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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 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.

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




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School Development Plan – Year 2 of 3

School Goal
Student capacity for mathematical reasoning and problem-solving will increase.

Outcome:
Students will increase their capacity for mathematical reasoning and problem-solving by engaging collaboratively in meaningful, culturally responsive, and cognitively challenging tasks.

Outcome Measures
- PAT - Mathematics Part B
- CBE Student Survey – Mathematics perceptions
- Assurance Survey – Student responses regarding engagement and confidence
- OurSCHOOL Survey

Data for Monitoring Progress
- Classroom-based formative assessments
- Teacher professional learning reflection surveys
- Student self-reflections
- Observations and anecdotal notes from collaborative problem-solving activities
- Look-Fors classroom snapshots

Learning Excellence Actions
- Model and encourage diverse ways of thinking and creative problem solving.
- Use inquiry tasks connected to the real world (project-based learning).
- Create opportunities for collaboration.
- Create a discourse rich mathematics learning environment.
- Embed mathematical routines and games into daily practice.
- Create an environment where students are doing most of the work of reasoning and making sense of the mathematics.

Well-Being Actions
- Activate students as owners of their own learning.
- Celebrate and use mistakes as opportunities for learning.
- Create a culture that values the thinking process and strategies over speed and algorithms.

Truth & Reconciliation, Diversity and Inclusion Actions
- Consider student identities in task design.
- Acknowledge different ways of knowing and doing mathematics.
- Get to know your students' history with, and beliefs about, mathematics.
- Use mathematics as a tool for analyzing the world in which students live.
- Use hints and extensions to differentiate tasks.

Professional Learning
- System Professional Learning related to mathematics, equity, and identity
- Staff professional learning on *Building Thinking Classrooms* (i.e., designing and delivering tasks that promote reasoning and problem-solving)
- Professional learning on creating culturally-relevant mathematics tasks
- Model use of games/routines with staff

Structures and Processes
- Mathematics PLC
- Collaborative Response
- Common tasks and assessments
- Book Study: *Building Thinking Classrooms in Mathematics*
- Non-permanent vertical surfaces (e.g., whiteboards, windows, wipeboards, etc.).
- Visibly random groupings
- Pre-planned hints and extensions
- Provide access to tools and manipulatives at student desk or table

Resources
- Mathematics Equity & Identity Guide
- Nine Mathematical Strategies
- Mathematical Ways of Working
- *Building Thinking Classrooms in Mathematics* by Peter Liljedahl
- *Mathematics Tasks for the Thinking Classroom* by Maegan Giroux




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School Development Plan – Data Story

2024-25 SDP GOAL ONE:

Students' capacity for mathematical reasoning and problem-solving will increase.

Outcome One:

Students will demonstrate improved confidence and proficiency in solving multi-step, high-cognitive demand tasks.

Celebrations

- Increased student enjoyment of math: 69% of students agreed with “I like learning math” in 2025, up from 60% in 2024, showing growing enthusiasm and confidence.
- Greater engagement with complex problem-solving: 73.96% of students reported enjoying challenging math problems, up nearly 7 points from 2024.
- Improved teacher confidence in thinking-rich instruction: Pre/post survey data showed a significant rise in teachers confident designing reasoning-rich tasks.

Areas for Growth

- Ensuring equity of voice in group work: While 78% of staff reported that BTC increased collaboration, some observed that more vocal students still dominated group discussions, suggesting a need for clearer norms and scaffolding for inclusive participation.
- Supporting independent problem-solving: Spring 2025 OurSCHOOL data showed that 32% of Grade 6 students still lacked confidence in solving multi-step problems independently, indicating the need to further develop transfer of collaborative strategies to solo tasks.
- Enhancing task design for accessibility and challenge: Ongoing professional learning is needed to help teachers better calibrate tasks for varied learners, as only 4 of 18 teachers initially felt confident in designing reasoning-rich tasks, though this improved to 11 post-PD.

Next Steps

- Strengthen equity of voice in collaborative learning: Continue building routines and scaffolds that ensure all students contribute ideas and engage in rich mathematical discourse during group tasks.
- Support transfer of strategies to independent problem solving: Increase opportunities for students to reflect on, record, and independently apply reasoning strategies developed through collaborative tasks.
- Deepen task design practices across teams: Leverage professional learning communities and use collaborative planning protocols to design accessible, cognitively demanding tasks that engage all learners.




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