

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 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:

[School Improvement Results Report](#)





School Development Plan – Year 2 of 3

School Goal

Learning Excellence in Mathematics and English Language Arts and Literature (ELAL) will improve.

Outcome:

Students' success in Mathematics will improve through equitable Mathematics practices.

Outcome Measures

- Report Card data – Mathematics strands
- English as an Additional Language (EAL) indicator on the Report Card
- Provincial Numeracy Data – At risk students (pre-test, post-test)
- Our School Student survey perception data – Interesting Mathematics
- Assurance Survey Results

Data for Monitoring Progress

- School Based Survey
- Professional Learning Community cycles - diagnostics and evidence to demonstrate equitable task design and assessment
- Engagement – with families – how does Mathematics live within my culture
- Student Advisory Council
- Teacher Perception Data – Survey

Learning Excellence Actions

- support deep mathematical learning
- create a discourse rich mathematics learning environment
- use inquiry tasks connected to the real world (project-based learning)
- Calibrate and design high-quality math learning tasks and assessments so students clearly understand what excellence looks like and can purposefully strive toward it.

Well-Being Actions

- empower and share student voice
- communicate that everyone can do well in mathematics – encourage student growth mindset
- create an environment where mistakes are valued
- create a culture that values the thinking process and strategies over speed and algorithms

Truth & Reconciliation, Diversity and Inclusion Actions

- Implement equitable intervention and enrichment practices
- engage and value student identities
- learn and implement EAL best practices
- consider student identity and culture in task design
- use culturally relevant task design template and rubric
- show that mathematics is rooted in culture (e.g., school, community, sports teams)

Professional Learning

- External – ATA
 - Task Design for Diverse Learners

Structures and Processes

- Professional Learning Communities
- Collaborative Response

Resources

- Mathematics Equity and Identity Guide
- Assessment and Reporting Guide





- Internal - MathUp and Marian Small resources
- Collaboratively explore what interest look like/not look like

- School based Professional learning
- Culturally relevant task design
- Flexible groupings – enrichment/intervention
- Grade Team Celebrations of Learning
- Celebrations of Learning
- ReconciliActions

- CBE Mathematics Framework
- AB Curriculum
- MathUP
- Indigenous Education Holistic Lifelong Learning Framework- The Body domain
- Ethical Space planning template
- Creating and Cultivating Inclusive Classrooms
- Mathematics Teaching Practices: Supporting Equitable Mathematics Teaching
- Everyday Mental Health Classroom Resource

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: Learning excellence in Mathematics and English Language Arts and Literacy will improve.

Outcome one: Student success in Mathematics will improve through equitable Mathematics practices

Celebrations

- **Strong, Consistent Achievement:** DJKM students **exceed CBE** in both mathematics stems % achieving Good or Excellent
- **Early Numeracy instruction and intervention:** Only 8.3% of K–3 students required additional numeracy supports, compared with 16.7% CBE-wide. Students showing growth from “Requiring Reassessment” to “Not Requiring Additional Supports” rose from 10.7% (2023–24) to 47% (2024–25) — a major improvement.
- **Math Engagement Rebounding:** Student self-reported engagement rose from 47.4% (2024) to 53.7% (2025). Interest in math grew from 46% to 62.3% — a 16.3 % increase in one year.

Areas for Growth

- **Extending Proficiency to Excellence:** Designing rich tasks and assessment that allow for proficiency and excellence
- **Cultural & Real-World Relevance:** Embed culturally responsive and authentic mathematical problem contexts
- **Regulation & Resilience:** Embed self-regulation routines and reflection in math tasks

Next Steps

- **Deepen understanding of equity and differentiation in math:** Design learning tasks in mathematics that include multiple access points, equitable assessment and enrichment pathways.
- **Increase Cultural Responsiveness:** Use real-life contexts and examples reflecting student identities and communities within learning tasks and assessment.
- **Challenge & Engagement:** Balance joy in learning with productive struggle in mathematical tasks to build in opportunities for learning excellence as well as teaching regulation and resilience strategies

