



Rosemont 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.

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

What is the school data story, and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

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 us identify trends, address learning gaps, and better meet the needs of our students.

LeNS – Changes in % of students **not at risk**

	% of students <u>not</u> at risk (Jan.24)	% of students <u>not</u> at risk (June '24)	Change (improvement)
Grade 1	52%	62%	+10%
Grade 2	77%	87%	+10%

CC3 – Changes in % of students **not at risk** (not at risk in June assessment, as compared to October 2023 / January 2024 Assessments)

	Regular Words Jan/June 2024 (% change)	Irregular Words Jan/June 2024 (% change)	Non-Words Jan/June 2024 (% change)
Grade 1	61% / 79% (+18%)	64% / 75% (+11%)	68% / 82% (+14%)
Grade 2	59% / 72% (+13%)	59% / 69% (+10%)	63% / 78% (+15%)
Grade 3	70% / 89% (+19%)	63% / 67% (+ 4%)	No data available / 71%



As we analyze the data from the chart above, we noticed that we have a clear identification of a cohort of students who require tier 2 interventions to support their literacy skills.

We will focus on enhancing phonological awareness for our early grades (K-3) and vocabulary knowledge for our older grades (4-6).

Well-Being

Student perception data in the OurSCHOOL survey (Gr. 4, 5, 6) indicated that overall, our students self-report high levels of connectedness and belonging to the school community. Students feel safe and accepted at school.

Statements	Overall Agreement 2023
I feel safe at school	78%
Teachers care about me	86%
I have trusted friends	90%
I have positive relationships with family and friends	79%

Similarly, Grade 4, 5, 6 student perception data in the Alberta Education Assurance Survey indicated similarly high levels of feeling personal safety and acceptance at school.

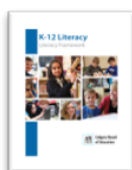
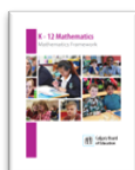
Statements	Overall Agreement 2023
My attitude toward school is shaped by our own culture	37%
My own culture impacts learning	37%

We identify an area for growth based on the student perception data noted above from the OurSCHOOL Well-Being Survey. We will engage in strengthening our students' cultural understanding. To this end, we will participate in a school wide inquiry, "How do we live in a good way?"

Truth & Reconciliation, Diversity, and Inclusion

Demographic Data	September 2024
English as an Additional Language Learner	27%
Students who Self Identify as Indigenous	10%
Students with a Special Education Code	19%

We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning. Our whole school question "How do we live in a good way?" guides our work daily with students.





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

Staff will continue to use the Student Well-Being Framework and the Indigenous Education Lifelong Learning Framework and Companion Guide to inform our professional learning and advance our practice.

The school will continue to curate books and resources to support and advance students and staff understanding of their roles and responsibilities in truth and reconciliation. For example, decodables, teacher resources, articles, Staff Insite resources and professional publications. The newly revised CBE Land Acknowledgement will serve as a useful resource in developing students' understanding of this relationship.

Rosemont School is committed to the following Calls to Action:

- Students and staff will participate in regularly scheduled land-based learning nearby, in Confederation Park.
- Students and staff may participate in a daily smudging ceremony.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Student achievement in phonological awareness (K-3) and vocabulary knowledge (4-6) through explicit instruction.

Outcome Measures

- CC3, LeNs, and PAST
- Reading Assessment Decision Tree Gr. 4-6: WTW, CORE, Dibels Maze
- ELAL Report Card Data
- Grade 6 ELAL- Provincial Achievement Test (PAT)

Data for Monitoring Progress

- Biweekly University of Florida Literacy Institute (UFLI) student check-ins
- Flexible Groupings
- EAL Benchmarks Analytics
- School Based Data Collected

Learning Excellence Actions

- Explicit instruction using UFLI (K-3)
- Explicit use of UFLI as an intervention tool (Gr. 4-6)
- Focus on phonological awareness and vocabulary knowledge- Scarborough Reading Rope
- Team collaboration on implementation to ensure common instructional practices

Well-Being Actions

- Choice-based reading activities with multileveled texts
- Align teaching and learning with UNESCO pillars (learning to know, to be, to do, and live together)
- Flexible groupings for specific learning needs
- Incorporate opportunities for voice and choice in task design
- Familiarization and implementation of CASEL framework

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional use of culturally diverse and responsive texts to build connections, awareness and understanding
- Provide forums for students to explore and share their family culture and traditions (ie. Whole school question)
- Empower students to have voice (ie. World change club Gr. 4-6, class meetings, goal setting exercises)
- Make connections to learners' first language when possible (ie. Bulletin board of greetings and salutations showcasing oral languages at front of school)





Professional Learning

- *System Professional Learning*
- *Building individual and collective understanding of social-emotional learning (SEL) principles (led by SEL designate with support from the leadership team)*

Structures and Processes

Classroom:

- *Use classroom routines to create a vocabulary rich learning environment*
- *Document and support instruction and learning by providing timely and actionable feedback (ie. Google Classroom, student-led conferences, documentation panels)*
- *UFLI sounds walls*
- *Targeted intervention groups with bi-weekly progress monitoring*

School:

- *Professional Learning Communities (PLC's) - monthly*
- *Student Learning Team Meetings (SLT's) - as required –to inform tier 2 interventions*
- *Collaborative Response Grade Team Meetings to align instructional and assessment practice*

Resources

- *Reading Assessment Decision Tree*
- *ELA/ ELAL Insite Teaching Practices (Phonological Awareness)*
- *ELAL K-3 Scope & Sequence*
- *University of Florida Foundations Resource (UFLI)*
- *Heggerty Phonological Awareness Resource*
- *CBE Literacy Framework*
- *Student decodable books*
- *CASEL.org -Advancing Social Emotional Learning*
- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *CBE Student Well-Being Framework and Companion Guide*

