE Student Survey)
- 39% – Students follow the rules (Alberta Education Assurance Survey)

Our plan is to increase the sense of belonging by focusing on better understanding who we are as a community, the stories we bring to school, and what we want our story to be.

Truth & Reconciliation, Diversity, and Inclusion

Last year, there was a focus on building inclusivity within the school through Increased use of Land Based Learning and circle protocols. Teachers are committed to continuing and deepening these practices this year.

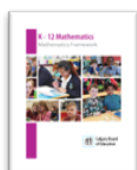




Student surveys conducted during the 2024-25 school year provided the following data:

- 60% - I can see my culture reflected in my school (CBE Student Survey)
- 65% - I feel included at school (CBE Student Survey)
- 76% - When racism and/or discrimination occur at my school, my school takes steps to address it (CBE Student Survey)

This data has helped us understand that not all of our students feel seen and understood at school. Building cross-cultural understanding and honouring the diverse experiences of our students will be emphasized moving forward.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome

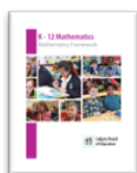
Students will be intellectually engaged in rich learning tasks.

Outcome Measures

- Monterey Park Student Tracking Data: (determined by the following provincial and school-based assessments)
 - Phonological Awareness Screening Test (PAST)
 - Rapid Automatized Naming screening 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 (DIEBELS),
 - Words Their Way Spelling Inventories,
 - Oral Reading Fluency (ORF)
 - Calgary Board of Education Numeracy Screener)
- Report Card Data (percentage of students achieving 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
- Student Focus Groups
- Monterey Park Engagement Continuum Assessment (student and teacher)
 - Reading
 - Writing
 - Mathematics





Learning Excellence Actions

- Assess student engagement and set goals using the Monterey Park Engagement Continuum (adapted from Reimagining Student Engagement: Berry, 2022)
- Create common grade level tasks that have 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?

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentionally recognize and celebrate diverse 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
- School-based professional learning - engagement
 - levels of engagement
 - creating student-teacher partnerships for engagement
 - cultivating a culture of engagement
- School-based professional learning – using loose parts to support story telling
- 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 Meetings focused on student intellectual engagement
- School-wide book study
- Monterey Park Engagement Continuum posted in all learning areas

Resources

- Reimagining Student Engagement: From Disrupting to Driving (Amy Berry, 2022)
- Walking Together (Elder Albert D. Marshall and Louise Zimanyi, 2023)
- The Four Pivots (Shawn Ginwright, 2022)
- Diversity & Inclusion Professional Learning Series Module Videos (Insite)
- Monterey Park School Engagement Continuum

