



West Ridge 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

In Literacy the data showed:

- Our report card stem analysis "writes to express information and ideas" shown as percentages:

Indicator	2022-23	2023-24
	Percentage (%)	Percentage (%)
1	1.03	3.4
2	23.62	30.5
3	42.3	46.6
4	25.92	19.5

- Our grade 9 ELA PAT results in writing were:
 - Acceptable Standard 93.3%
 - Standard of Excellence 13.9%

In the area of Math:

- Report card stem analysis also indicated an 22.2% of students who achieved 1's and 2's under the stem of 'develops number sense and applies strategies for computation and estimation
- 36.1% of students do not enjoy working on challenging problems in mathematics

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

- 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

On the Alberta Education Assurance Measures:

- 5.1% increase in percentage of teachers, parents and students satisfied with the overall quality of basic education
- 83.9% of students agree that their learning environments are welcoming, caring, respectful and safe
- 73.2% of parents and teachers are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

Well-Being

- 68% of students in this school have a high sense of belonging, which declined 5% from previous year
- 72% of students in this school have awareness of other cultures, which declined 6% from previous year
- 56% of students felt safe attending the school, which declined 13% from previous year
- 53% of our students feel less than very connected to the West Ridge School community

Truth & Reconciliation, Diversity, and Inclusion

Our school demographics represent a diverse population with 28% of EAL students.

- CBE Student Survey showed a decrease of 11% of students who agreed with the statement "I have at least one adult staff member at school who I really connect with"
- OurSchool Survey showed a decrease of 6% of students who have an understanding of the beliefs, values, attitudes and behaviors of those from other cultures

Based on this data story we felt that vocabulary was an area we needed to develop further throughout all core disciplines. Students had higher success with reading comprehension than vocabulary when we looked at the MAZE results across all grades.

Although our writing results are strong in both our PAT results and Report Card stem analysis', focusing on vocabulary building should further increase literacy results.

Overall, both perception data and hard data results indicate a need to further support the areas of disciplinary literacy and sense of belonging within our school community.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Student achievement in reading, writing, and vocabulary will improve across all four core disciplines through the intentional use of interdisciplinary literacy strategies.

Outcome Measures

- Provincial Achievement Test Grade 6 and 9 ELA Part A and Part B
- Grade 7-8 ELA Reading and Writing Final Exam data
- June ELA Report Card Indicators
 - Reads to explore, construct and extend understanding (Gr. 7-9)
 - Reads to explore and understand (Gr. 5&6)
 - Writes to develop, organize and express information and ideas (Gr. 7-9)
 - Writes to express information and ideas (Gr. 5&6)
- June Social Studies Report Card Indicators
 - Communicates ideas in an informed and persuasive manner (Gr. 7-9)
 - Develops skills and processes for social studies inquiry (Gr. 5&6),
- June Science Report Card indicators:
 - Develops skills for inquiry and communication (Gr. 7-9)
 - Understands and makes connections between concepts (Gr. 5&6)
- June Math Report Card Indicator
 - Models, represents and communicates mathematical ideas (Gr. 7-9)
- Alberta Education Measure Results Report: - Category – Student Growth and Achievement: “I understand how the language arts I am learning at school is useful to me.”

Data for Monitoring Progress

- Reading Assessment Decision Tree (CORE MAZE - Reading comprehension, Vocabulary)
- Teacher Perception Data (PLC notes/surveys) on use of diagnostic reading assessments and teaching identified reading strategies
- PLC sharing/calibration and goal setting
- Formative and Summative Assessments
- Calibration of task design and assessment
- Mid-Term ELA Reading Comprehension and Writing Data (Gr. 7-9)
- January Report Card data
- Tier 2 academic vocabulary tasks
- Staff recorded data on use of subject specific writing templates
- Staff recorded monthly data on the frequency of writing tasks





- Student Perception Data – CBE Student Survey Results (K-12); Questions: - “I understand what I read” and “My reading and writing skills help me achieve my future goals”

Learning Excellence Actions

- Intentionally include structured reading, vocabulary, and writing lessons regularly within all four core disciplines, providing repeated opportunities for learners to practice and consolidate key literacy skills
- Utilize text sets that include a variety of multimodal primary and secondary source texts that align with the discipline
- Use scaffolded learning intentions and multiple entry points to reflect that students may have different learning needs

Well-Being Actions

- Student agency: Activate students as owners of their own learning by engaging learners in goal setting, self-assessment and reflection
- Create learning spaces that provide learners with a safe and respectful environment, through the creation of classroom norms
- Provide opportunities for student voice to be reflected through choice in text selection and medium of expression

Truth & Reconciliation, Diversity and Inclusion Actions

- Honour the oral practices of listening and learning through conversation and story
- Explore Indigenous ways of knowing and being, connecting etymology to vocabulary of subject specific language
- Utilize and provide access to inclusive, linguistically diverse and culturally diverse texts

Professional Learning

- Middle Years System Professional Learning sessions
- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning - Word study, reading science, articulation of

