

Bob Edwards 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.

[SIRR 2024-25](#)





School Development Plan – Year 2 of 3

School Goal

Student academic achievement in Mathematics will continue to improve.

Outcome:

Continue to develop and deepen students' conceptual understanding of numbers, build students' mental math skills, and develop positive mathematical identities for all our learners.

Outcome Measures

- Provincial Achievement Test (PAT) Mathematics Part A & Part B.
- Mathematics Report Card - Understands and applies concepts related to number, patterns and algebra (grade 6) and Number - Develops number sense and applies strategies for computation and estimation (grade 9).
- Grade Team Mathematics – Common Assessments
- CBE Student Survey

Data for Monitoring Progress

- Teacher Perception data – Implement tasks that build procedural fluency from conceptual understanding and Implementation of [Equity in Mathematics](#) Teaching and Learning, specifically *Achievement | Supporting deep learning*: Recognize the potential in every student to engage in mathematical thinking and find ways to elicit students' mathematical reasoning.
- [Sask Math Formative Assessment Screeners](#)
- PLC documentation of ongoing collaborative planning around tasks supporting ethical spaces in mathematics, including opportunities to debrief and reflect on implementation.
- CBE Student Survey:
 - I enjoy working on challenging mathematics problems.
 - I know what to do next to improve my mathematics.





Learning Excellence Actions

- Continuation of design and implementing tasks that encourage students to think flexibly about numbers.
- Encourage students to develop a positive mathematics identity.
- Continuing to create tasks that provide multiple entry points and opportunities for students to work on improving skills related to problem solving involving fractions and decimals.

Well-Being Actions

- Supporting students to see themselves as confident problem solvers who can make valuable mathematical contributions and see that mistakes and incorrect answers are sources of learning.
- Continuation of creating a culture that values the thinking process and strategies over speed and algorithms.
- Provide opportunities for student collaboration in and through learning.

Truth & Reconciliation,
Diversity and Inclusion
Actions

- Find opportunities to increase mathematics knowledge and experiences related to students' culture, community, family, and history as resources.
- Continue to decolonize curriculum resources by replacing stories that promote Eurocentric worldviews with Indigenous worldviews.

Professional Learning

- Continuation of high Impact Instructional Practices in Mathematics – Criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and conceptual understanding.
- Build a collective understanding of mathematical fluency (efficiency, flexibility, accuracy) and use of visual models to support students'

Structures and Processes

- Expansion of EAL Benchmarking and implementing teaching practices through the lens of diversity and inclusion:
 - **Post integral vocabulary** with **visual support** in a math Wall area so students can readily review and refer to it until it is understood.
- Continue to implement daily routines such as math talks focused on building efficiency, flexibility, and accuracy.
- Continue to provide ready access to tools and manipulatives in the

Resources

- CBE Guiding Principles Assessment and Reporting – Assessment Practices are Fair, Transparent and Equitable for all students.
- Book – *Embedding Formative Assessment* (William & Leahy, 2024)
- Book – *Building Thinking Classrooms* (Liljedahl, 2020).





understanding of
general methods.

- Continuation of staff professional learning on implementing strategies from the Building Thinking Classrooms model and routinely using math literacy/math talks.

classroom such as –
Geoboards, Fraction Tiles,
Pattern Blocks, Algebra Tiles,
etc.

- Expand Fun with Fractions and Decimals (FFD) and small group intervention for students at risk in Mathematics achievement.
- Continuation of PLC/team planning around formative assessment and learning strategies.
- Collaborative Response Meetings to identify key issues to provide additional support through the Continuum of Supports.

- Introduction of Fluency in Mathematics (teaching and learning) book by Jennifer M. Bay-Williams & John J. SanGiovanni for the 2025-26 school year PLC book study.
- Mathematics | Elicit and Use Evidence of Student Thinking





School Development Plan – Year 2 of 3

School Goal:

Student achievement will continue to grow in literacy.

Outcome:

Students will continue to improve their achievement in disciplinary literacy through explicit teaching of comprehension, vocabulary, and sentence building skills.

Outcome (Optional)

French Immersion students will continue to improve their achievement in oral French.

Outcome Measures

- ELA/FLA Report Card Indicator Achievement.
 - Reads to explore, construct, and extend understanding.
 - Writes to develop, organize, and express information and ideas.
 - Speaks to communicate information and ideas (French Immersion).
- Provincial Achievement Test – Grade 6 and 9 ELA, Part A and B.
- Alberta Education Measure Results Report.
 - Category – Student Growth and Achievement: “I understand how the language arts I am learning at school is useful to me”
- Student Perception Data – CBE Student Survey Results: Correlating questions include:
 - I understand what I read.
 - My reading and writing skills help me achieve my future goals.
- ELL-LP levels for reading, writing, speaking, and listening.

