



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

Pineridge 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

Demographic Data

Pineridge school welcomes students from kindergarten to grade 6. Pineridge school is located in the NE quadrant of Calgary. The school has a population of around 450 students. Students in K-6 come primarily from the communities of Pineridge and Saddleridge. In addition to our regular program students in K-6, we also have 4 system Enhanced Educational Support (EES) classes. The EES classes welcome a variety of students from a variety of communities.

Pineridge celebrates the diverse nature of the school. Some of the highlights include:

- Pineridge students represent over 30 different countries from around the world and over 30 different languages.
- 61% of students attending Pineridge school are identified as English as additional language (EAL) learners. Compared to the CBE, where only 31% of all students are identified as EAL learners.
- 37% of students at Pineridge school that are identified as EAL learners are in the early stages of English language acquisition (LP1/LP2). Compared to the CBE, where only 23% of all students identified as EAL learners are in the early stages of English language acquisition (LP1/LP2).
- 20% of students at Pineridge school are identified as having a special education code, whereas the CBE only has 17% of students identified as having a special education code.



Learning Excellence

Report Card

The purpose of Report Cards is to provide clear and meaningful communication about student achievement. Report cards provide valuable information for the school when determining goals and strategies. Teachers report on student learning in a variety of disciplines through the proficiency indicator scale 1-4:

- 1 - The student is not meeting grade level achievement expectations.
- 2 - The student has demonstrated basic achievement of grade level expectations.
- 3 - The student has demonstrated good achievement of grade level expectations.
- 4 - The student has demonstrated excellent achievement of grade level expectations.

Below you will find information specific to Math:

- 45% of students received an indicator of 1 or 2 for the report card stem:
 - K-2 - Understands and applies concepts related to number and patterns
 - 3-6 - Understands and applies concepts related to number, patterns and algebra
- 40% of students received an indicator of 1 or 2 for the report card stem:
 - 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

To ensure that students have foundational literacy and numeracy skills, Alberta Education has implemented mandatory numeracy screening assessments for all students in grades 1 to 3. These screening assessments will help our school efficiently identify and begin to support students considered at-risk in numeracy and who are most in need of additional support.

- 77% of students in grades 1-3 were considered at-risk based on the standards of the assessment. 51% of students considered at-risk are also identified as EAL learners.

Well-Being

CBE Student Survey

The CBE Student Survey was administered to students in grade 4, 5, and 6. The survey allows students to voice their feedback on their experiences at school, the school environment and school improvement programs. The survey gives students the opportunity to report on themselves, their own abilities, and their accomplishments; and take pride in what they have achieved. The results are used to help inform school-based decisions that support student achievement and well-being. Below are the results comparing this year's cohort to last year's cohort:





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

Current Cohort	Last Year's Cohort
83% of students say they are confident that they can learn math	93% of students say they are confident that they can learn math
61% of students say they enjoy working on challenging problems in math	75% of students say they enjoy working on challenging problems in math
78% of students say they have confidence in themselves as learners	80% of students say they have confidence in themselves as learners

Alberta Education Assurance Survey

The Alberta Education Assurance (AEA) survey gathers feedback on the quality of education provided by school authorities and their schools. We use this information to understand how they are doing and plan for the future. The AEA survey was sent to parents or guardians of students in Grades 4.

Teachers and our grade 4 students completed the survey online at school.

Below are the results from this year's cohort and last year's cohort.

- Current and last year's cohort - 83% of students say the mathematics they are learning is interesting.

**Truth & Reconciliation, Diversity, and Inclusion
OURSCHOOL Survey**

The OurSCHOOL survey provides an opportunity for students in grades 4, 5 and 6 to give feedback on sense of belonging, positive relationships, anxiety, feeling safe at school, life satisfaction, general health, orientation to well-being, goal-oriented, self-regulation, and cultural awareness of others. The results are used to help inform school-based decisions that support student achievement and well-being. Below are the results comparing this year's cohort to last year's cohort:

- Current cohort - 74% of students say they feel included at school. Last year's cohort – 55% of students say they feel included at school. This is valuable information as we know that students who feel included in the school are more likely to achieve in their learning.





School Development Plan – Year 1 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

Data for Monitoring Progress

- Professional Learning Communities
 - Cross grade meeting data – task design learning goals and learning intentions
 - Grade team meeting data - assessment calibration and tiers of supports
- Collaborative Response Meetings
 - Cross grade meeting data
 - Grade team meeting data
 - Student Learning Team meeting data
- School created teacher survey – 2x/year related to equitable assessment practice

Learning Excellence Actions

- Teachers will create daily opportunities for Math collaboration through student math talks
- Teachers will clearly articulate Math learning intentions through co-creating classroom norms and success criteria with students.
- 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 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

Structures and Processes

- Professional learning communities – grade team assessment calibration
- Collaborative response meetings (cross grade,

Resources

- Mathematics Equity & Identity Guide
- Assessment and Reporting in Calgary Board of Education





- Numeracy continuum of supports created by grade team

- grade team, student learning team)
 - Grade created continuum of supports

- Assessment and Reporting in the Calgary Board of Education: Practices & Procedures

