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Calgary Board of Education

Rosedale School
905 13th Ave NW Calgary, AB T2M 0G3 t | 403-777-7530 e | Rosedale@cbe.ab.ca

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report (SIRR) on our school website.

SIRR DOCUMENT CLICK HERE

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal:
Student achievement in literacy will improve.

Outcome:
Student achievement proficiency levels 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 1-3 Students requiring additional support Data
- EAL Benchmark Data; Learning Proficiency Levels

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze, Spelling) diagnostics
- Regular writing prompt summative data using calibration from HLAT exemplars
- Grade 1-3 UFli phonics program results for early learners
- Report Card Data: Reading and Writing
- Calibrated data from Professional Learning Community meetings in 8-10 week cycles.

Learning Excellence Actions

- Scheduled calibration cycles looking at student data identifying students at a basic level (PLC, CRM and SLT meetings) to align assessment expectations and provide clear consistent grading systems and strategies for next best steps.
- Utilize high-impact strategies for reading vocabulary across all disciplines; Tier 2 subject specific vocabulary
- Collaborative task design to support students with varied EAL levels.
- Co-created writing rubrics to clearly define what students can do to move towards excellence in writing.

Well-Being Actions

- Incorporate opportunities for choice and voice in how students demonstrate understanding.
- Activate students as owners of their own learning by engaging learners in co-creating rubrics for self and peer assessment.
- Provide opportunities for learning that allow for differentiated entry points and promote confidence in reading and writing tasks.
- Connect Student Voice to classes to present at assemblies, demonstrating their voices are heard and share changes made for student learning to improve.

Truth & Reconciliation Actions

TRC Commitment to Action Link:
Truth and Reconciliation Commitment | 2026-2027

- Create intentional conditions for students to have voice in learning, assessment and decisions towards their own learning.
- Embed Indigenous perspectives and ways of knowing in literacy instruction through authentic texts, stories and discussions.
- Design learning tasks though the lens of the Indigenous Education Holistic Lifelong Learning Framework connecting literacy to Heart, Mind, Body and Spirit.

Professional Learning

- Elementary System Professional Learning

Structures and Processes

- Collaborative Response Meetings focusing on EAL

Resources

- Reading Assessment Decision Tree






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sessions focusing on Knowing Learners and Monitoring Growth through Literacy and Numeracy Screening, Intervention, and Responsive Instruction. ▪ Middle Years Professional Learning sessions focusing on Knowing Learners and Monitoring Growth: Leading Task Design, Assessment, and Interventions. ▪ Elementary and Middle School Well-Being Professional Learning sessions ▪ EAL Professional Learning sessions. ▪ Formative assessment work focusing on student self-assessment, goal setting, and the use of success criteria.	learners and students achieving basic levels in Literacy. ▪ Professional Learning Community (PLC) meetings every 8 weeks to review student data in writing, evaluating effectiveness of strategies and modifying or creating new strategies which impact student learning and progress towards excellence. ▪ Structured Friday PLC time dedicated to analyzing student work and literacy data for EAL and all students. ▪ Elementary literacy intervention groups based on specific skills identified as requiring additional support in literacy screeners.	▪ CBE Literacy Framework ▪ CBE EAL Resources ▪ HLAT exemplars ▪ UFLI Foundations









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School Development Plan – Year 3 of 3

School Goal (OPTIONAL SECOND GOAL): Delete this page if you have only one goal.
Students' overall sense of belonging and connection will improve.

Outcome:
Students' perception of belonging, confidence, and acceptance will improve.

Outcome Measures

- CBE Student Survey
  -I have confidence in myself as a learner
  -I can see my culture reflected in my school
  -I have a friend/caregiver I can talk to
- Student Voice Survey
- Alberta Education Assurance Measures Results Report
  -At School I feel like I belong

Data for Monitoring Progress

- Student perception data on CBE Student Survey
- Student Voice Surveys
- Seven Sacred Teachings (sharing and implementing values / cultures).
- Weekly talking circles in homeroom classes.

Learning Excellence Actions

- Weekly restorative / sharing circles with students.
- Common monthly themes from The Seven Sacred Teachings discussed in classes and embedded in all disciplines.
- Classroom question boxes in each classroom and one in the office checked each week to address student concerns.
- Student Voice club with student designates from Grades 6 – 9 to generate thoughts and ideas from the student body helping design a student survey to drill down on a Rosedale created student survey and ways students feel concerns with belonging, culture and having a friend/caregiver, can be addressed.

Well-Being Actions

- Engage students in regular constructive feedback loops with peers and adults.
- Weekly restorative / sharing circles
- Monthly assemblies focusing on Seven Sacred Teachings covered in classrooms and shared with buddy groups
- Common shared language to 'clear', repair and maintain peer connections: Rosedale Action Points, Four Footprints and Active Listening (lean in, listen, repeat and repair).

