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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 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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

Link to RTA School Improvement Results Report | 2025-2026

**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**
Students who self-identify as Indigenous experience improved well-being and achievement






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# School Development Plan – Year 3 of 3

**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 and Grade 9 English Language Arts PATs – Part A (writing) and Part B (reading)*
- *Attendance*
  - *Strong student attendance can indicate stronger student engagement and connectedness*
- *Alberta Education Assurance Measure Report*

**Data for Monitoring Progress**
- *Student perception data*
- *Reading assessment decision tree*
- *Progress Monitoring*
- *Collaborative response data*
- *Staff perception data*
- *PowerSchool Analytics*
- *February Report Card Indicators*

**Learning Excellence Actions**
- *Explicitly activate and build the disciplinary background knowledge and specialized vocabulary needed to comprehend and communicate concepts.*
- *Use disciplinary text sets that include authentic and varied multimodal primary and secondary sources (i.e., articles, graphs, tables, maps, images, video, podcasts, data) to support disciplinary thinking.*
- *Provide explicit and scaffolded opportunities for students to write in ways authentic to the discipline (i.e., explanations, arguments, analyses,*

**Well-Being Actions**
- *Use relevant, inclusive texts, issues, examples, and contexts that reflect varied identities, experiences, perspectives and communities to strengthen belonging and connection to learning.*
- *Invite students input and offer meaningful choices in texts, topics, questions, participation, and/or ways of demonstrating learning while maintaining shared disciplinary learning goals.*
- *Create respectful, low risk environments where students can contribute ideas, question interpretations, revise*

**Truth & Reconciliation Actions**
*TRC Commitment to Action*
- *Include Indigenous voices, knowledge systems and sources within disciplines and seek guidance from Indigenous Elders, Knowledge Keepers and community members when appropriate.*
- *Design disciplinary learning that strengthens Indigenous students' relationships to language, culture, community, land and learning through Being, Belonging, Doing and Knowing.*
- *Use land, place and community as authentic*






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| *reports, proofs, interpretations, technical) to support comprehension and communication of knowledge. accordingly.*<br>▪ *Provide repeated opportunities for students to apply disciplinary literacy practices independently and across increasingly complex contexts.* | *thinking, and engage in disciplinary dialogue.* | *contexts for disciplinary inquiry where appropriate and consistent with Indigenous community knowledge and protocols.* |
| **Professional Learning**<br>▪ *System Professional Learning (PL)*<br>▪ *ELA Insite \| Professional Learning - PL opportunities:*<br>  ▪ *Improving Reading for Older Students (IROS) modules*<br>  ▪ *Writing Across the Disciplines)*<br>▪ *Assessment & Reporting Insite \| Professional Learning*<br>▪ *Book Study - building vocabulary and background knowledge in the disciplines,* | **Structures and Processes**<br>*Classroom:*<br>▪ *Make disciplinary thinking visible through anchor charts, models, exemplars, graphic organizers, and shared language.*<br>▪ *Provide regular access to varied disciplinary texts and representations (i.e., articles, primary sources, data, diagrams, maps, models, media).*<br>▪ *Build in structured opportunities for collaborative sense-making through discussion, questioning, comparison, and evidence-based explanation.*<br>*School:*<br>▪ *PLCs, Collaborative Response, Grade Team Meetings* | **Resources**<br>▪ *Literacy Framework*<br>▪ *Understanding Reading Grades 4-9*<br>▪ *ELA/ELAL Insite \|Teaching Practices*<br>▪ *Reading Assessment Decision Tree (RADT) Gr 4-12*<br>▪ *ELA/ELAL Insite \| Interventions*<br>▪ *CBE Assessment and Reporting Guide*<br>▪ *CBE Student Well-being Framework*<br>▪ *CBE Indigenous Education Holistic Lifelong Learning Framework* |






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# School Development Plan – Data Story

*2025-26 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 own learning

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**CBE 2024-27 Education Plan**




## Celebrations

Overall, the results demonstrate strong ELA achievement across both grades, with particularly notable performance in Grade 6 reading and Grade 9 excellence standards.

- Strong Literacy Achievement: RTA consistently outperforms CBE report card averages and provincial PAT results, with Grade 6 reading demonstrating exceptional achievement (96.7% acceptable and 55.4% excellence).
- Fewer Students Below Grade Level: Report card data shows a decrease in students receiving Indicator 1 in both reading and writing. PAT results reinforce this trend, with fewer RTA students below the acceptable standard compared to the province.

### Report Card Data Analysis – English Language Arts: READING

RTA students demonstrated growth in reading achievement, with fewer students performing below grade level and more students achieving excellence.

- Below Grade Level: Indicator 1 decreased by 1.32 percentage points.
- Excellence: Indicator 4 increased by 0.72 percentage points.
- Compared to CBE: RTA had 4.89 percentage points fewer students receiving Indicator 1, 12.38 percentage points more achieving Indicator 3 (good achievement), and 5.35 percentage points more achieving Indicator 4 (excellence)
- RTA students continue to demonstrate strong reading achievement, with a positive shift toward higher levels of proficiency.

### Report Card Data Analysis – English Language Arts: WRITING

RTA students demonstrated continued improvement in writing, with fewer students performing below grade level and more students achieving excellence.

- Below Grade Level: Indicator 1 decreased by 0.97 percentage points.
- Excellence: Indicator 4 increased by 0.72 percentage points.
- Compared to CBE: RTA had 5.01 percentage points fewer students receiving Indicator 1, 14.93 percentage points more achieving Indicator 3 (good achievement), and 1.06 percentage points more achieving Indicator 4 (excellence).






- RTA demonstrates a strong foundation in writing achievement, particularly at Indicator 3, with an opportunity to move more students toward excellence.

PAT Analysis – English Language Arts: READING & WRITING

Overall, the results demonstrate strong ELA achievement across both grades, with particularly notable performance in Grade 6 reading and Grade 9 excellence standards.

- School results exceeded provincial results in all eight measures.
- Grade 6 Reading Acceptable showed the largest advantage at 17.2 percentage points above the province.
- Grade 9 Writing Excellence was particularly strong, exceeding the provincial result by 15.7 percentage points.
- Grade 9 Reading Excellence also demonstrated strong performance, exceeding the province by 11.4 percentage points.

## Areas for Growth

- Writing Excellence Remains an Opportunity for Growth.
- While Grade 6 writing achievement exceeds provincial results, only 11.6% of students achieved excellence.
- Report card data similarly shows that RTA has a substantially higher proportion of students achieving Indicator 3 in writing (+14.93 percentage points compared to CBE), but a smaller advantage at Indicator 4 (+1.06 percentage points). This suggests an opportunity to move more students from good achievement to excellence.

## Next Steps

- Sustain: Continue effective literacy instruction and targeted interventions to maintain the declining proportion of students below grade level.
- Strengthen: Focus on explicit writing instruction, exemplars, descriptive feedback, and revision to increase excellence, particularly in Grade 6.
- Extend: Provide enriched reading and writing opportunities that promote critical thinking, deeper comprehension, and sophisticated written expression.
- Monitor: Use report card trends, PAT item analysis, and common assessments to track growth and identify students requiring additional support.




