



## 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 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.

<https://westridge.cbe.ab.ca/school>

### 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

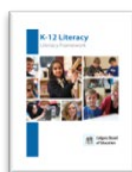
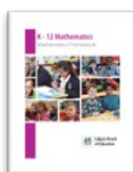
Strong student achievement for lifelong learning and success

### 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 Plan – Year 2 of 3

## School Goal

Student achievement in literacy will improve.

## Outcome:

Student achievement in literacy will improve by focusing on discipline specific vocabulary development.

## Outcome Measures

- Grade 6 and Grade 9 Provincial Achievement Tests (ELAL and ELA writing – vocabulary and clarity; reading comprehension); (Social Studies – knowledge and understanding); (Science – knowledge)
- June Report Card Data
- EAL Proficiency Benchmarks

## Data for Monitoring Progress

- CORE Vocabulary Screening Test
- Teacher Perception Data (PLC notes/surveys) on effective teaching of targeted vocabulary
- PLC sharing/calibration and goal setting
- Formative Assessments
- Calibration of task design and assessment
- Tier 2 and Tier 3 vocabulary development tasks
- Staff recorded data on use of subject specific vocabulary tasks

## Learning Excellence Actions

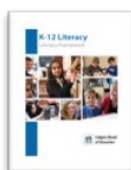
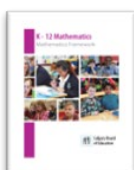
- Build vocabulary by providing rich and varied learning experiences
- Utilize high impact strategies to support morphology and word learning
- Use scaffolded learning intentions and multiple entry points to reflect that students may have different learning needs

## Well-Being Actions

- Use technologies intentionally and purposefully that support literacy practices and represent learning
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Create learning spaces that provide learners with a safe and respectful environment

## Truth & Reconciliation, Diversity and Inclusion Actions

- 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
- Provide students with opportunities to interactively and collaboratively construct text(s)




**Professional Learning**

- Middle Years System Professional Learning sessions
- Support from CBE Literacy Strategist through school focused professional learning on vocabulary development
- CBE Literacy Framework familiarization

**Structures and Processes**
**Classroom:**

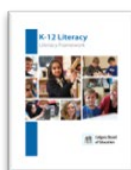
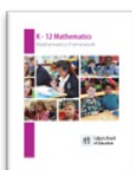
- Use classroom routines to create a vocabulary-rich learning environment (anchor charts, pre-teaching, visuals)
- Document and support instruction and learning in intentional ways
- Teachers will utilize the resource "Building Academic Vocabulary: Teacher's Manual" to enhance their understanding of tier 1, tier 2, and tier 3 vocabulary development.

**School:**

- Team and department meetings (collaboration)
- Related professional learning
- Intentional use of Learning Leaders to provide mentorship
- Introduction of students' support teacher
- Infusion of EAL Assistant into classrooms

**Resources**

- CBE Literacy Framework
- Reading Assessment Decision Tree (4-12)
- Disciplinary Literacy in Action (Lent, 2018)
- Professional Readings related to vocabulary development in middle years
- ELA/ELAL Insite Teaching Practices
- CBE K-9 Understanding Grade Level Reading and Writing
- Building academic vocabulary: Teacher manual
- CORE Vocabulary Screener





## School Development Plan – Year 2 of 3

### School Goal

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

### Outcome:

Students will make stronger connections with adults in the school to increase their sense of well-being and feeling of safety.

### Outcome Measures

- OurSCHOOL Survey & CBE Student Survey (Well-Being School Connectedness and Belonging)
- Alberta Education Assurance Measures
- Student generated survey connected to a sense of well-being and safety at school.

### Data for Monitoring Progress

- Teacher perception feedback using SEL Competencies
- Student Well-Being Action Plans connected to data including student voice
- School Council and Student Advisory Council discussions

### Learning Excellence Actions

- Utilize age appropriate texts that highlight the concept of 'well-being', 'safety', and relationship building.
- Co-create structures with students that support a stronger sense of well-being and safety at school.

### Well-Being Actions

- Co-construct welcoming, caring, respectful and safe teaching and learning environments that encourage a sense of well-being and feeling of safety.
- Student Well-Being Action team develops school-wide initiatives based on Middle School Well-Being

### Truth & Reconciliation, Diversity and Inclusion Actions

- Ensure that student and staff names are pronounced correctly by all staff
- Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community

### Professional Learning

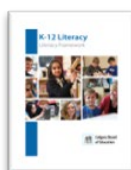
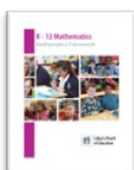
- Familiarization with the CBE Student Well-being Framework
- Middle Schools SEL Working Group.
- Middle Schools Student Well-Being Symposium
- Connecting with an Indigenous Knowledge Keeper
- Professional Learning in all Domains of the Medicine Wheel

### Structures and Processes

- Student Council and Leadership Advisory Council
- Introduction of students' support teacher
- Events for students and teachers to increase connections
- Create opportunities for students to share their perspective on well-being and safety at school.

### Resources

- Student Well-Being Framework & Companion Guide (middle years)
- CBE Holistic Lifelong Learning Framework
- CBE Leading Mentally Healthy Schools
- SEL Brightspace by D2L



## School Development Plan – Data Story

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### CBE 2024-27 Education Plan



#### Learning Excellence

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#### Well-Being

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#### Truth & Reconciliation, Diversity and Inclusion

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**2024-25 SDP GOAL ONE:** Student achievement in literacy will improve.

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

### Celebrations

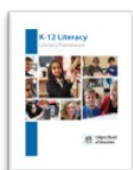
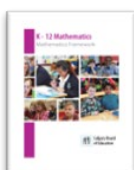
- Increase in the number of students achieving at the Standard of Excellence on the ELA and ELAL Provincial Achievement tests.
- Students in Grades 6 through 9 demonstrated an increase in percentage of students achieving at a 3 or 4 in both the reading and writing strands on the report card.
- The percentage of students feeling that their reading and writing skills will help in achieving their future goals increased in Grade 5, 6, 8, and 9.

### Areas for Growth

- The number of students achieving at the acceptable level on Provincial Achievement Tests
- Enhancing the ability to support students who are on IPPs or are EAL learners
- Improving students' understanding of what they read in Grades 7 through 9.

### Next Steps

- Utilize high impact strategies to support morphology and word learning across the disciplines
- Increase Tier 1 and Tier 2 support in the classroom to benefit all learners
- Use scaffolded learning intentions and multiple entry points to reflect that students may have different learning needs



## 2024-25 SDP GOAL TWO: Students will feel an increased sense of acceptance and connectedness to school.

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

### Celebrations

- The percentage of students in Grade 5 that feel very or extremely connected to the school.
- Parents indicated an increase related to the statement, "Your child is treated fairly by adults at the school," and "Students at your child's school respect each other."
- There was an overall increase in the percentage of students who feel included, welcome, and proud to be a part of the school

### Areas for Growth

- Students are not perceiving their learning environments to be as welcoming, caring, respectful or as safe as they have been in the past.
- Students' feeling of being more connected to the school and having a stronger sense of belonging decreased.
- As students transition to higher grades there is a gradual decline in their sense of feeling accepted at and connected to the school.

### Next Steps

- Collect more specific data from students, possibly through the use of school generated surveys, so that more informed choices can be made
- Enhance learning environments so they are, and are perceived as being, more welcoming, caring, respectful and safe.
- Determine ways students can feel more connected to the school and have a stronger sense of belonging

