



Rideau Park School

829 Rideau Road SW, Calgary, AB T2S 0S2 t | 403-777-7480 e | rideaupark@cbe.ab.ca

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

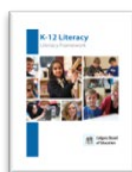
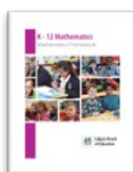
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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:

<https://rideaupark.cbe.ab.ca/school>





School Development Plan – Year 2 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
- Provincial Achievement Tests: Grades 6&9 ELA Part A&B
- Alberta Education Assurance Survey (grades 4, 7) – *Student Learning Engagement* Measure
 - I understand how the language arts I am learning at school is useful to me.
 - Do you like learning language arts?
- CBE Student Survey (grades 3-9)
 - I understand what I read.
 - My reading and writing skills help me achieve my future goals.
 - I have the opportunity to learn with different people in different spaces to improve my reading and writing skills.

Data for Monitoring Progress

- Reading Assessment Decision Tree- UFLI, Words Their Way, Dibels
- Professional Learning Community (PLC) student evidence captures (disciplinary literacy) and calibration of assessment tools
- Identification and adjustment of strategies to support learner differentiation – Continuum of Supports

Learning Excellence Actions

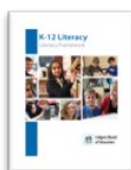
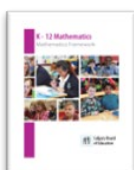
- Utilize discipline-appropriate strategies to engage students in reading (comprehension and word learning) across all subject areas
- Design engaging, scaffolded tasks, that provide high ceiling, low floor disciplinary literacy learning opportunities
- Calibrate assessment with colleagues

Well-Being Actions

- Activate students as owners of their learning by engaging in goal setting, self-assessment and/or reflection
- Provide repeated opportunities for learners to practice and consolidate literacy skills within the disciplines.
- Create learning spaces that provide students with safe and respectful environments.

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically and culturally diverse texts
- Work with students to identify text types that might be missing from our collection, to increase engagement
- Re-engage student leadership through SWAT (Student Well-Being Action Team)



**Professional Learning**

- Divisional Meetings (Middle School and Elementary)
- EAL Insite and Brightspace
- Planning for Complex Needs (differentiation) PL with Area 7 strategist
- CCI Professional Learning-sharing by Div 1 and Div 2 learning leaders (inclusive, safe practices)

Structures and Processes

- Classrooms include meaningful reading/writing (disciplinary literacy tasks) across content areas (Evidence for PLC)
- PLC – task design and assessment calibration
- Collaborative Response (CTM) – refine continuum of supports
- Disciplinary and Grade Team meetings

Resources

- *This is Disciplinary Literacy* (2016), Releah Cossett Lent
- *Integrating Differentiated Instruction & Understanding by Design* (2006), Carol Ann Tomlinson and Jay McTigh
- Reading Assessment Decision Tree
- Collaborative Response (2022), Kurtis Hewson, Lorna Hewson

School Development Plan – Data Story

2024-25 SDP GOAL:

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

Outcome one:

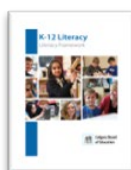
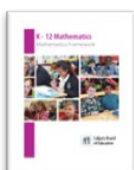
Student achievement in reading and writing will improve through disciplinary literacy development.

Outcome two:

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

Celebrations

- Overall student reading achievement at the 3 and 4-levels of the proficiency scale on **Report Cards** increased by 2% from June 2024 to June 2025, to 78.2%.
- All students across grades 1 through 6 participated in daily, multi-age ability groupings to support foundational and enriched literacy development (reading and writing). These groups were planned collaboratively by teachers and school administration, allowing students to work with a variety of teachers and peers.
- A strong majority of students (92%) across grades 3-9 reported through the **CBE Student Survey** that they can understand what they read.
- Students also report through the **CBE Student Survey** improved agreement from 40% (2023-24) to 65% (2024-25), that they have interesting books to read.





Areas for Growth

- **CBE Student Survey** results report slightly improved agreement from 53.6% (2023-24) to 56% (2024-25) that they have the opportunity to learn with different people and in different spaces, to improve their reading and writing skills.
- 64% of students report through the **CBE Student Survey** that they have the opportunity to receive feedback from others to improve their writing.
- **Alberta Education Assurance** survey measures show declining perception of welcoming, caring, respectful and safe learning environments, as identified by students and teachers.

Next Steps

To improve overall perception of student learning engagement and education quality, our team will:

- Continue to provide daily reading intervention/enrichment multi-age flexible groupings across grades 1-6. Teachers monitor progress weekly with UFLI, Words their Way
- Engage in school-wide Professional Learning Communities (PLCs) that focus on disciplinary literacy through differentiated task design where teachers will collaborate to identify and practice discipline-specific instruction to improve student literacy achievement across the curriculum.
- Provide opportunities for Middle Years learners to provide voice in text selection for learning and enjoyment, through engagement with our Learning Commons.
- Engage our Student Well-Being Action Team (SWAT) to improve student sense of belonging and safety at school.

