

Riverbend 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 (SIRR) on our school website.

Riverbend SIRR 24-25



**School Goal**

Student achievement in literacy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve in literacy and well-being.

Outcome Measures**Report Card Indicators – English Language Arts and Literature, K-6**

- Reads to explore and understand

Provincial Achievement Tests

- English Language Arts and Literature – Reading Part B

CBE Student Survey (Grade 4-6)

- In my class, I have the opportunity to read interesting books.
- I am interested in the learning that is happening at school

Provincial Assessments

- LeNS – Overall requiring additional support
- CC3 – Overall requiring additional support

Alberta Education Assurance Measure Survey

- Percentage of Students who agree that they are engaged in their learning at school
- Do you like learning language arts?
- Do you like learning math?

Data for Monitoring Progress**Internal tracking**

- Collaborative Response
- Alignment of data – report card, perception and standardized assessments
- Teacher perception of their ability to provide culturally responsive programming

Formative progress

- Professional Learning Communities
- Teacher use of pre-post assessments
- Tracking of students requiring additional support in literacy

Perception data**CBE Student Survey (Grade 4-6)**

- I can see my culture reflected in my school
- My school makes me feel like I belong

K-3 CBE Student Survey

- I can understand what I read
- I like to read

Learning Excellence Actions**Utilize high impact literacy strategies to engage students:**

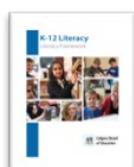
- Design meaningful daily literacy tasks in all content areas with student voice/interests considered in the planning.
- Provide daily structures and explicit instruction

Well-Being Actions**Create learning spaces that provide learners with safe and respectful environments.**

- Provide easy access to a variety of organized learning materials, flexible groupings and responsive spaces to meet specific learning needs.

Truth & Reconciliation, Diversity and Inclusion Actions**Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.**

- Consistently collaborate with students to reflect on personal values and beliefs





- connected to grapheme-phoneme correspondence and scope and sequence.
- Use Reading Assessment Decision Tree to guide next steps

- Use clear and consistent literacy routines
- Empower students to take leadership roles (Junior Leaders group) in promoting diversity, equity, and inclusion within the school community through student-led events.

- and explore own identity/culture.
- Provide access to inclusive, diverse, and inviting texts.
- Provide multiple entry points for tasks to encourage risk-taking.

Professional Learning

- CBE K-6 Professional Learning Series
- Assessment and Reporting
- University of Florida Literacy Institute (UFLI) Foundations online resources
- Intervention Lead Teacher Professional Learning
- English Language Arts and Literature Insite Professional Learning

Structures and Processes

Classroom

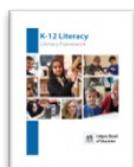
- Use whiteboards, Elkonin boxes, letter tiles, word games
- Sound walls
- Decodable reading resources/books

School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings
- Place-based Learning PD

Resources

- School Development Plan Supporting Documents:
 - Literacy
 - Well-Being Support for Learning
- English Language Arts and Literature K-3 Scope and Sequence
- English Language Arts and Literature Grade 4-6 Scope and Sequence (Draft)
- University of Florida Literacy Institute (UFLI) Foundations
- CBE Digital Decodable Library
- Reading Assessment Decision Tree
- Making Teaching and Learning Visible
- Assessment and Reporting in CBE Guide
- Assessment and Reporting in CBE Practices and Procedures





School Development Plan – Data Story

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

Outcome: Through the intentional design of the learning environment, students will improve in literacy and well-being.

Celebrations

- Year over year, students' decoding skills have improved by 3-10 percentage points according to the CC3 Early Years Assessment results.
- The number of students reporting that they have the opportunity to read interesting books has nearly doubled, from 30% to 57.9% (CBE Survey)
- Students who agree that their learning environments are welcoming, caring, respectful and safe increased 8 percentage points (Assurance survey): 71.8% → 79.9%

Areas for Growth

- Increase the percentage of students who are interested and engaged in their learning.
- Decrease the number of students requiring additional supports in literacy by the end of year.
- Continue to reflect and explore cultural identities of self and others.
- Increase the percentage of students meeting Acceptable and Standard of Excellence on Provincial Achievement Test (Part B – Reading). Current results are lagging provincial averages by 5 and 12 percentage points, respectively).

Next Steps

- Eight-week reading assessment cycles for all students based on Words Their Way assessment as a benchmark to track progress and create intervention groups.
- Implementation of place-based learning practices to increase student learning engagement.
- Calibration of reading assessment practices for increased alignment when triangulating academic achievement data.

