

Rundle School

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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

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 2025-26 School Year p. 213).

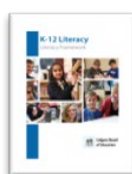
The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- 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.

[SIRR 2024-25](#)

<https://rundle.cbe.ab.ca/documents/51c2a6f2-ac20-409e-be71-4b0dc128f7a1/School-Improvement-Results-Report.pdf>





School Development Plan – Year 2 of 3

School Goal:

Student achievement in literacy will improve.

Outcome:

Students will improve their foundational skills in reading comprehension.

Outcome Measures

- CC3 and LeNS
- Acadience
- Report Card Data – Reading
- Grade 6 – Provincial Achievement Test ELAL Part B: Reading

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 UFLI, Heggerty or Morpheme Magic to target student literacy needs

Well-Being Actions

- Teachers will collect local data and identify where a student is 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 task design to engage students in literacy

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Intentional use of culturally diverse texts and resources to build understanding, and awareness and student belonging
- Okkakisatoo – Look Carefully: Teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress

Professional Learning

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

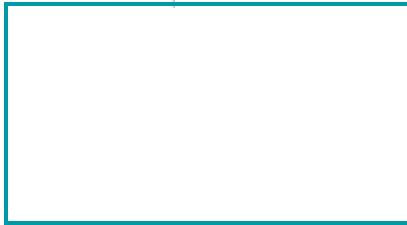
Structures and Processes

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

Resources

- Continue to use Heggerty Phonological Awareness Resource, UFLI Foundations Resource, and Morpheme Magic
- Kagan Cooperative Learning to help engage students in literacy
- Teacher Effectiveness Framework to guide task





- design for classroom literacy instruction
- CBE Grade 4-12 Reading Assessment Decision Tree (RAD)
- CBE ELA/ELAL Insite | Teaching Practices

School Development Plan – Year 2 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, Diversity and Inclusion Actions

- 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

- Professional Learning**
- Maatoomsii”Pookaiks, Children First Professional Learning
 - Engage teachers in learning the different types of Circle to embed in the classroom as an Indigenous teaching method to support the Collaborative Response Team Meetings and to improve classroom culture and behaviours

Structures and Processes

- 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

- Resources**
- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource
 - Indigenous Education Holistic Lifelong Learning Framework
 - Pedagogical Talking Circles* by Barkaskas and Gladwin
 - The Sharing Circle* by Theresa Larsen-Jonasson

School Development Plan – Data Story

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CBE 2024-27 Education Plan

Learning Excellence
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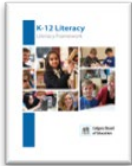
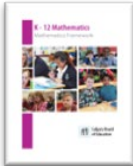
Well-Being
Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion
Students and employees experience a sense of belonging and connection

2024-25 SDP GOAL ONE: Student achievement in literacy will improve.
Outcome one: Students will improve in foundational skills in reading comprehension.

Celebrations

- Grade 1 students improved in reading by 27% and Grade 3 students improved in reading by 12% on the Words Their Way assessment
- On the June 2025 report cards, Grade 1 and Grade 3 had the highest percentage of Indicator 4 on Reading
- On a teacher perception survey 91.3% of teachers have increased their knowledge of literacy research-based resources and 87% of teachers feel their confidence has improved implementing research-based literacy resources to teach reading
- Our EAL learners with LP1 and LP2 benchmark levels decreased by 4.62% (from 38.93% to 34.31%)
- On the government assessments, 42% of at-risk Grade 1 students and 21% of at-risk Grade 3 students improved on the CC3 assessment; 38% of at-risk students in Grade 1 and 15% of at-risk students in Grade 2 improved on the LeNS assessment





Areas for Growth

- The CBE Survey reported that 50% of students find books interesting, indicating a need to cultivate and increase levels of student engagement, choice, and accessibility in reading materials.
- On the Alberta Education Assurance (AEA) survey, parents and teachers felt that classroom engagement improved, but students did not feel the same. This indicates a need to revisit instructional design to ensure tasks are relevant, engaging, and motivating for students.
- Report card data shows that Rundle School's average for indicator one (not meeting outcomes) is higher than the CBE average. This demonstrates a need to strengthen instructional practices or support to improve student achievement.
- Provincial Achievement Tests (PAT) in English Language Arts and Literacy showed that students at Rundle School scored 57.9% at an Acceptable Standard compared to the province at 69.1%, an 11.2% variance

Next Steps

- Continue to do flexible groups with students in levelled ability reading groups with all the grades
- Work on building capacity with teachers on task design to engage students in literacy activities
- Continue to utilize Professional Learning Communities (PLCs) to build capacity with teachers on literacy, and embed guided task design with grade teams in a jigsaw approach
- Continue to utilize consistent local data measures to ensure instructional practices in literacy remains data-informed and responsive to student needs as well as consistent across all grades





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

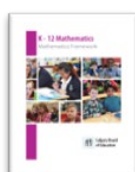
Outcome one: Rundle School in partnership with APPLE Schools will increase students' feeling welcome, safe and cared for through explicit and focused instruction and explorations on building community and relationships (peer-to-peer, student-to-staff, and student-to-community).

Celebrations

- On a teacher perception survey 95.7% of teachers agreed that students have an improved sense of belonging at Rundle School
- On the CBE Student survey 90% of students are proud to be part of Rundle School
- On the OurSCHOOL Elementary School Survey 77% of the girls felt a sense of belonging which is higher than the Canadian Norm by 3%
- On the OurSCHOOL Secondary School Survey 71% of students had a high sense of belonging
- On the CBE Student Survey 76.5% of students feel included at school and 75.3% feel welcome at school

Areas for Growth

- On a teacher perception survey 13% of teachers do not agree that they use teachings from the Heart domain of the Indigenous Education Holistic Lifelong Learning Framework
- On the Assurance Survey, parents, students and staff have increased in feeling satisfied that students model the characteristics of active citizenship, but the measure evaluation is considered low and 10% lower than Alberta
- On the OurSCHOOL Elementary School Survey 73% of the boys felt a sense of belonging which is lower than the Canadian Norm by 3%
- On the OurSCHOOL Secondary School Survey 53% of girls did not have a high sense of belonging by their peers
- On the CBE Student Survey 23.5% of students do not feel included at school and 24.7% do not feel welcome at school





Next Steps

- Introduce the Indigenous teaching method of Circle to teachers to implement with students, and the different types, as a universal strategy and embed in Collaborative Team Meetings (CTMs) as tiered support for all students
- Embed more culturally responsiveness in whole school communications, such as recognizing culturally diverse holidays on a welcome bulletin board, in the weekly news, and on the announcements
- Continue to utilize the Indigenous process of Commu-n-I-Teas to build capacity in Indigenous education, while expanding the process to include parents
- In alignment with the CBE Education Plan and the TRC Calls to Action, Rundle School will deepen understanding of Indigenous Ways of Knowing by embedding the Indigenous Education Holistic Lifelong Learning Framework and integrating Indigenous teaching methods across the curriculum

