

**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

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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.

Data Story

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

Our focus for our School Development Plan last year was around assessment with a specific focus on equitable grading practices. It was important as a staff we were able to build a common understanding of equitable grading practices such as not giving zeros, not taking off marks for late assignments, and providing students with multiple opportunities to demonstrate their learning in a variety of ways. Having this baseline understanding reduced grade distortion and led to a more accurate picture of student learning.



Report Card Indicators June 2023:

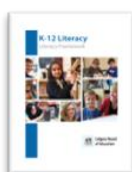
Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas
1 – Not Meeting	4.83%	8.11%
2 - Basic	24.14%	32.66%
3 - Good	43.14%	37.73%
4 - Excellent	22.92%	16.43%
NER	0%	0%
ADP	1.22%	1.01%
IPP	2.43%	2.84%

Report Card Indicators June 2024:

Report Card Indicator	Reads to explore, construct and extend understanding	Writes to develop, organize and express information and ideas
1 – Not Meeting	1.69%	6.33%
2 - Basic	25.95%	25.95%
3 - Good	34.18%	35.86%
4 - Excellent	29.11%	21.52%
NER	3.38%	3.38%
ADP	1.48%	1.69%
IPP	2.74%	3.59%

The Alberta Education Assurance measures show an increase in Student Learning Engagement. The previous year result was 74% and the current year result is 81.2%. It is worth noting that parents rated student-learning engagement at 92% in 2024.

In addition, our whole school gathered baseline assessment data using the CORE, Maze, and Words their Way Spelling Inventory for all students. Of 468 students, 118 students were identified by these three assessments as “at-risk” (red). The 118 students then received either the comprehensive decoding assessment, the comprehensive phonemic awareness assessment set, the letter knowledge survey and/or the oral reading fluency assessment. Which assessment each of the 118 students received were based on their identified gaps in literacy and what information was still needed in order to understand the child’s learning profile in reading. After these additional assessments, 25 students were identified as most in need of targeted reading intervention.





Well-Being

Student perception data is collected through various surveys throughout the school year. These surveys capture student, parent, and staff voices, offering deeper insights into their experiences within the learning environment.

In the Alberta Education Assurance Survey, the number of parents who are satisfied that students model the characteristics of active citizenship is 65.4% which is maintained from the year prior. The number of students who rated the same measure is 46.5% which is a ten percentage point decline from the year prior. Teachers rated this measure as 55.6% which is a decline of three percentage points from the year prior. This is an area of concern that we would like to focus on for the upcoming school year.

Student results in the OurSCHOOL Survey show that they had a sense of belonging on par with Canadian norms (60% vs. 62% as a norm). 74% of students also indicated on the survey that they have friends at school they can trust and who encourage them to make positive choices. This is also on par with Canadian norms at 76%.

56% of students indicated that they have the ability to consciously control their emotions and behaviours and focus on a task. This is also similar to the Canadian norm of 58%.

39% of students indicated that they feel safe at school as well as going to and from school. This is a significant difference from the Canadian norm of 57%.

Truth & Reconciliation, Diversity, and Inclusion

Our Alberta Education Assurance Survey highlights some important shifts in inclusion within our school in the category of Parental Involvement. The previous year only 62% of parents rated that they were satisfied with parental involvement in decisions about their child's education compared to this year's result of 77.1%. This was a significant area of focus for our school last year and this data set reflects that it has had an impact. Our parents feel connected and involved in our community. We attribute this to changes implemented last September such as our weekly updates from administration and teachers, increased involvement volunteering at our school, school surveys to gather feedback on updating our school logo and motto, increased information and data shared at school council, and increased attendance at our school council meetings.

As a school, teachers and administrations have made intentional efforts to enhance attendance in classrooms. Through parental involvement and ongoing touch-base meetings, actions plans, and continuous check-ins with the students, individual student attendance has increased for many of our students. In addition, school structures and routines and increasing administration visibility in hallways and classrooms has increased attendance in class. It is an important value at our school that students are not only





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

attending school, but they are building learning stamina to remain in their classes during class time and attend their classes regularly.

Our School Learning Team in collaboration with teachers has made an effort to know the story of our all of our students who are at-risk based on a variety of factors. Ensuring these students have peer connections, feel connected to a safe and trusted adult in the building, and regularly building relationship with these students has increased their sense of safety at school.





School Development Plan – Year 1 of 3

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 literacy instruction across all disciplines*
- *Professional learning communities focused on universal strategies for enhancing literacy outcomes*
- *Small group RTI focused on building foundational literacy skills based on baseline assessment data*

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*

Structures and Processes

- *RTI small working groups*
- *PLCs: Literacy focus across disciplines*
- *Monthly disciplinary meetings*

Resources

- *Reading Assessment Decision Tree (RAD) Gr 4-12*
- *Spelling Scope and Sequence (Ochre Education)*





- *Middle School Learning Leader and Administrator Professional Learning*
- *Collaborative partnerships of teachers within the school to build capacity for each disciplinary team*

- *Include meaningful daily reading and writing tasks that span the content areas*

- *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 1 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.

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

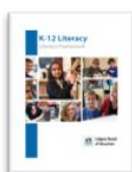
- *Age-appropriate tasks, texts and resources related to well-being and digital citizenship*

Well-Being Actions

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

Truth & 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 blocks specifically targeted to enhancing wellness*

- *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

- *Participation in the Middle School Wellness Symposium in 2025 with our Learning Leaders, Admin and student representatives*
- *Middle School Principal/AP meetings*

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*

Resources

- *School Resource Officer*
- *SEL D2L shell*
- *Inclusive Education D2L shell*
- *School Walk Around Tool*
- *Dates of Significance*
- *Holistic Lifelong Learning Framework*

