



Rosedale 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

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

Learning Excellence

Rosedale school is a unique community, small school, setting with Kindergarten to Grade 9. For our 2024-25 year we have 267 students enrolled: one Kindergarten class, two grade 1 / 2 classes, three grade 3 / 4 classes, two grade 5 / 6 classes and one class of grade 7, 8, and 9 learners. 4% of our student population self-identify as Indigenous learners. 21% of our students are English as an Additional Language (EAL) learners.

EAL Data

English as an Additional Language Learners (EAL) Language Proficiency Levels (LP)

EAL	Total # of students (% of student population)	LP1	LP2	LP3	LP4	LP5
2023-24	63 (23%)	12.5%	17%	26.5%	20.31%	2.44%
2022-23	54 (20%)	13.4%	13.4%	26.92%	30.7%	15%
2022	43 (17%)	11.1%	14%	19%	36%	20%

The number of English as an Additional Language Learners at Rosedale school has increased 9% over the past three years. Students at LP1 and LP2 levels increased by 4.5%.

**Report Card** indicator percentages for indicators in **2023-2024 June results:**

Report Card Indicator	Reading Stem All learners	Reading Stem EAL learners	Writing Stem All learners	Writing Stem EAL learners
1 – Not meeting	3.4%	23.1%	4.6%	29.2%
2- Basic	10.42%	15.4%	21.6%	21.5%
3 - Good	38.6%	33.9%	39%	32.3%
4 - Excellent	40.1%	26.2%	24%	13.9%

When looking at report card data in 2023-24, 96.6% of students were meeting grade level expectations in reading and 95.4% in writing. However, when looking specifically at our EAL learners, 23.1% did not meet grade level expectations in reading and 29.2% did not meet grade level expectations in writing. This highlights the need to look at how we are supporting our EAL learners with language acquisition.

Alberta Education**CC3 Regular Words Grades 1 – 4 students at risk**

June 2023	12.5%
June 2024	24%

CC3 Irregular words Grades 1 – 4 students at risk

June 2023	20.5%
June 2024	22%

CC3 Grade Non-Words Grades 1 – 4 students at risk

June 2023	7%
June 2024	21%

Our Alberta Education CC3 data (Grades 1 to 4) demonstrated an increase of 12% students at risk when reading regular words, a 2% increase of students at risk reading irregular words and an 18% or students at risk reading non words. This highlights our need to attend to grade 1- 4 learners who have been identified as needing additional support in decoding words. An increase in students at risk in Grades 1 to 4 from 2023 – 2024 indicates that a focus on phonics (decoding) is necessary.

Well-Being

Student perception data is collected through various surveys throughout the school year. These surveys capture student voices at one point in time, which may offer deeper insights into student experiences within the learning environment. Comparing Spring 2024 and our Fall 2024 data guides our next best steps with students and staff.




**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

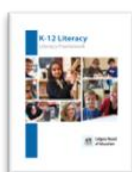
**Truth & Reconciliation, Diversity, and Inclusion
CBE School Survey Data - Grades 5 - 9**

Holistic Lifelong Learning	2023	2024
Mind – to know		
I have confidence in myself as a learner.	69%	64%
There are high expectations for me to be successful in my learning.	95%	94%
Spirit – to be		
I can see my culture reflected in my school.	63%	60%
I am proud to be a part of my school.	83%	80%
Heart – to belong		
My teachers care about me.	94%	92%
I feel included at school.	83%	71%
I have one adult at school I can connect with.	68%	71%
I talk to my caregivers, classmates and teachers about how I feel.	53%	60%
Body – to do		
I have opportunities to learn from the land	83%	81%

Rosedale students reported that there are high expectations to be successful in their learning at school and that they are proud of their school. 92% of students shared they felt that their teachers cared about them and 71% feel they have one adult at school they can connect with.

Students sense of feeling included at school went down 12%, from 83% to 71%, and their confidence in themselves as a learner went down 5%, from 69% to 64%. Only 60% of our students felt their culture was reflected at school.

Through examining student survey data, we noticed that students' sense of belonging with self, school, and others is an area that requires growth. This highlights the need to pay close attention and take specific steps to help enhance their sense of belonging through a focus on building confidence and a sense of acceptance, value in their learning. We have purposely scheduled and implemented weekly class meeting time for students with homeroom teachers.





