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Calgary Board of Education

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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 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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website: Bob Edwards 2025-26 School Improvement Results Reporting.

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal #1:
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:
  - I enjoy working on challenging mathematics problems.
  - I know what to do next to improve my mathematics.

Data for Monitoring Progress

- Teacher perception data: implement and reflect on tasks that build procedural fluency from conceptual understanding and implementation of Equity in Mathematics Teaching and Learning:
  - Achievement | Supporting Deep Learning: Recognize the potential in every student to engage in mathematical thinking and find ways to elicit students' mathematical reasoning.
- MathUP Readiness Checks
- Sask Math Formative Assessment Screeners
- PLC documentation of ongoing collaborative planning around tasks supporting ethical, culturally responsive practices in mathematics, including opportunities to debrief and reflect on implementation.

Learning Excellence Actions

- Continuation of design and implementation of tasks that encourage students to think flexibly about numbers.
- Encourage students to develop a positive mathematics identity.
- Continuing to create authentic tasks (relevant to students' culture,

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.

Truth & Reconciliation Actions

- Continue to decolonize curriculum resources by replacing stories that promote Eurocentric worldviews with Indigenous worldviews.
- All teachers will use sharing circles with their classes.






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community, family, and history) that provide multiple entry points and opportunities for students to work on improving skills related to problem solving involving fractions and decimals.

- Provide opportunities for student collaboration in and through learning.

- Continue to incorporate Indigenous ways of knowing, being, and doing in school-wide numeracy lessons.

TRC Commitment to Action
Bob Edwards TRC 26-27

Professional Learning

- Middle Years Professional Learning
- Mathematics Key Contact Sessions
- High Impact Instructional Practices in Mathematics: 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' understanding of effective strategies.
- Collaborate to analyze, understand, and plan based on our Mathematics data. Emphasize use of MathUp and the language of Mathematics.
- PLC focus: *Re-Storying Education, Decolonizing Your Practice Using a Critical Lens* (Roberts, 2024).

Structures and Processes

- Expansion of EAL Benchmarking and implementing teaching practices through the lens of diversity and inclusion:
  - Post vocabulary with visual support in classroom 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.
- Provide ready access to tools and manipulatives in the classroom (Geoboards, Fraction Tiles, Pattern Blocks, Algebra Tiles, etc.)
- Continuation of school level practice:
  - PLCs
  - Collaborative *Response to Intervention (RTI) strategies.*
  - Utilize diagnostic data to determine next steps for learning (whole group and small intervention groups)

Resources

- CBE Guiding Principles and Assessment and Reporting Guide
  - Assessment Practices are Fair, Transparent and Equitable for all students.
- Mathematics Key Contact Sessions
- *Embedding Formative Assessment* (Wiliam & Leahy, 2024)
- *Building Thinking Classrooms* (Liljedahl, 2020).
- *Figuring Out Fluency in Mathematics* (*Bay-Williams & SanGiovanni, 2021)*
- *Re-Storying Education, Decolonizing Your Practice Using a Critical Lens* (Roberts, 2024).






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School Development Plan – Year 3 of 3

School Goal #2:
Student academic achievement in literacy will continue to improve.

Outcome:
Students will continue to improve fluency in disciplinary literacy through explicit teaching of comprehension, vocabulary, and oral language skills.

Outcome:
French Immersion students will improve their fluency and confidence in oral French.

Outcome Measures

- ELA/FLA Report Card Indicators:
  - 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 Results – Grade 6 and 9 ELA, Part A and B.
- Alberta Education Results Report:
  - Student Growth and Achievement: "I understand how the language arts I am learning at school is useful to me"
- CBE Student Survey Results:
  - 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.
- Student voice gathered through Principal's Advisory Council: what feels useful, what still feels difficult, despite using strategies; and, are texts and activities engaging.

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 through metacognitive tasks and goal setting.
- Clearly display learning expectations for all learners.

Truth & Reconciliation Actions

- Consider relevancy and representation in text selection to decolonize curriculum resources.
- Use strength-based instructional and assessment approaches that examine and






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opportunities within content areas that reflect authentic writing and vocabulary application opportunities and within the discipline.

- Provide many opportunities for meaningful discussion where learners to discuss texts and ideas before, during, and after reading (Neuro-Linguistic Approach).

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge.
- Create lessons that are culturally relevant and responsive.

celebrate incremental growth.

- School-wide Indigenous picture book read-alouds and reflection to reinforce Indigenous ways of knowing, being, and doing.
- PLC focus on *Re-Storying Education, Decolonizing Your Practice Using a Critical Lens* (Roberts, 2024).

TRC Commitment to Action
Bob Edwards TRC 26-27

Professional Learning

- Middle Years System Professional Learning
- Literacy and EAL System Meetings for Key Contacts
- Apply and share understandings from Reading for Older Readers (IROS) modules.
  - Continue to use previous book studies:
  - *Embedding Formative Assessment* (Wiliam & Leahy, 2024).
  - *The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Hochman, Wexler & Maloney, 2024).
- PLC focus on *Re-Storying Education, Decolonizing Your Practice Using a Critical Lens* (Roberts, 2024).

