

## Thomas B. Riley School

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# School Development Planning

### 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

### Introduction

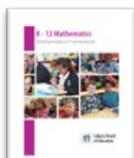
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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:

[Our School - Thomas B. Riley School](#)



**School Goal**

Student achievement in literacy will improve.

**Outcome:**

Student achievement will improve in reading and writing through disciplinary literacy.

**Outcome:**

Student achievement will improve in word reading, phonological awareness, and phonics.

**Outcome Measures**

- Report Card Indicators: Reads to explore, construct, and extend understanding; Writes to develop, organization, and express information and ideas
- ELA 9 Provincial Achievement Test – Part A and B
- Grade 7 Alberta Assurance Survey

**Data for Monitoring Progress**

- CORE, Maze, WTW Inventory for all students
- Comprehensive Decoding Assessment
- Comprehensive Phonemic Awareness Assessment Set
- Letter Knowledge Survey
- Oral Reading Fluency
- UFLI Progress Monitoring Assessments
- School-wide writing samples

**Learning Excellence Actions**

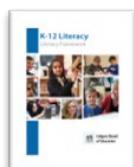
- Develop and employ universal strategies for vocabulary instruction across all disciplines
- Professional learning communities focused on universal strategies for enhancing literacy outcomes
- Small group RTI focused on building phonics skills based on baseline assessment data
- Collaborative planning and discussion of student work in PLCs regarding disciplinary literacy activities
- Universal strategies for whole group literacy activities as part of classroom routines

**Well-Being Actions**

- Increased consistency across disciplines for effective literacy instruction will support students in viewing themselves as readers and writers
- Intentional focus on enhancing literacy skills will build self-confidence as learners
- Celebrating incremental progress and growth for individual students throughout each learning cycle

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Continuing to monitor and support increased attendance for all students through regular check-ins and ongoing communication with families in order to engage in regular lessons to enhance literacy
- Consider relevancy and representation in text selection
- Use scaffolded learning intentions to reflect that students have different learning goals





## Professional Learning

- Whole school learning on The Writing Revolution through PLCs
- UFLI training
- Middle School Learning Leader and Administrator Professional Learning
- Collaborative partnerships of teachers within the school to build capacity for each disciplinary team

## Structures and Processes

- RTI small working groups
- PLCs: Literacy focus across disciplines
- Monthly disciplinary meetings
- Expansion of learning leader team to include lead teachers in each grade to lead learning and wellness initiatives
- Increased ownership of learning leaders to lead Friday afternoon and PD days
- Include meaningful daily reading and writing tasks that span the content areas

## Resources

- Reading Assessment Decision Tree (RAD) Gr 4-12
- Spelling Scope and Sequence (Ochre Education)
- Writing Revolution
- Text Project: Topic Reads Middle School (website)
- Writing to Learn Middle School Matters (website)
- Uncovering the Logic of English Word Connections
- Teaching Phonics and Word Study in the Intermediate Grades
- Inclusive Education d2l page
- Bridging the Gap - Heggerty

## School Development Plan – Year 2 of 3

## School Goal

Students will have an improved sense of belonging at school.

## Outcome:

*Student, staff, and parents' sense of safety within the school will improve.*

## Outcome

Student, staff, and parents' sense that their learning environment is welcoming, caring, respectful, and safe will improve.

## Outcome Measures

- Our School Survey: Feeling Safe Attending this School
- Alberta Education Survey: Welcoming, Caring, Respectful and Safe Learning Environments

## Data for Monitoring Progress

- Students, staff and parent feedback
- Student leadership meeting feedback
- Attendance metrics
- The number of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe will improve.

## Learning Excellence Actions

- Age-appropriate tasks, texts and resources related to well-being and digital citizenship

## Well-Being Actions

- Whole-school events such as grade team assemblies, pep rallies, and culturally significant celebrations to

## Truth &amp; Reconciliation, Diversity and Inclusion Actions

- Monthly meetings with student leaders in order to gather and elicit constructive feedback





- Explicit teaching in health classes regarding personal safety and well-being
- Build understanding with students regarding the 'why' behind rules and structures within our school that support the safety of all students and staff

- build community within our school
- Monthly Student Leadership Meetings to elicit student voice within the school and provide an opportunity for feedback and ongoing dialogue
- Community building activities in homeroom and CONNECT blocks specifically targeted to enhancing wellness
- Integrated CTF classes with all programs at the school (ALP, PLP, TLC, Regular)

- Clubs that are student-led and culturally responsive to student interests.
- Regular Elder visits with Saa'kokoto throughout the school year
- DLSA support to engage 'at-risk' youth who are experiencing significant challenges engaging/connecting at school

#### Professional Learning

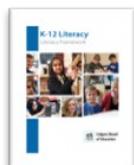
- Middle School Principal/AP meetings
- Middle School Monthly meetings as a whole staff
- Strong Ground by Brene Brown read by learning leadership team

#### Structures and Processes

- Liaising with our SRO and other external community organizations to raise awareness of key safety issues affecting middle school students
- Collaborative Response Meetings focused on safety and well-being of students
- Common prep time for grade teams
- Expansion of learning leader team to include lead teachers in each grade to lead learning and wellness initiatives

#### Resources

- School Resource Officer
- SEL D2L shell
- Inclusive Education D2L shell
- School Walk Around Tool
- Dates of Significance
- Well-Being Symposium



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### Learning Excellence

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

**Outcome one:** Student achievement will improve in reading and writing through disciplinary literacy.

**Outcome two:** Student achievement will improve in word reading, phonological awareness, and phonics.

### Celebrations

- More students are achieving 4s on their Report Cards in June 2025 compared to June 2024 in both reading and writing stems
- Alberta Education Assurance measures have significantly increased in Student Learning Engagement and in Education quality.
- All students who participated in Response to Intervention in Reading small groups (RTI) made improvements in results on their Words their Way Spelling Inventory and Oral Reading Fluency Assessments over the duration of the school year.

### Areas for Growth

- Improving vocabulary development across all subject disciplines.
- Building student engagement by choosing high interest texts in the classroom.
- Building student agency and voice in the texts they are able to read in class.
- Increased focus on acceptable and standard of excellence in reading and writing on ELA PAT

### Next Steps

- Explore high interest texts for whole group, small group, and individual reading in class that are connected to ELA curriculum in each grade.
- Continue with RTI reading model for a small group of students who require significant reading intervention based on assessments given from the Reading Decision Tree
- Focus whole class strategies on enhancing vocabulary development in all grades and disciplines





## 2024-25 SDP GOAL TWO: Students will have an improved sense of belonging at school.

Outcome one: Student, staff, and parents' sense of safety within the school will improve.

Outcome two: Student, staff, and parents' sense that their learning environment is welcoming, caring, respectful, and safe will improve.

### Celebrations

- Results have increased significantly on the Our School Survey on the indicator of students feeling safe at school.
- Alberta Education Assurance measures have significantly increased in Welcoming, Caring, Respectful, and Safe Learning Environments
- A very large percentage of students said that they believe that their teachers care about them on the CBE Student Survey.

### Areas for Growth

- Increasing the number of students who feel they have at least one trusted adult in the school
- Increase in the number of students who feel proud to be part of our school.
- Building student agency and voice in self-advocacy for their needs in the classroom.

### Next Steps

- Continue with student leadership meetings to gather student voice into school decision-making
- Increase agency for students in planning and organizing school pep rallies, spirit days, and whole school activities and challenge days
- Implement CONNECT Fridays to be a mix of all four programs in the school in a new homeroom class and engage in community building activities to increase every student's connection within the school