Structures and Processes

- Classroom:
 - Include meaningful regular reading, vocabulary building, and writing tasks in all four core disciplines
 - Structured vocabulary building processes in all four core disciplines i.e. Word Walls, Vocabulary Logs, Frayer Models
 - ELA, SS, and SCI teachers will utilize the resource

Resources

- Reading Assessment Decision Tree (4-12)
- Disciplinary Literacy in Action* (Lent, 2018)
- Doing Disciplinary Literacy* (Gabriel, 2023)
- Disciplinary Literacy in Action: How to Create and Sustain a School-Wide Culture of Deep Reading, Writing, and Thinking*





sounds, 44 English phonemes, decodable books/texts, active view of reading, disciplinary vocabulary, tier 2/3 vocabulary, concept sorts, writing rope, creating texts across disciplines, concept-based learning, self-peer feedback, triangulation of assessment, actionable feedback

- Improving Reading for Older Students (IROS)
- Book Study: *"Disciplinary Literacy in Action: How to Create and Sustain a School-Wide Culture of Deep Reading, Writing, and Thinking"*
- Calibration protocol, Creating Text Sets, Textbooks to Text Sets
- PLC work
- Creating a community of Practice around disciplinary literacy with another Middle School

"Building Academic Vocabulary: Teacher's Manual" as they build their understanding around tier 1 vocabulary (everyday used language), tier 2 vocabulary (academic vocabulary), and tier 3 vocabulary (subject specific vocabulary).

- ELA, SS, and Science teachers will regularly provide an array of writing templates to support students in composing their writing
- For major writing tasks teachers will intentionally guide students through the writing process (pre-writing, writing, feedback, revision, editing)
- Regular annotated note taking across all four core disciplines
- Intentional reading comprehension strategies across all four core disciplines
- School:
 - PLCs – Core discipline teachers will meet regularly as a Literacy PLC to assess student reading, vocabulary building and writing and next best steps for students
 - ELA/SS teachers, within the Literacy PLC and through teaching teams, will support Science/Math teachers in further developing their capacity with reading, vocabulary building and writing instruction and assessment
 - Department meetings
 - Text Set Creation
 - Interdisciplinary team meetings
 - RTI, EA, SLT and EAL support

- Professional Readings
- ELA/ELAL Insite Teaching Practices
- ELA/ELAL Equity and Interventions
- CBE K-9 Understanding Grade Level Reading and Writing
- Text Calibration Protocol
- CBE Literacy Framework
- CBE Assessment and Reporting Guide
- Building academic vocabulary: Teacher manual
- CBE Guiding Principles
- Student Well-Being & Companion Guide (Middle Years)
- Grade 6 & 9 ELA/ELAL PAT rubrics for assessment calibration
- Common written expression rubrics Grades 5-9 ELA/ELAL
- Common written expression rubrics Grades 5-9 SS/SCI
- Creating Text Sets, Textbooks to Text Sets
- Barbara Mariconda "The Comprehensive Narrative Writing Guide"
- "Traits of Writing: The Complete Guide for Middle School"
- "Academic Function Toolkit"





School Development Plan – Year 1 of 3

School Goal

Students will feel an increased sense of acceptance and connectedness to school

Outcome

Students' experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve

Outcome Measures

- OurSCHOOL Survey & CBE Student Survey (School Connectedness and Belonging)
- Alberta Education Assurance Survey: "At school I feel like I belong" and "I feel welcome at my school"

Data for Monitoring Progress

- Teacher perception feedback using SEL Competencies
- Attendance analytics data – EAL and Students who Self-identify as Indigenous
- Harvard Relationship Mapping Survey

Learning Excellence Actions

- Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances with the use of CASEL sample teaching activities
- Utilize texts in ELA and ELAL that highlight the concept of 'belonging'
- Work with students to develop structures to support connectedness between classes and grade groupings (homeroom buddies and student government)

Well-Being Actions

- Promote, encourage and support students to engage in and/or access available clubs, teams and safe spaces
- Student leadership develops school-wide initiatives based on supporting student wellness and inclusion
- Student Well-Being Action team develops school-wide initiatives based on Middle School Well-Being

Truth & Reconciliation, Diversity and Inclusion Actions

- Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community
- Engage in professional development and apply the teaching of elders to understanding how we are connected to the land
- Engage in whole school planning to develop robust extended programs that are based on student voice and encompass diverse students' skills and interests

Professional Learning

- Middle Schools SEL Working Group.
- Well-Being break out session for Middle Years
- Middle Schools Student Well-Being Symposium

Structures and Processes

- Student Well-Being Team
- Principal's Advisory Council
- Homeroom Buddies
- Monthly Holistic Student Support (HSS) meetings

Resources

- Student Well-Being Framework & Companion Guide (middle years)
- CBE Holistic Lifelong Learning Framework





- Connecting with an Indigenous Knowledge Keeper

- Intentional homeroom meetings based on connectedness and acceptance

- CBE Leading Mentally Healthy Schools
- SEL Brightspace by D2L
- Dates of Significance (Terry Fox Run, Walk for Wenjack, National Day of Truth and Reconciliation, Remembrance Day)

