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Calgary Board of Education

Thomas B. Riley 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 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.

Thomas B. Riley SIRR 2025-26

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
Student achievement in literacy will improve.

Outcome:
Student achievement will improve in reading and writing through disciplinary literacy with a focus on fluency and vocabulary

Student engagement in reading will improve.

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
- ORF assessment
- Comprehensive Phonemic Awareness Assessment Set
- Weekly Fluency Routines
- Progress Monitoring in school-wide Literacy block
- UFLI Progress Monitoring Assessments
- CBE Survey for increased student engagement in reading text

Learning Excellence Actions
- Develop and employ universal strategies for fluency routines across all disciplines
- Professional learning communities focused on universal strategies for enhancing literacy outcomes
- Bi-weekly whole-school Literacy Block focused on building literacy skills based on baseline assessment data
- Collaborative planning and discussion of student work in PLCs regarding disciplinary literacy activities and new curriculum pilot
- 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 Actions

TRC Commitment to Action
TRC 26-27
- 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






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Professional Learning

- Whole school learning on available literacy resources for Literacy blocks including: UFLI, Rewards, Words Their Way
- Whole School focus on weekly fluency routines
- 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

- Literacy Blocks every Friday C (bi-weekly)
- All students are broken into one of six groups based on baseline assessment data: Phonics (Beg), Phonics (Intermediate), Vocabulary, Fluency/Comprehension, Reader's Theatre or Speech Writing
- Each Literacy block cohort has a lead teacher with expertise in this literacy area
- PLCs: New Curriculum implementation with literacy focus
- Monthly disciplinary meetings
- Increased ownership of learning leaders to lead Friday afternoon and PD days

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
- Rewards by Anita Archer
- UFLI









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School Development Plan – Year 3 of 3

School Goal:
Students will have an improved sense of belonging at school.

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

Outcome:
School-wide universal supports for student well-being are in place in every classroom.

Outcome Measures
- Alberta Education Survey: Welcoming, Caring, Respectful and Safe Learning Environments
- NEW CBE Student Survey – measures for belonging, and connections with adults as well as check-ins for well-being

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 remain stable

Learning Excellence Actions
- Age-appropriate tasks, texts and resources related to well-being
- Explicit teaching in health/homeroom classes regarding personal safety and well-being
- Ensure universal strategies for support are visible and known throughout the school and in every classroom.

Well-Being Actions
- Whole-school events such as grade team assemblies, pep rallies, and culturally significant celebrations to build community within our school planned by Leadership Classes
- Monthly Student Leadership Meetings to elicit student voice within the school and provide an opportunity for feedback and ongoing dialogue
- School Well-Being Action Team
- 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)

Truth & Reconciliation Actions

TRC Commitment to Action - ***TRC 26-27***
- Monthly meetings with student leaders in order to gather and elicit constructive feedback
- Clubs that are student-led and culturally responsive to student interests.
- DLSA support to engage 'at-risk' youth who are experiencing significant challenges engaging/connecting at school






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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
- Mental Health Initiative PL for SELT lead and Principal
- SEL Designate PL for Lead Teacher

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
- Targeted small group support for regulation and friendship building skills

Resources

- SEL D2L shell
- Inclusive Education D2L shell
- School Walk Around Tool
- Dates of Significance
- Well-Being Symposium
- Well-Being Strategist connected with our school









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School Development Plan – Data Story

2025-26 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

- *Student learning engagement remains high on the Alberta Education Assurance Survey.*
- *A high percentage of students feel that they have an opportunity for feedback on their writing on the CBE Student Survey results.*
- *The majority of students in grade 9 have met the acceptable standard on their report card stem of "Reads to explore…"*

Areas for Growth

- *Less than half of our students feel that the books they read at school are interesting to them according to the CBE Survey Student Survey results.*
- *A small number of students in grade 9 are achieving a 4 on their report card stem of "Writes to develop…"*
- *About a quarter of grade 9 students are below the acceptable standard in PAT results for ELA Total Test*
- *Almost half of students in grade 9 are below the acceptable standard in PAT results for Math Part A Total Test*

Next Steps

- *PLC groupings are focused on new curriculum pilots and task design and development*
- *Literacy Blocks were created for every second Friday where all students in the school are learning literacy skills for 45 minutes for a common period of time based on baseline assessments collected*
- *Building capacity of our learning leaders in their discipline areas to lead professional learning, PLCs, and small group task design groups for their discipline teams.*

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CBE 2024-27 Education Plan








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2025-26 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

- *On the Alberta Education Assurance Survey, students reporting that they feel like they belong increased by 31 percentage points from 2024 to 2026.*
- *On the Alberta Education Assurance Survey, students reporting that they feel safe at school increased by 39 percentage points from 2024 to 2026.*
- *Almost ninety percent of students reported that "teachers care about me" on the CBE Student Survey and ninety-five percent of students reported that their teachers have high expectations for them.*

Areas for Growth

- *On the CBE Student Survey, students indicated that 63.7% felt connected to an adult at school. There could be more of a school-wide focus on this indicator.*
- *There was a low number of students who reported that teachers often checked in with them about their well-being. This does not align with the indicators that they feel their teachers care about them. What is the reason for this discrepancy?*

Next Steps

- *School-wide focus on creating universal strategies for well-being that are visible throughout the building (3-5 non-negotiables)*
- *School-wide focus on building connections between students and adults in our building and creating multiple levels of supports for all students to enhance well-being.*




