

Rosedale School

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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

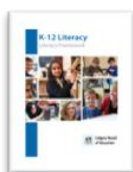
Introduction

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 Development Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

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

Outcome Measures

- Report card stems for reading and writing
 - Reads to explore, construct and extend understanding
 - Writes to develop, organize and express information and ideas
- CC3 Regular and Irregular words Grades 1 – 4 students at risk data

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze Spelling) diagnostics*
- Writing prompt samples summative data using calibration from HLAT exemplars*
- Grade 1 – 3 U-Fli phonics tracking
- Report Card Data: Reading and Writing*

Learning Excellence Actions

- Utilize high-impact strategies for reading vocabulary across all disciplines; Tier 2 subject specific vocabulary in all subjects.
- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline.
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments.

Well-Being Actions

- Document and support instruction and learning in intentional ways (i.e. word sound walls, anchor charts, concept maps, sentence frames, graphic organizers, clear criteria exemplars and rubrics).
- Use multi-modal texts to support multiple entry points
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, peer feedback, and/or reflection.

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind.
- Utilizing the Seven Sacred Teachings to guide school values, talking and teaching points.
- Empower students to have voice in learning, assessment and decisions.

Professional Learning

- Holistic Life Long Learning Framework focusing on activating the spirit, heart, body and mind.
- Formative assessment work focusing on student self-assessment, goal setting and the use of success criteria.
- System Intervention Lead Teacher Sessions

Structures and Processes

- Documentation and support instruction and learning in intentional ways through school: PLC, SLT, Grade Group Meetings and Collaborative Response Meetings.
- Intentional and flexible groupings of students.

Resources

- Well-Being and Truth & Reconciliation, Diversity, and Inclusion Resources.
- Reading Assessment Decision Tree (RAD) Grade 4 – 12.**
- Understanding Reading and Literacy Interventions Grades 4 – 9.
- The Writing and Reading Rope: The strands woven into skilled writing, Sedita, J.*





ELA/ELAL Insite I
Professional Learning
Building Thinking Classrooms:
Peter Liljedahl.

School Development Plan – Year 2 of 3

School Goal

Students' overall sense of belonging and connection will improve.

Outcome:

Students' sense of belonging through feeling confident and accepted at school will improve.

Outcome Measures

- CBE Survey
- OurSCHOOL Survey
- AEAMs Survey
- School Survey

Data for Monitoring Progress

- Teacher perception feedback using SEL Competencies.
- Seven Sacred Teachings (sharing and implementing values / cultures).
- Resource Allocation Audit: Regular tracking of resources (e.g., books, media, teaching aids) reflect and support diversity and inclusion and are accessible, culturally responsive, and promote multiple backgrounds, identities, and experiences of students.

Learning Excellence Actions

- Designated class time to participate in sharing/restorative circles.
- Student voice club with student designates from Grades 4 – 9 to generate thoughts and ideas from the student body (helping design a student survey to drill down on culture / adult support).
- Student buddy groups for students to work with other grades reflecting on culture, belonging and The Seven Sacred Teachings (values).

Well-Being Actions

- Consistently collaborate with students to reflect on personal values and beliefs, identifying and celebrating the variety of cultures and diverse individuals throughout the year with monthly assemblies promoting positive school culture.
- Engage students in regular constructive feedback loops with their peers and adults.
- Provide scheduled surveys to provide students' a way to share concerns and ideas around belonging with teachers.

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide professional learning and resources to build and apply culturally responsive teaching and learning.
- Enhance relationships with students, families/caregivers, and partners to strengthen cultural understanding throughout the system.
- Create opportunities for students to engage in restorative circles and conflict resolution processes to address issues related to bias, discrimination, and inequity.

Professional Learning

- Collaborative Academic Social and Emotional Learning Framework

Structures and Processes

- Regular SLT, STM, Grade group and divisional meetings.

Resources

- *CBE student Well Being Framework and Companion Guide*





- Student Well Being. Framework and Companion Guide.
- Middle Schools SEL working group and breakout sessions.
- Diversity and Learning Professional Learning.

- Professional learning during PL days with a focus on student wellness and social emotional learning.
- Establish a diversity and student voice forum to help gather perspectives and strategies to further the work implementing best practices (student perceptions, resources to be used, events to be celebrated, bonding/spirit events).

- Diversity and Inclusion CBE Insite Page
- SEL Brightspace by D2L Shell
- Seven Sacred Teachings
- CBE Collaborative for Academic Social and Emotional Learning Resources; Self Awareness Self Management Social Awareness Responsible Decision Making Relationship Skills

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Development Plan – Data Story

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

Outcome one: Student achievement will improve in reading and writing through disciplinary literacy.

Celebrations

- Students at Rosedale meeting grade level expectations in reading went up from 97% to 98%
- English as an Additional Language (EAL) students reading at grade level expectations went up 20%
- Students at Rosedale meeting grade level expectations in writing remained consistent at 95%
- EAL at Rosedale meeting grade level expectations in writing went up from 70% to 96%
- Students decoding skills have improved this year on the Early Assessment Results Grades 1 – 4:
 - Regular Words – 9% improvement (from 24% at risk in June 2024 to 15% at risk in June 2025)
 - Irregular words – 4% improvement (from 22 % at risk in June 2024 to 18 % at risk in June 2025)
 - Non words – 10% improvement (from 21% at risk in June 2024 to 11% at risk in June 2025)

Areas for Growth

- Students will continue to receive instruction using a structured literacy approach across all disciplines



- Continued monitoring and targeted literacy interventions
- Continue to focus on encouraging more students towards next best steps

Next Steps

- Divisional reading and writing assessments to inform the creation of literacy groups for direct and targeted instruction
- Cocreated criteria of success rubrics and formative assessments with students
- Peer and self-editing of student work as a form of formative assessment before handing in work to teachers



2024-25 SDP GOAL TWO: *Students' overall sense of belonging will improve.*

Outcome one: *Students' sense of belonging through feeling confident and accepted by peers at school will improve.*

Celebrations

- Students reporting they have confidence in themselves as learners went up 6% from 64% in June 2024 to 70% in June 2025
- Students reporting they feel included at school went up 10% from 71% in June 2024 to 81% in June 2025
- Three year data trend (2023-25) indicates a high percentage of students reporting their teachers care about them and that there are high expectations to be successful

Areas for Growth

- 55% Three year data trend (2023-25) indicates a declining trend in students reporting that they saw their culture reflected at our school
- Three year data trend (2023-25) indicates a need to ensure that students have access and strategies to speak with others about their feelings
- Although a 6% increase was noted from June 2024 - June 2025 results, the three year data trend (2023-25) indicates continued work for students to feel confident as learners

Next Steps

- Students on our student voice committee will:
 - survey and speak with students to create ways for students express know, understand and express cultural awareness in the school
 - survey and speak with students to learn how students would like to gain more access to adults in our school
- Staff will continue to work on celebrating student progress to build learner confidence
- Monthly wellness assemblies by division to continue to build positive student community and culture at Rosedale using our 7 Sacred Teachings of values (Honesty, Courage, Wisdom, Love, Respect, Humility and Truth)

