



#### 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

## Rundle 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 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

### Learning Excellence

We have used data from Provincial screeners and assessments to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

| Provincial Universal Screeners Results                | Percentage of students at-risk June 2023                 | Percentage of students at risk June 2024                 | Percentage of students at risk November 2024                      |
|-------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------|
| Castles and Coltheart 3 (CC3) Reading – Regular Words | Grade 1 – 47.73%<br>Grade 2 – 69.81%<br>Grade 3 – 69.23% | Grade 1 – 66.67%<br>Grade 2 – 72.34%<br>Grade 3 – 63.83% | Grade 1 – Done in January<br>Grade 2 – 42.62%<br>Grade 3 – 35.44% |
| Letter Name – Sound Test (LeNS)                       | Grade 1 – 49.06%                                         | Grade 1 – 77.42%<br>Grade 2 – 76.6%                      | Grade 1 – 38.03%                                                  |

We have used report card data for June 2024 for Literacy to inform our next steps in the upcoming year.



| Stem: Reads to explore and understand | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 | EAL    |
|---------------------------------------|-------------|-------------|-------------|-------------|--------|
| Grade 1                               | 12.86%      | 32.86%      | 32.86%      | 7.14%       | 7.14%  |
| Grade 2                               | 5.19%       | 16.88%      | 32.47%      | 11.69%      | 27.27% |
| Grade 3                               | 10%         | 22.22%      | 32.22%      | 10%         | 14.44% |
| Grade 4                               | 1.15%       | 17.24%      | 43.68%      | 14.94%      | 14.94% |
| Grade 5                               | 7.89%       | 32.89%      | 23.68%      | 9.21%       | 7.89%  |
| Grade 6                               | 8.57%       | 34.29%      | 22.86%      | 8.57%       | 8.57%  |
| Average                               | 7.36%       | 24.83%      | 32.41%      | 10.57%      | 14.02% |

As we analyzed the data from the charts above, we noticed that many students are at risk in literacy in division one, grades 1 through 3. Additionally, in the report card data the data showcased a higher percentage of students receiving a one as an indicator in reading in grades 1 through 3. In the upcoming year we will have a focus on developing foundational reading comprehension.

### Well-Being

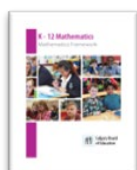
Student voice through the CBE Student Survey has indicated that 62.03% of students reported they feel included at school, and 71.43% feel welcomed at school. When students were asked if they felt like they belong, 73.33% of students agreed. When students were asked if they had at least one adult staff member to connect with at school, 57.33% agreed.

We also have data from the Alberta Education Assurance survey, which includes student, parent and teacher data.

| Percentage who agrees that their learning environments are welcoming, caring, respectful and safe. | Spring 2023 | Spring 2024 |
|----------------------------------------------------------------------------------------------------|-------------|-------------|
| Overall                                                                                            | 85.5%       | 76.3%       |
| Parent                                                                                             | 90.0%       | N/A         |
| Student                                                                                            | 76.7%       | 72.4%       |
| Teacher                                                                                            | 89.7%       | 80.3%       |

The OurSCHOOL survey revealed the following data:

| Category | Grades | Overall Agreement Percentage October 2023 | Overall Agreement Percentage October 2024 |
|----------|--------|-------------------------------------------|-------------------------------------------|
|          | 4      | 82%                                       | 73%                                       |





## 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

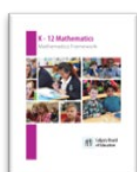
- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

|                                             |   |     |     |
|---------------------------------------------|---|-----|-----|
| Students with a positive sense of belonging | 5 | 71% | 74% |
| Feels safe attending this school            | 4 | 55% | 55% |
|                                             | 5 | 66% | 57% |

Here we notice that for Well-Being, students are identifying that there is a need for feeling connected and feeling welcome, cared for and safe. Our focus for this year is on implementing a school-wide approach of explicit teachings from The Heart, To Belong domain from the Indigenous Education Holistic Lifelong Learning Framework. It will be necessary to build confidence and sense of identity, along with integrating culturally responsive texts. This will help with the overarching goal of building community and relationships.

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

Our demographic data represents highly diverse student population with 60% of our students identified as English as an Additional Language learners, 5% of our students self-identifying as Indigenous and 9% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating a safe, caring and welcoming learning environment where all students can thrive in their learning. This year we will personalize learning, leveraging culturally responsive texts, using the Indigenous Education Holistic Lifelong Learning Framework.





# School Development Plan – Year 1 of 3

## School Goal:

Student achievement in literacy will improve.

## Outcome 1:

Students will improve foundational skills in reading comprehension.

## Outcome Measures

- CC3, LeNS
- Report Card Data – Reads to explore and understand
- Grade 6 – Provincial Achievement Test for ELAL

## Data for Monitoring Progress

- Local tracking such as Words Their Way, or intervention flexible groups
- EAL Benchmarks Analytics
- Teacher perception data – Teacher confidence in implementing grade team reading resources

## Learning Excellence Actions

- Explicit instruction using reading resources selected by grade team such as UFLI, Heggerty or Morpheme Magic to target student literacy needs
- Flexible groups to target individual student learning needs

## Well-Being Actions

- Teachers will identify where a student is at in their reading and target support
- In Professional Learning Communities, teachers will follow an adjustment cycle of implementing teaching strategies from literacy resources

## 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 to build understanding, 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

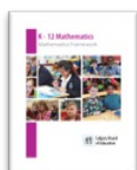
- K-6 System Professional Learning on the New Curriculum Implementation
- Professional Learning on how to select and implement using culturally responsive texts

## Structures and Processes

- PLC sprints on reading resources to target student needs (such as Heggerty, UFLI, or Morpheme Magic)
- Grade team meetings
- Flexible groups schedule for Division 1

## Resources

- Morpheme Magic
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource





## School Development Plan – Year 1 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 Students
- Teacher perception feedback using SEL competencies

### Learning Excellence Actions

- Explicit instruction of Social and Emotional competencies to support students individually and in social circumstances using teaching from the Heart domain outlined in the Indigenous Education Holistic Lifelong Learning Framework
- Utilize texts that highlight the concept of 'belonging'
- Work with students to develop structures to support connectedness between classes and grade groupings through Collaborative Team Meetings and Buddies

### Well-Being Actions

- Teachers will explicitly teach using teachings from the Heart domain 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

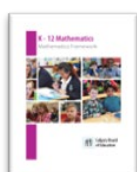
### Truth & Reconciliation, Diversity and Inclusion Actions

- 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 schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

### Professional Learning

### Structures and Processes

### Resources





- Maatoomsii”Pookaiks, Children First Professional Learning
- Engage in the *Five steps toward culturally relevant text selection and integration* from Sharma and Christ's article

- Collaborative Team Meetings
- Grade team meetings
- Common whole-school instruction with teachings from the domain the Heart and to Belong

- Social Emotional Learning (SEL) for Well-Being Brightspace by D2L Resource
- Framework for Kindergarten to Grade 12 Wellness Education from Government of Alberta
- Student Well-Being Framework Companion Guide Planning Tool
- Five steps toward culturally relevant texts and integration (Sharma & Christ, 2017)