Structures and Processes

- Use consistent 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.
- Continuation of school level practice:
  - PLCs
  - Collaborative *Response to Intervention (RTI) strategies.*
  - Utilize diagnostic data to determine next steps for learning

Resources

- CBE Reading Assessment Decision Tree (RAD) Gr 4-12
- From Textbooks to Text Sets (CBE professional resource)
- CBE Reading Interventions professional resources
- 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)
- Re-Storying Education, Decolonizing *Your Practice Using a Critical Lens* (Roberts, 2024).






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School Development Plan – Data Story

2025-26 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.

Alberta Education Outcomes

- Alberta's students are successful.
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CBE 2024-27 Education Plan



Celebrations

- Provincial Achievement Test results in Grade 9 French Mathematics Part A showed strong growth between 2023-24 and 2025-26. The percentage of students meeting or exceeding the acceptable standard increased by more than 26 percentage points, from 33.3% to 59.6%, while the percentage achieving the Standard of Excellence nearly tripled, growing from 7.1% to 19.2%.
- Provincial Achievement Test results on Grade 9 English Mathematics Part B reflected steady improvement, with the percentage of students achieving the Standard of Excellence increasing from 0% in 2023-24 to 7.8% in 2025-26.
- Student confidence in their ability to improve in mathematics remains high, with approximately 80% agreeing with the statement, "I believe I can improve at math with practice." This positive mindset was accompanied by growth in foundational numeracy, rational numbers, and algebraic thinking among students in Grades 8 and 9.

Areas for Growth

- Results on the Provincial Achievement Test in English Mathematics indicate that a substantial proportion of students continue to perform below the Acceptable Standard. In 2025-26, approximately two-thirds of students scored below the standard on Part B, while more than 80% scored below the standard on Part A.
- Results on the Provincial Achievement Tests in French Mathematics show a decline in Part B performance, with the percentage of students meeting or exceeding the standard decreasing from 76.7% in 2024–25 to 57.7% in 2025–26.
- Report card data indicates that a substantial proportion of students across all grade levels continue to perform at proficiency level 2, highlighting an ongoing need to support students in progressing toward higher levels of achievement.






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Next Steps

- Utilize Class Size Reduction Teachers to establish additional Grade 8 and Grade 9 homerooms, reducing class sizes and increasing opportunities for targeted instruction and individualized support. The third Class Size Reduction Teacher will be strategically assigned to support Late French Immersion classes in Grades 7 and 8, enhancing student learning and language acquisition outcomes.
- Leverage data from SaskMATH and MathUP to identify learning needs and implement targeted interventions through both classroom instruction and small-group pull-out support.
- During PLC meetings, teachers will deepen their understanding of the School Development Plan (SDP), including associated data, goals, and strategies, to inform collaborative planning and instructional decision-making.
- Teachers will engage in a collaborative book study of Re-Storying Education by Carolyn Roberts, using the learning to design decolonized literacy lessons that foster engagement, relevance, and student success.









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2025-26 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

- Report card data indicates a significant reduction in the percentage of students identified as Not Meeting expectations in reading across all grade levels, with particularly notable gains observed in Grades 6 and 9.
- CBE Student Survey results demonstrate continued growth in students' confidence as readers, with 88.04% of students reporting that they know the next steps to improve their reading skills, up from 83.61% in 2023–24 and 87.65% in 2024–25. Additionally, 68.48% of students reported feeling a connection to the texts they read and hear in class, an increase from 58.12% in 2023–24 and 63.11% in 2024–25.
- Report card data highlights strong achievement among Grade 7 French Immersion students, with 72.4% performing at the Good or Excellent level and no students identified as Not Meeting expectations for the second consecutive year. These results suggest that most students are able to communicate information and ideas effectively in French and reflect strong development of oral language proficiency.

Areas for Growth

- In Grade 9 ELA Reading, 50.4% of students performed below the Acceptable Standard in 2024-25. While results improved from the previous year, approximately half of students continue to experience challenges meeting provincial reading expectations. Similarly, Grade 6 ELA PAT results revealed that 58.6% of students performed below the Acceptable Standard, highlighting the need for continued focus on reading comprehension and literacy development.
- Writing remains a school-wide area for growth. Although the proportion of students not meeting expectations has decreased over time, 36.9% of students continued to perform at the Basic level in 2025-26, while only 14.7% achieved the Excellent standard. These results suggest a need to strengthen writing proficiency across all achievement levels, with a particular emphasis on supporting students to progress beyond the Basic category.
- In French Immersion, a significant area for growth is the high proportion of students achieving at the Basic level, particularly in Grades 8 and 9, where 45.2% and 49.1% of students, respectively, were categorized at this level in 2025-26. These results indicate an opportunity to further support students in developing the skills and understanding required to achieve higher levels of proficiency.






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- Leverage data from diagnostic screeners and the Reading Assessment Decision Tree to identify learning needs and implement targeted interventions through both classroom instruction and small-group pull-out support.
- During PLC meetings, teachers will deepen their understanding of the School Development Plan (SDP), including associated data, goals, and strategies, to inform collaborative planning and instructional decision-making.
- Teachers will engage in a collaborative book study of Re-Storying Education by Carolyn Roberts, using the learning to design decolonized mathematics lessons that foster engagement, relevance, and student success.




