



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.

[2024-2025 Pineridge School Development Plan](#)

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

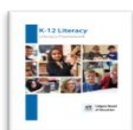
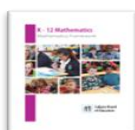
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Student achievement in Mathematics will improve.

Outcome:

Teacher understanding of equitable and inclusive mathematical learning environments will improve.

Outcome Measures

- Report Card Data – Math:
 - ☐ K-2 - Understands and applies concepts related to number and patterns
 - ☐ 3-6 - Understands and applies concepts related to number, patterns and algebra
 - ☐ K - Understands and applies concepts related to measurement and geometry
 - ☐ 1-6 - Understands and applies concepts related to measurement, geometry and statistics
- Local Measures – Numeracy Assessments K-3
- CBE Student Survey – Math questions
 - ☐ I enjoy working on challenging problems in mathematics
 - ☐ I know what to do next to improve in mathematics
 - ☐ I share my ideas and ask questions in mathematics class

Data for Monitoring Progress

- Professional Learning Communities
 - ☐ Task design – focused on assessment practices
 - ☐ Assessment calibration to ensure consistency
- Collaborative Response Team Meetings
 - ☐ Cross grade meeting data
 - ☐ Grade team meeting data
 - ☐ Student Learning Team meeting data

Learning Excellence Actions

- Teachers will clearly articulate Math learning intentions through co-creating classroom norms and success criteria with students.
- Teachers will create daily opportunities for Math collaboration through student math talks.
- Teachers will use formative assessment to nurture student Mathematical identity by increasing student confidence and competence

Well-Being Actions

- Teachers will create a culture that values the thinking process and strategies over speed and algorithms.
- Teachers will provide students with opportunities to demonstrate knowledge in a variety of modes.

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers will consider student identity in task design.
- Teachers will consider language learning needs when writing learning intentions.



**Professional Learning**

- System professional learning K-6
- School professional learning:
Assessment calibration,
Task and assessment
design

Structures and Processes

- Professional learning communities – grade team assessment calibration
- Collaborative response meetings (cross grade, grade team, student learning team)
- Grade created continuum of supports

Resources

- Mathematics Equity & Identity Guide
- Assessment and Reporting in Calgary Board of Education
- Assessment and Reporting in the Calgary Board of Education: Practices & Procedures, Calgary Board of Education AI rubrics and Calibration Resources

School Development Plan – Data Story

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

Outcome one: Teachers' understanding of equitable and inclusive mathematical learning environments will improve.

Celebrations

- Students requiring additional support (RAS) decreased significantly: Pre- to post-early years numeracy assessment data dropped from 63% to 45%, showing strong improvement.
- Students know what to do next to improve in math: Confidence in knowing the next steps to improve in math rose from 68% to 79% compared to the 2023-2024 school year.
- Students feel confident and interested in math: 88% feel confident in learning math, and 80% find math interesting according to survey data.

Areas for Growth

- Students are not fully enjoying math: Only 65% report enjoying solving complex math problems, despite a slight increase from 61%.
- Students not meeting grade-level expectations remain unchanged: No improvement in the number of students not achieving grade level expectations on report card stems.
- Students need deeper engagement: Confidence is high, but enjoyment and motivation lag, suggesting tasks may not feel relevant or meaningful.

Next Steps

- Students will benefit from teacher assessment calibration: Teachers will ensure consistency and fairness across classrooms.
- Teachers will design tasks that reflect diverse identities and experiences.
- Students will see themselves in mathematics: Teachers will focus on quality summative assessments and strategies that support well-being and representation.