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze, Words Their Way, and Spelling).
- Teacher Perception Data on use of diagnostic reading assessments and teaching identified reading strategies.





Learning Excellence Actions

- Continue to utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all disciplines.
- Build and utilize text sets.
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline.
- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts and ideas before, during, and after reading (Neuro-linguistic approach).

Well-Being Actions

- Continue using multi-modal texts to support multiple entry points.
- Foster student identity as a reader.
- Clearly display learning expectations for all learners.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge.

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider relevancy and representation in text selection.
- Continue to explore the concept and actions of decolonizing curriculum resources.
- Continuation of strength-based instructional and assessment approaches that examine and celebrate incremental growth.

Professional Learning

- Continue with the Middle Years System Professional Learning structure.
- Continue to improve teacher participation in the Reading for Older Readers (IROS) modules.
- Continuation of the Book Study: *Embedding Formative Assessment* (William & Leahy, 2024).

Structures and Processes

- Continuation of classroom level practice:
 - Use classroom routines to create a vocabulary-rich learning environment.
 - Provide daily structured and supported writing times.
 - Provide access to engaging, diverse

Resources

- Reading Assessment Decision Tree (RAD) Gr 4-12
 - ELA/ELAL Insite | Teaching Practices
 - Textbooks to Text Sets
 - CBE-Specific Literacy Information & Tools to Support Equity & Interventions
 - Reading Screener Data Tracker | Grades 4 to 9
 - *The Writing Revolution 2.0: A Guide to Advancing*





- Introduction of The Writing Revolution 2.0 book by Judith C Hochman & Nataile Wexler for the 2025-26 school year PLC book study.

books in the library
and classroom.

- Continuation of school level practice:
- PLCs
- SLTs
- Collaborative Response Meetings
- Grade Team planning
- Response to Intervention (RTI) strategies.

Thinking Through Writing in All Subjects and Grades (Hochman, Wexler & Maloney, 2024)

- *Morpheme Magic* (Glaser, 2023)





School Development Plan – Data Story

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

Outcome one: To develop and deepen students' conceptual understanding of number, build students' mental math skills, and develop positive student mathematical identities.



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Celebrations

- Increased PAT Acceptable and Excellence achievement across our English Regular Program and French Immersion Program
- Growth in understanding fractions, percents of decimals at a foundational level in grades 8 & 9
- Positive student mindset and belief in ability to improve (through our Saskatchewan Math assessments) indicate an average of 4.1/5 for the statement "I believe I can improve at math with practice."

Areas for Growth

- Build on literacy instruction in mathematics for staff and students (ex. Visuals, vocabulary walls, work with EAL strategist)
- Improving foundational skills and student conceptual understanding of fractions for grades 6 – 9 (e.g. common denominators)
- Support student confidence and engagement to strengthen belonging

Next Steps

- PLC Book Study ***Figuring Out Fluency in Mathematics Teaching and Learning (Bay-Williams & SanGiovanni, 2021)***: Teachers will incorporate strategies from our book study to support the conceptual understanding of common denominators across all grade levels
- Continued implementation of our targeted numeracy support and instruction on fractions, decimals, and multi-step problems
- Through PLC, familiarize teachers with the School Development Plan and the strategies and Look Fors that guide our numeracy goal



2024-25 SDP GOAL TWO: *Student achievement in literacy will improve.*

Outcome one: Students will improve their achievement in disciplinary literacy skills through explicit teaching of comprehension, vocabulary, and sentence structure building skills.

Outcome two: French Immersion students will improve their achievement in oral French.

Celebrations

- Our report card data indicates an improvement in reading with more students achieving at the Good (3) and Excellent (4) levels
- Students are engaged in oral language discussions and debates as evidenced in our Friday whole school literacy block
- Instructional practice demonstrates inter-disciplinary approaches to teaching and learning. There is more evidence of literacy concepts being taught and practiced in math and science classes.
- Intentional timetabling to support effective communication within grade teams and teaching partnerships

Areas for Growth

- In grades 6 and 9, incorporate teaching strategies that will support students with test taking strategies by incorporating consistent practice of PAT type questions
- A continued focus on academic achievement will allow for students to experience a greater sense of confidence and personal value at school, improving their sense of belonging
- Continue professional learning focused on the Neuro-linguistic Approach in FLA, ELA, and ELAL

Next Steps

- PLC Book Study *The Writing Revolution 2.0* (Hochman & Wexler, 2024)
- Improve reading fluency and comprehension for EAL learners and students below the acceptable standard
- Continue to empower students to want to do their best through modelling and preparation for high school and future career aspirations
- Expand opportunities for culturally responsive teaching and authentic text connections

