



Bob Edwards 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

Our school focused on reading comprehension, conceptual understanding of mathematics, fractions, decimals, and mental math, and, for French Immersion students, improvement in achievement of oral French Language. The following results help us to prioritize and provide a direction and focus for upcoming year(s).

Student Achievement in Grade 9 Mathematics PAT over the past two years highlights a significant need for growth in both Part A and Part B of the student results.

Numeracy

	2023-2024		
	Acceptable Standard	Standard Excellence	Below Acceptable Standard
Part A - English	19.6%	1.8%	78.6%
Part A - French	26.2%	7.1%	69.0%
Part B - English	33.9%	0.0%	66.1%
Part B - French	57.1%	7.1%	42.9%

By analyzing and interpreting the PAT (Part A & Part B) results for both years we noticed an overall decrease in the Acceptable Standard and an increase in the Below Acceptable Standard in 2023-2024, except for Part B – English,

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



which shows an increase of 7.4 percentage points in students achieving the Acceptable Standard and a decrease in students achieving the Below Acceptable Standard.

When reviewing additional data from Mathematics Interventions Programming Instrument (MIPI), Report Card data, and classroom assessments, there remains a significant number of students who are achieving at a Basic level of understanding for number concepts in the Program of Studies.

This led us to focus on student understanding of the foundational skills of Number Sense, fractions, and decimals concepts in Mathematics.

Literacy

We have been involved in the transition to new curriculum for our grade 6 students. Last year, grade 6 students did not write the English Language Arts and Literature Provincial Achievement test; however grade 9's participated as usual. To compare the results and improvement in ELA, we only decided to focus on report card data across all grades for consistency.

Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 - Excellent
ELAL 6	Reads to explore and understand	8.1%	52.5%	25.3%	14.1%
ELA 7	Reads to explore, construct and extend understanding	3.1%	36.7%	42.2%	18.0%
ELA 8	Reads to explore, construct and extend understanding	6.7%	27.7%	40.3%	25.2%
ELA 9	Reads to explore, construct and extend understanding	11.1%	26.7%	38.9%	23.3%

Percentage of students achieving at different report card indicators in June 2024 Report Card Results

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas	Construct meaning and makes connections through speaking
1-Not meeting	6.9%	10.1%	7.5%
2-Basic	27.7%	35.8%	36.7%
3-Good	37.2%	34.9%	42.0%
4-Excellent	20.2%	19.3%	13.8%

By analyzing the report card data, we clearly notice that in grade 6, fewer students are achieving at the 3 and 4 level compared to all other grades in





the 'Reading to Explore' stem. Additionally, as students' progress to higher grades, more of them shift to good and excellent levels of understanding, while the number of students in grade 6 mostly achieve at a basic level of understanding. EAL students are achieving similarly to our overall results, and in some instances are exceeding overall results.

CBE Student Survey questions aligned with CBE's Literacy Framework offered another lens to consider student perceptions related to reading. 83.61% of students agreed that they know what to do next to improve their reading skills, however only 58.12% of students feel that they feel a connection to the texts (books, land, pictures, videos) they read and hear in class.

French Immersion

Course	Stem	Indicator 1 – Not meeting	Indicator 2 – Basic	Indicator 3 – Good	Indicator 4 - Excellent
FLA 7	Speaks to communicate information and ideas	21.2%	25.8%	30.3%	22.7%
FLA 8	Speaks to communicate information and ideas	16.3%	24.5%	38.8%	20.4%
FLA 9	Speaks to communicate information and ideas	20.5%	27.3%	29.5%	22.7%

By analyzing the report card data, we notice that there is a relatively balanced distribution across the grade levels for the *Speaks to communicate information and ideas* stem. In grade 7, we notice a higher percentage of students not meeting expectations, which indicates a need to support students, especially in grade 7 Late French Immersion, to move from basic to good performance. In grade 9, the distribution is somewhat like FLA 7. Our FLA courses will benefit from reviewing the Neuro-linguistic Approach and offering targeted support to struggling students.

Well-Being

Throughout the school year, we gather student perception data through a variety of surveys. These surveys are designed to capture the voices of our students, providing us with deeper insights into their experiences within the learning environment. By comparing different aspects of student well-being data in Spring 2023 and Spring 2024 of OurSCHOOL help us to determine next steps.

