



Riverbend 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

Learning Excellence

We have used data from Provincial screeners and assessments to guide our planning for the upcoming academic year. This data-driven approach helps identify trends, address learning gaps and better meet the needs of our students.

Provincial Universal Screeners Results	Percentage of Students at Risk – June 2024
LeNS – Overall	10%
CC3 – Regular words, Grades 1-3	16%
CC3 – Irregular words Grades 1-3	22%
CC3 – Non words Grades 1-3	23%
Provincial Achievement Test	June 2023
English Language Arts and Literature – Part B, Reading Acceptable Standard	No ELAL PATs in 2024 due to new curriculum implementation 80% (Provincially: 88.6%)

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



Provincial Achievement Test – English Language Arts and Literature – Part B, Reading Standard of Excellence	No ELAL PATs in 2024 due to new curriculum implementation 26.7% (Provincially: 40.1%)
Report Card Stem	
Grade 1-6: Reads to explore and understand Kindergarten: Uses early literacy strategies to explore and express ideas	Indicator: 1 – 3.5% 2 – 19.4% 3 – 39.1% 4 – 38.0%

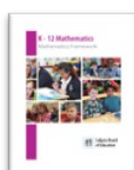
As we analyze the data above, we notice that 10-23% of our youngest students are at risk in a variety of decoding skills at the end of the school year. Our PAT scores at both the Acceptable and Standard of Excellence are lower than provincial averages.

As reading is foundational to all subject areas, we chose to focus on aligning instruction and assessment practices in reading for continuity in student learning across the school.

Well-Being

Student voice through OurSchool Well-Being survey, CBE Student Survey (K-3 and 4-6) as well as Alberta Education Assurance Measures show that student engagement in learning is an area of focus.

CBE Student Survey positive responses to:	
In my class, I have the opportunity to read interesting books.	30%
I am interested in the learning that is happening at school	53.3%
I can see my culture reflected in my school	43.3%
My school makes me feel like I belong	61.5%
K-3 CBE Student Survey positive responses to:	
I can understand what I read	Grade 1 – 66% Grade 2 – 79% Grade 3 – 80%
I like to read	Grade 1 – 77% Grade 2 – 81% Grade 3 – 93%
Alberta Education Assurance Measure Survey	



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

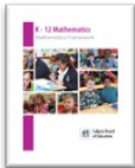
- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

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

Percentage of Students who agree that they are engaged in their learning at school	50.9%
We note that although students report enjoying reading, they are not finding the material interesting, perhaps because they are not connected with it culturally, with 43.3% of students who can see their culture reflected in the school. By creating inclusive learning environments where students can see themselves in the work, we aim to improve learning engagement as well as self-awareness of cultural identity. Truth & Reconciliation, Diversity, and Inclusion Our demographic data indicates that 11.5% of our students identify as English as an Additional Language learners, 2% of students self-identify as Indigenous and 13% of our students are identified as having Special Education requirements. Our students tend to be interested in other cultures, yet have difficulty identifying their own culture, with less than half (43.34%) able to respond positively to the statement “I can see my culture reflected in my school” on the CBE Student Survey (October 2024). The focus this year will be to aid students in reflecting on and exploring their own cultural identity. The holistic lifelong learning framework will be a critical component of this exploration.	





School Development Plan – Year 1 of 3

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 (Grades 1-6)
- Uses early literacy strategies to explore and express ideas

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

K-3 CBE Student Survey

- *I like to read*

Provincial Assessments

- LeNS – Overall at risk
- CC3 – Regular, Irregular and Non-words; percentage of students at risk
- AFRS – Sound/Letter Correspondence

Alberta Education Assurance Measure Survey

- Percentage of Students who agree that they are engaged in their learning at school

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 at-risk 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*

Learning Excellence Actions

Utilize high impact literacy strategies to engage students:

- *Design meaningful daily literacy tasks in all content areas with student*

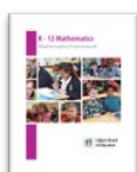
Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments.

- *Provide easy access to a variety of organized learning materials, flexible*

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.





voice/interests considered in the planning.

- *Provide daily structures and explicit instruction connected to grapheme-phoneme correspondence and scope and sequence.*
- *Provide examples and non-examples.*

groupings and responsive spaces to meet specific learning needs.

- *Clearly display learning intentions for all learners.*
- *Empower students to take leadership roles (Junior Leaders group) in promoting diversity, equity, and inclusion within the school community through student-led events.*

- *Consistently collaborate with students to reflect on personal values and beliefs 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*
- *Explicit teaching of UFLI resources by Learning Leader*

Structures and Processes School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings

Resources

- *SDP Supporting Documents:*
 - *Literacy*
 - *Well-Being Support for Learning*
- *ELAL K-3 Scope and Sequence*
- *UFLI*
- *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*