Truth & Reconciliation Actions

TRC Commitment to Action Link

- Designed learning tasks through the lens of the Indigenous Education Holistic Lifelong Learning Framework connected to Heart, Mind, Body and Spirit
- Create opportunities for students to engage in restorative circles and conflict resolutions processes to address issues related to bias, discrimination, inequity and bullying.
  -Involve Student Voice so students can share feedback and ideas for students to connect with an adult and resolve friendship/peer ruptures with 'Clearing' conversations with a trusted adult.

Professional Learning

Structures and Processes

Resources









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- Student Well-being framework
- Collaborative Academic Social and Emotional Learning Framework
- Middle School Professional Development Sessions.

- Collaborative response meetings with a focus on student engagement and sense of belonging and contributions in class.
- Student Learning Team meetings in eight to ten week cycles to monitor and provide supports for students.

- CBE student Well-Being Framework and Companion Guide.
- Seven Sacred Teachings.
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Be Good People website






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School Development Plan – Data Story

2025-26 SDP GOAL ONE:

Student Achievement in literacy will improve.

Outcome one:

Student achievement will improve in reading and writing.

Celebrations from June 2025 to June 2026 Report Cards

- Students at Rosedale meeting grade level expectations in reading was maintained at 97%.
- English as an Additional Language (EAL) students reading at grade level was at 98%.
- Students at Rosedale meeting grade level expectations in writing was maintained at 96%.
- English as an Additional Language students writing at grade level was maintained at 96%.
- Grade 1 – 3 students requiring additional support in CC3 decoding data has continued to decrease.

Areas for Growth

- Continue focusing on students achieving a report card indicator of Basic – 2, in reading and writing. Achievement indicators (Excellent-4, Good-3, Basic-2, Not Meeting-1).
- Students will receive -targeted instruction using a structured literacy approach.
- Continue to focus on strategies to support students' growth from an achievement indicator of Basic-2 to Good-3 / Excellent-4.
- Continue to focus on high impact strategies to -adapt -tasks for individual and small groups of EAL learners.

Next Steps

- Divisional reading assessments completed to determine decoding and comprehension to create groups of learners for direct and targeted instruction.
- Divisional writing prompts to assess writing and inform the next best steps.
- Continue co-creating criteria of success rubrics and formative assessments with students encouraging clear direction of growth towards excellence.
- Peer and self-editing of student work using clear rubrics as a form of formative assessment which are clearly defined before work begins, assessed once before work is handed in and used for formal assessment.
- Continued professional learning for teachers to -implement high impact strategies for learners at a basic level of understanding in reading and writing.

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CBE 2024-27 Education Plan





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2025-26 SDP GOAL TWO:

Students' overall sense of belonging will improve.

Outcome one:

Student' sense of belonging through feeling confident and connected at school will improve.

Celebrations

The Alberta Education and Childcare Assurance Measures Results Report Data

- In June 2026, 84.3% of students reported they feel they belong,up 10 percentage points from 74.5% in 2023.

Truth & Reconciliation, Diversity, and Inclusion CBE School Survey Data

- *In June 2026, 83% of students reported they have confidence in themselves as learners; up 13 percentage points from 69% in June 2023 .*
- *In June 2026, 91% of students reported they feel included at school; up 8 percentage points from 83% in June 2023.*
- *In June 2026, 75% of students reported the saw their culture reflected at our school; up 12 percentage points from 63% in 2023.*
- *In June 2026, 93% of students reported they had one adult to talk to at school, up 25 percentage points from 68% in2023.*
- *In June 2026, 75% of students reported they had a friend or caregiver to speak with, up 20 percentage points from 55% percent from 2023.*

Areas for Growth

- 25% of our students reported that they did not see their culture reflected in our school.

The Alberta Education and Childcare Assurance Measures Results Report Data

- Although students identifying they feel they belong, went up 7 percentage points from 77% in 2025 to 84% in 2026, this leaves 16% of our learners identifying they do not feel they belong at school.

Truth & Reconciliation, Diversity, and Inclusion CBE School Survey Data

- Although students who saw their culture reflected in our school has increased 20 percentage points from 55% in 2025 to 75% in 2026, 25% of our students reported that they did not see their culture reflected in our school.
- Although students who reported that they have a friend / caregiver to talk to has improved by 18 percentage points from 57% in 2025 – 75% in 2026, 25% of our learners did not report they have a friend or caregiver to talk to.






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Next Steps

- Continue to address student confidence levels at school through targeted learning interventions, Collaborative Response Meetings, Student Learning Team meetings and implementing Social Emotional Learning strategies.
- Work on common language with teachers and students about 'culture' to ensure students know what it means and how it is represented as 25% of students do not feel their culture is represented at school.
- Work with Student Voice groups to find out which cultural aspects could be represented at school. Survey students and get feedback regarding how we can make all cultures authentically visible at school and work with Student Voice to create events which demonstrate culture in school.
- Continued monthly assemblies to address common values found in Indigenous ways of knowing utilizing The Seven Sacred Teachings, Land based learning strategies, Scheduled class talking circles, Teaching Active listening skills and forming common language around friendship ruptures and repairs, Rosedale's Four Footprints, Choice Point and Clearing Conversations (lean in, listen, repeat and repair).