Student results in OurSCHOOL Survey on the category of "Sense of Belonging at School". This data suggests that 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.





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

Survey Questions	Percentage of agreement level – Spring 2023	Percentage of agreement level – Spring 2024
"Feel accepted and valued at school" (positive sense of belonging)	59.63%	62.64%

Truth & Reconciliation, Diversity, and Inclusion

Our school population consists of 54.7% English as Additional Language (EAL) learners and 4.72% students who self-identify as Indigenous.

A significant number of students noted there are high expectations for their success in learning, according to the CBE Student Survey (84.81%). Additionally, the data below offers insights into students' perceptions of inclusion and diversity within the school environment. This information highlights the need to enhance classroom opportunities where students can connect their identity and cultural representation through daily learning experiences.

CBE Student Survey Results – Spring 2024

I can see my culture	47.39%
I'm an ally to people who look, behave, speak and/or identify differently than me	81.0%
The things I am learning are important to me	58.95%
I have at least one adult to connect at the school	58.90%
At my school I learn Indigenous ways of knowing, belonging and doing	87.39%





School Development Plan – Year 1 of 3

School Goal

Student academic achievement in Mathematics will improve.

Outcome:

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

Outcome (Optional)

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)

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 Outcome Measures:
 - I enjoy working on challenging problems in mathematics
 - I know what to do next to improve in mathematics

Learning Excellence Actions

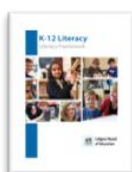
- Design and Implement tasks that encourage students to think flexibly about numbers.
- Teachers will encourage students to develop a positive mathematics identity.
- Select tasks that provide multiple entry points and opportunities for

Well-Being Actions

- Teachers will encourage 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.
- Create a culture that value the thinking process and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions

- Through Professional Learning opportunities, teachers will tap into mathematics knowledge and experiences related to students' culture, community, family, and history as resources





students to work on improving skills related to problem solving involving fractions and decimals.

- Provide opportunities for student collaboration in and through the learning.

- Decolonize curriculum resources by replacing stories that favor Western worldviews with Indigenous worldviews

Professional Learning

- High Impact Instructional Practices in Mathematics – Criteria for implementing rich tasks and assessments that develop and evaluate fundamental skills and conceptual understanding
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy) and use of visual models to support students' understanding of general methods
- Staff professional learning on implementing strategies from the Building Thinking Classrooms model and routinely using math talks

Structures and Processes

- EAL Benchmarking and implementing teaching practices through the lens of diversity and inclusion:
 - Post integral vocabulary** with **visual supports** in a math Wall area so students can readily review and refer to until it is understood.
Example:



- Implement daily routines such as math talks focused on building efficiency, flexibility, and accuracy
- Provide ready access to tools and manipulatives in the classroom such as – Geoboards, Fraction Tiles, Pattern Blocks, Algebra Tiles, etc.
- Fun with Fractions and Decimals (FFD) and small group intervention for students at risk in Mathematics achievement
- PLC/team planning around formative assessment
- Collaborative Response to identify key issues to provide additional support through the Continuum of Supports

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)
- Pam Harris – *Developing Mathematical Reasoning Online workshop*





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome

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

Outcome (Optional)

French Immersion students will 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, Spelling)
- Teacher Perception Data on use of diagnostic reading assessments and teaching identified reading strategies

Learning Excellence Actions

- 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

Well-Being Actions

- Use 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

Truth & Reconciliation, Diversity and Inclusion Actions

- Consider relevancy and representation in text selection
- Decolonize curriculum resources
- Strength-based instructional and assessment approaches





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)

practice and consolidate literacy skills and knowledge

that examine and celebrate incremental growth

Professional Learning

- Middle Years System Professional Learning
- Improving Reading for Older Readers (IROS) modules
- Book Study: *Embedding Formative Assessment* (Wiliam & Leahy, 2024)

Structures and Processes

- **Classroom:**
 - Use classroom routines to create a vocabulary-rich learning environment
 - Provide daily structured and supported writing times
 - Provide access to engaging, diverse books in the library and classroom
- **School:**
 - PLCs
 - Collaborative Response
 - Intervention

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 Thinking Through Writing in All Subjects and Grades* (Hochman, Wexler & Maloney, 2024)
- *Morpheme Magic* (Glaser, 2023)