School Development Plan – Year 1 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
- CC3 Grades 1- 4 Non-Words students at risk
- EAL Benchmark Data

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE, Maze Spelling) diagnostics
- Regular writing prompt summative data using calibration from HLAT exemplars
- Professional learning data regarding impact on professional growth of teachers
- Report Card Data: Reading and Writing stems

Learning Excellence Actions

- Utilize high-impact strategies for reading vocabulary across all disciplines
- Utilize the Reading Assessment Decision Tree to guide next steps to support students
- Build vocabulary by providing rich and varied language experiences
- Tier 2 subject specific vocabulary
- Structured literacy interventions

Well-Being Actions

- Provide repeated opportunities for learners to practice and consolidate literacy skills within different disciplines
- 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)
- Use multi-modal texts to support multiple entry points

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize scaffolding strategies to support multilingual learners
- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind
- Empower students to have voice in learning, assessment and decisions
- Implementing Holistic Life Long Learning Framework
- Seven Sacred Teachings




Professional Learning

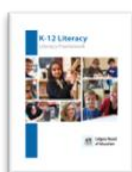
- *Improving Reading for Older Readers (IROS) modules*
- *Professional Learning connected to actions above*

Structures and Processes

- *Document and support instruction and learning in intentional ways through School: PLC, SLT, Grade Group Meetings, Collaborative Response Meetings.*
- *Intentional and flexible grouping of students.*

Resources

- ***Reading Assessment Decision Tree Gr 4 – 12 (RAD)***
- *Understanding Reading and Literacy Interventions Grades 4 - 9*
- *Text Calibration Protocol*
- *ELAL Insite | Teaching Practices*
- *Reading and Interventions: ELA/ELAL Insite | Equity & Interventions*
- *The Writing and Reading Rope: The strands that are woven into skilled writing.* Sedita, J.
- *Building Thinking Classrooms: Peter Liljedahl*





School Development Plan – Year 1 of 3

School Goal

Students' overall sense of belonging will improve.

Outcome

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

Outcome Measures

- Student Perception Data from OurSCHOOL Survey 2024-25
 - Sense of belonging
 - Sense of cultural awareness
 - Students who feel included at school
 - Students who have confidence in themselves as a learner.
 - Students who can see their culture reflected in our school.

Data for Monitoring Progress

- Teacher perception feedback using SEL Competencies
- Student perception data collected by teachers in class meetings and by students in our 'Student Voice' club
- Formative assessments and observations made in classes

Learning Excellence Actions

- Designated class homeroom time in schedule for class meetings / sharing circles
- Student Voice club with a student designate from each class 4 – 9 generating thoughts and ideas from students
- Student Buddy groups for students to work with other grades
- Review CBE Code of Conduct and co-create class, division and school versions to be upheld to welcoming, caring, respectful and safe spaces for teaching and learning for all students and staff

Well-Being Actions

- Consistently collaborate with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the classroom.
- Collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces for students and staff.
- Engage students in regular constructive feedback loops with their peers and adults (Social Awareness and Relationship Skills). Scheduled time in each class for circle discussions.

Truth & Reconciliation, Diversity and Inclusion Actions

- Empower students to take leadership roles in promoting diversity, equity and inclusion within the school community through committees, student led cultural events, and student-informed policies and initiatives.
- Implement progressive disciplinary restorative justice practices that prioritize dialogue, empathy, and accountability over punitive measures.
- Create opportunities for students to engage in restorative circles and conflict resolution processes to address issues related to bias, discrimination and inequity.
- Seven Sacred Teachings (sharing and implementing values as part of our co-created Rosedale Code of Conduct)





Professional Learning

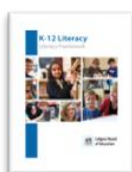
- *Student Well Being Framework and Companion Guide*
- *Midde Schools SEL Working Group and breakout sessions*
- *Professional learning for teachers/whole-school implementation of the Collaborative Academic Social and Emotional Learning (CASEL) Framework to plan the integration of SEL competencies school wide.*

Structures and Processes

- *Regular SLT, CTM, grade group and divisional meetings*
- *Monthly staff meetings with a focus on student wellness, Social Emotional Learning (SEL) (behaviours and constructive conflict solving).*
- *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, school bonding/spirit events)*

Resources

- *CBE Collaborative for Academic, Social and Emotional Learning Resources (CASEL)*
 - *Self Awareness*
 - *Self Management*
 - *Social Awareness*
 - *Responsible Decision Making*
 - *Relationship Skills*
- *CBE Student Well Being Framework and Companion Guide*
- *SEL Brightspace by D2L Shell*
- *Diversity and Inclusion CBE Insite page*
- *Seven Sacred Teachings: David Bouchard and Dr. Joseph Martin*



Quick Reference Guide

Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.





Monitoring Progress (continued): The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

