cbe.ab.ca

Calgary Board of Education

Rundle School
4120 Rundlehorn Drive NE, Calgary, AB T1Y 4W9 t | 403-777-6760 f | 587- e | rundle@cbe.ab.ca

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

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 SIRR 2025-26>






cbe.ab.ca

Calgary Board of Education

School Development Plan – Year 3 of 3

School Goal
Student achievement in literacy will improve.

Outcome:
Students will improve their foundational skills in reading comprehension.

Outcome Measures

- Early Years Alberta Education Screeners: CC3, LeNS, and Acadience
- Report Card Data – Reading
- Grade 6 – Provincial Achievement Test for ELAL

Data for Monitoring Progress

- Local tracking such as Words Their Way
- EAL Benchmarks Analytics
- Teacher perception data – Teacher confidence and knowledgeability in implementing grade team reading resources

Learning Excellence Actions

- Flexible groupings to target individual student learning needs
- Explicit instruction using reading resources such as University of Florida Literacy Institute (UFLI) resource, Heggerty or Morpheme Magic to target student literacy needs
- School-wide task bin system to individualize literacy learning

Well-Being Actions

- Teachers will collect local data and identify where students are at in their literacy and target support
- In Professional Learning Communities (PLCs), teachers will follow an adjustment cycle of implementing teaching strategies from literacy resources
- Professional Learning on collaborative literacy assessment and task design to engage students in literacy

Truth & Reconciliation Actions

TRC Commitment to Action

- Intentional use of culturally diverse texts and resources to build understanding, and awareness and student belonging
- *Okkakiosatoo* – Look Carefully: Teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Partner with an Elder to build capacity on Indigenous Ways of Knowing to embed in curriculum

Professional Learning

- System Divisional Professional Learning Sessions
- Professional Learning on how to select and implement using culturally responsive texts

Structures and Processes

- PLC Sprints on reading resources and tasks to target needs and engage students in literacy
- Grade team meetings
- Flexible groups in division 1 and 2

Resources

- Continue to use Heggerty Phonological Awareness Resources, UFLI Foundations Resource, and Morpheme Magic
- Kindergarten to Grade 6 English Language Arts and Literature System Rubrics
- Backward Design, Understanding by Design resource by G. Wiggins and J. McTighere






cbe.ab.ca

Calgary Board of Education

School Development Plan – Year 3 of 3

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

Outcome
Rundle School in partnership with APPLE Schools will increase students' feeling welcome, safe and cared for through explicit and focused instruction and explorations on building community and relationships (peer-to-peer, student-to-staff, and student-to-community).

Outcome Measures
- OurSCHOOL Survey (Sense of Belonging Summary measure)
- Alberta Education Assurance Survey: "At school I feel like I belong," and "I feel welcome at my school"
- CBE Student Survey questions: "I feel included at school," and "I feel welcome at school"

Data for Monitoring Progress
- OurSchool Fall and Spring data
- Attendance Analytics Data – EAL and students who self-identify as Indigenous
- Teacher perception feedback using SEL competencies and Indigenous Education Holistic Lifelong Learning Framework

Learning Excellence Actions
- Plan for explicit instruction of Social and Emotional competencies to support students individually and in social circumstances using Circle teachings and the strategy as an Indigenous teaching method to improve belonging
- Utilize texts that highlight the concept of 'belonging'
- Work with students to develop structures to support connectedness between classes and grade groupings

Well-Being Actions
- Teachers will explicitly teach using teachings from all four domains of the Indigenous Education Holistic Lifelong Learning Framework to increase students feeling welcome, safe, and cared for at school.
- Advertise, encourage and support students to engage in and/or access available clubs, teams, and safe spaces

Truth & Reconciliation Actions
TRC Commitment to Action
- Engage in whole school planning to develop robust extended programs (e.g., clubs, teams, safe space offerings, etc.) that are based on student voice and encompass diverse students' skills and interests
- Create school-wide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

Professional Learning
- *Maatoomsii"Pookaiks*, Children First Professional Learning
- Engage teachers in Circle embedded in the Collaborative Response Team Meetings protocol and the classroom to improve classroom culture and behaviours
- Self-Reflection and Self-Assessment to be aware of what is needed

Structures and Processes
- Collaborative Team Meetings
- Grade team meetings
- Common whole-school instruction with teachings from all four domains of the Indigenous Education Holistic Lifelong Learning Framework and the different types of Circle protocols

Resources
- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource
- *Pedagogical Talking Circles* by Barkaskas and Gladwin
- *The Sharing Circle* by Theresa Larsen-Jonasson
- **Âmî Osâwâpikones (Dear Dandelion)** by SJ Okemow






cbe.ab.ca

Calgary Board of Education

School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement in literacy will improve.

