

R. T. Alderman 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 on our school website.

[RTASIRR 24-25](#)





School Goal:

Students' achievement in literacy will improve.

Outcome:

Students' achievement in reading and writing will improve through disciplinary literacy.

Outcome:

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

Outcome Measures:

Report Card Data

- *ELA stem – Writes to develop, organize and express information and ideas.*
- *ELA stem – Reads to explore, construct and extend understanding*

Provincial Achievement Tests

- *Grade 6 English Language Arts – Part A (writing) and B (reading)*

Final Exams

- *Grade 9 English Language Arts writing and reading assessments*

CBE Student Survey

- *"I feel a connection to the texts (books, land, pictures, videos) I read and hear in class"*

Data for Monitoring Progress:

Internal Measures

- *Reading Assessment Decision Tree including CORE, Words Their Way, and ORF*

Formative Progress

- *January Report Card Indicators*
 - *Reads to explore, construct and extend understanding*
 - *Writes to develop, organize and express information and ideas*

Learning Excellence Actions:

- *Include structured writing lessons and writing opportunities within the content areas that reflect authentic writing opportunities within the discipline*
- *Utilize text sets that include a variety of multimodal primary and secondary*

Well-Being Actions:

- *Create learning spaces that provide learners with a safe and respective environment*
- *Provide repeated opportunities for learning to practice and consolidate literacy skills and*

Truth & Reconciliation, Diversity and Inclusion Actions:

- *Utilize and provide access to inclusive, linguistically diverse, culturally diverse and inviting texts*
- *Consider relevancy and representation in text selection*





texts that align with the discipline

- Utilize high-impact strategies to engage students in reading, vocabulary and word learning across all disciplines

knowledge within the disciplines

- Activate students as owners of their own learning in goal setting, self-assessment, and reflection

- Use scaffolded learning intentions to reflect that students may have different learning goals

Professional Learning

Middle Years System

Professional Learning

- Improving Reading for Older Students (IROS) modules
- ELA/ELAL professional learning resources on Insite
- EAL Quick Byte resources

Structures and Processes

Classroom

- Include meaningful daily reading and writing tasks that span the content areas, including "Thankful Fridays"

School

- PLCs
- Collaborative Response
- Text Set Creation
- Interdisciplinary team planning
- RTA Swat Team (Wellness Leadership Club)

Resources

- *Reading Assessment Decision Tree*
- *CBE Text Calibration Protocol*
- *ELA/ELAL teaching practices resources on insight*
- *Literacy Framework*
- *EAL teaching resources and practices on insight*
- *Indigenous Education Land Acknowledgement resources on insight*





School Development Plan: Data Story

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2024-25 SDP GOAL:

Students' achievement in literacy will improve

- Outcome one: Students' achievement in reading and writing will improve through disciplinary literacy.
- Outcome two: Students' overall sense of belonging will improve through increased confidence and value in their learning

Celebrations

Report Card Data – English Language Arts – Reading stem:

Each grade group saw an improvement over last year's June report card data in students' ability to read and interpret information in indicators of Good (3) or Excellent (4).

- Grade 5 – increase of 5 percentage points
- Grade 6 – increase of 9 percentage points
- Grade 7 – increase of 10 percentage points
- Grade 8 – increase of 3 percentage points
- Grade 9 – increase of 9 percentage points

Report Card Data – English Language Arts – Writing stem:

Students in Grades 5 and 9 showed an improvement over last year's June report card data in students' ability to read and interpret information in indicators of Good (3) or Excellent (4).

Grade 9 PAT English Language Arts

Part A - Writing

- 92.4% of students demonstrated the Acceptable level
- 28.2% of students demonstrated the Standard of Excellence

Part B - Reading

- 93.9% of students demonstrated the Acceptable level
- 29.8% of students demonstrated the Standard of Excellence





- There was also a 9 Percentage Point increase on the Alberta Education Assurance Survey question “I understand how the language arts I am learning at school is useful to me”

Areas for Growth

- Students indicated through perception data that they desire to engage with texts that are more relevant and engaging
- Deepening and enhancing our knowledge and instructional practices to support students learning English as an additional language
- Increasing students with IPPs advocacy skills for supportive technology and accommodations for reading and writing
- A broader range of text sets to reflect student interests

Next Steps

- Collecting diagnostic assessment information to identify students that would benefit from additional support
- Developing an intervention support plan using human and digital resources available to support students in literacy and numeracy
- Expanding and enhancing our text selections to reflect a broader range of interests and reflect a greater diversity
- Continue to build disciplinary literacy skills amongst the RTA staff, looking for ways to incorporate

