

Rideau Park 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Literacy

In recent years, within our K-9 school K-6 classrooms have been rolling out a new curriculum and we've been actively involved in this transition, especially for our grade 6 students. Last year, grade 7 students did not write the English Language Arts and Literature Provincial Achievement test, however grade 9 were part of each Provincial Achievement test, as usual. To compare the results and improvement in ELA, we decided to only focus on report card data across all grades for consistency, looking at June 2024 as a baseline:

Course	Stem	Indicator 1- Not meeting	Indicator 2 – Basic	Indicator 3 - Good	Indicator 4 - Excellent
All students combined.	Reads to explore, construct & extend understanding	1.57%	21.08%	42.15%	27.13%
EAL (English)	Reads to explore,	1.68%	31.09%	27.73%	15.97

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



as an Additional Language) Cohort	construct & extend understanding				
Self-Identified Indigenous Cohort	Reads to explore, construct & extend understanding	7.69%	61.54%	15.38%	0.00%
IPP Students (except gifted)	Reads to explore, construct & extend understanding	0.00 %	29.41%	43.14 %	9.8%

Course	Stem	Indicator 1- Not meeting	Indicator 2 – Basic	Indicator 3 - Good	Indicator 4 - Excellent
All students combined.	Writes to develop, organize and express information and ideas	1.79%	27.35%	39.69%	22.42%
EAL (English as an Additional Language) Cohort	Writes to develop, organize and express information and ideas	0.84%	32.77%	28.57%	12.61%
Self-Identified Indigenous Cohort	Writes to develop, organize and express information and ideas	15.38%	46.15%	15.38%	7.69%
IPP Students (except gifted)	Writes to develop, organize and express information and ideas	1.96%	29.41%	43.14%	5.88%





School-wide, percentage of students achieving at different report card indicators in June 2023-24, Report Card results:

Report Card Indicator	Reads to explore, construct & extend understanding	Writes to develop, organize, & express information & ideas	Construct meaning and makes connections through speaking:
Indicator 1- Not meeting	0.7 %	0.9 %	0.4 %
Indicator 2 – Basic	11.4%	14.9 %	11.2 %
Indicator 3 - Good	23.3 %	22.1 %	21.9 %
Indicator 4 - Excellent	14.8 %	12.3 %	16.3 %

By analyzing report card data, we clearly notice that there are noticeable differences in report card indicator trends for different cohorts (i.e. English as an Additional Language, Self-Identified Indigenous Students, and Individual Program Plan students (excluding gifted codes). Knowing these trends staff will be able to implement literacy strategies that are good for all learners and essential for identified cohorts, with a goal of increased achievement levels of 3 – Good and 4 – Excellent for all students as well as for identified cohorts.

CBE Student Survey and OurSCHOOL Survey questions aligned with CBE's Literacy Framework offered another lens to consider student perceptions related to literacy and reading. 40% of students agreed that they have the opportunity to read interesting books, and 53.6% of students agreed that they have the opportunity to learn with different people in different spaces to improve reading and writing skills.

Well-Being

The data below would suggest that a focus on belonging through authentic personalization/differentiation will allow for students to experience a greater sense of confidence and personal value at school, improving their sense of belonging. Through participation in the CBE's (Calgary Board of Education's) Elementary and Middle Years learning series, we hope to better know learners and to monitor growth through high-quality, equitable, and transparent assessment allowing for targeted support and clear meaningful feedback throughout our school year.

OurSCHOOL Survey Data





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

	Gr 4-5	Gr. 6-9
Survey Question	Percentage of Agreement Level (Spring 2024)	
Feel accepted and valued at school (positive sense of belonging)	83 %	70 %

Truth & Reconciliation, Diversity, and Inclusion

Our school demographics represent the diverse population with 22% students EAL (English as an Additional Language) and 4.58% of students who identify as Indigenous. 13.11% are on an Individual Program Plan (IPP), excluding gifted codes.

A significant number of students reported having positive relationships with friends and family and noted that there are high expectations of their success in learning, according to the CBE Student Survey. Additionally, the data below offers insights into students' perceptions of inclusion and diversity within the school environment. This information highlights the need to enhance classroom opportunities where students can connect with their identity and cultural representation through daily learning experiences.

CBE Student Survey Results – Spring 2024

I can see my culture.	50.68%
The things I am learning are important to me.	61.54%
I have at least one adult to connect at the school.	69.87%
At my school, I learn Indigenous ways of knowing, belonging, and doing.	85.55%





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve through authentic personalization/differentiation.

Outcome:

Student achievement in reading and writing will improve through disciplinary literacy development.

Outcome (Optional)

Students' overall sense of belonging will improve through increased confidence and value in their learning.

Outcome Measures

- ELA Report Card Indicator Achievement:
 - Reads to explore, construct, & extend understanding
 - Writes to develop, organize and express information & ideas
 - Construct meaning and makes connections through speaking
- Provincial Achievement Tests: Grades 6&9 ELA Part A & B
 - Reads to explore, construct, & extend understanding
- Alberta Education Measure Results Report
 - Category – student growth and achievement, “I understand how the language arts i am learning at school is useful to me.
- Student Perception Data – CBE Student Survey Results K-12, questions include:
 - I understand what I read
 - My reading and writing skills help me achieve my future goals
- Diversity and Inclusion: Creation of Student Well-Being Action Team (SWAT), attending system-wide January Middle-Years Well-Being Symposium (Mount Royal University)
 - Goal of representation across grades 5-9
 - Co-lead with Principal and Learning Leader(s)

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze, Spelling, etc.)
- Teacher Perception Data on use of diagnostic reading assessments and teaching identified reading strategies.
- SASK Math Screeners (Disciplinary Literacy in mathematics)

Learning Excellence Actions

- Utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all disciplines

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts





- Utilize text sets that include a variety of multimodal primary and secondary texts that align with the discipline
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within the disciplines
- Create learning spaces that provide learners with safe and respectful environments.

- Consider relevancy and representation in text selection, consideration of dates of significance
- Use scaffolded learning intentions to reflect that students may have different learning goals
- SWAT (Student Well-Being Action Team) formed in November and meets throughout year (including January symposium), providing direct feedback from students to staff via administration

Professional Learning

- Middle Years System Professional Learning
- EAL Insite & Brightspace & ELA/ELAL Professional Learning
- Artificial Intelligence (AI) workshop through ATA (evolution of literacy)

Structures and Processes

- Classroom:
Include meaningful daily reading/writing (disciplinary literacy tasks) that span the content areas
- School:
 - PLC's & CTM's within Collaborative Response
 - Disciplinary, Interdisciplinary, & Grade level team meetings

Resources

- Reading Assessment Decision Tree (RAD) Gr. 4-12; CC3, Lens, Numeracy etc. Gr K-3
- ELA/ELAL Insite | Teaching Practices, Equity & Interventions
- Doing Disciplinary Literacy (Gabriel, 2023), Disciplinary Literacy in Action (Lent, 2018)