Outcome one: Students will improve their foundational skills in reading comprehension.

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



Celebrations

- On the Acadience assessment 19% of students are no longer below grade level and we increased students at or above grade level by 19% who were in grade 1 last school year to grade 2 this school year.
- On our Report Card data, students' receiving a 4 increased by 1.9% and students' receiving a 1 decreased by 0.9%.
- On the CC3 and LeNS assessments for grade 2, 3.5% of students no longer require additional support. On the CC3 assessment for grade 3, 5.9% of students no longer require additional support.
- On the Words Their Way local data, grade 1s increased by 18.3%, grade 2s increased by 9.9%, grade 3s increased by 15.0%, grade 4s increased by 10.5%, grade 5s increased by 4.5%, grade 6s increased by 8.1%.
- On our teacher perception survey, 100% of teachers regularly use assessment data to inform reading instruction.

Areas for Growth

- Although we improved students receiving LP1 by reducing them by 2.3% on our English as an Additional Language (EAL) benchmarks, we increased students receiving LP2s by 6.8%.
- On the Alberta Education Childcare Assurance survey (AECA), parents, students and staff feel that student learning engagement has increased by 2.2%, but is lower than the Alberta result by 2.8%.
- On our teacher perception survey, 15% of teachers did not feel they increased their knowledge of literacy research-based resources, and 15% of teachers feel their confidence has not improved implementing research-based literacy resources to teach reading.
- On our Provincial Achievement Test (PAT) in Reading, students scored an average of 54.4%.

Next Steps

- Continue implementing flexible groups with students in levelled ability reading groups across all grades






cbe.ab.ca

Calgary Board of Education

- Work on building capacity with teachers on assessment and task design to engage students in literacy activities
- Continue using Professional Learning Communities (PLCs) to build teacher capacity, embedding guided assessment and task design through a jigsaw approach with grade teams
- Continue using consistent local data measures to ensure literacy instruction remains data-informed, responsive to student needs, and aligned across all grades






cbe.ab.ca

Calgary Board of Education

2025-26 SDP GOAL TWO: Students will have an improved sense of belonging at school.

Outcome one: Rundle School in partnership with APPLE Schools will increase students' feeling welcome, safe and cared for through explicit and focused instruction and explorations on building community and relationships (peer-to-peer, student-to-staff, and student-to-community).

Celebrations

- On the OurSCHOOL Elementary School Survey 81% of the girls felt a sense of belonging which is higher than the Canadian Norm by 7%.
- On the OurSCHOOL Secondary School Survey 72% of the students felt a sense of belonging which meets the Canadian Norm and is 1% higher than last school year.
- On the AECA survey, parents, students, and staff feel that Parental involvement increased by 14.3%, citizenship has increased by 11.2%, and that access to supports and services increased by 11.4%.
- On the teacher perception survey, 95% of teachers agreed that students have an improved sense of belonging at Rundle School.
- On the AECA survey, 88.3% of parents, students, and staff feel that students are safe, and learning about caring and treated fairly, and 81.9% feel the school has improved, both measures have significantly increased and achieved excellent as an indicator
- On the CBE Survey, 76.8% of students feel welcome at school, this is an increase of 1.5% from last school year.

Areas for Growth

- On the AECA survey, parents, students and staff feel that Rundle School has increased the welcoming, caring, respectful and safe learning environment by 8.5%, although an intermediate result it is lower than the Alberta result by 1.7%
- On the OurSchool Elementary School Survey 71% of students feel a sense of belonging which is lower than the Canadian norm by 4%.
- On the CBE Survey 39.0% of students do not agree that they feel included at school.
- On the CBE Survey, 65.1% of students agree they see their culture reflected in the school.






cbe.ab.ca

Calgary Board of Education

Next Steps

- Continue the use of Circle with teachers and students, as a universal strategy to build community and solve problems in the classrooms.
- Begin to use circle in CTMs as a protocol and a tiered universal support and strategy with a focus on self-assessment with teachers.
- Continue to work with Indigenous elders and/or knowledge keepers to build capacity with staff and students on Indigenous Ways of Knowing and how to embed in curriculum in line with our TRC Calls to Action.
- In alignment with the CBE Education Plan and the TRC Calls to Action, Rundle School will continue to deepen understanding of Indigenous Ways of Knowing by embedding the Indigenous Education Holistic Lifelong Learning Framework and integrating Indigenous teaching methods and resources across the curriculum.




