



Riverside 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

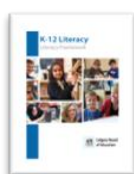
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[Riverside School – School Improvement Results Report 2024-25](#)





School Development Plan – Year 2 of 3

School Goal

Student achievement will increase through the use of meaningful, relevant and engaging classroom tasks.

Outcome:

The percentage of students demonstrating a mastery level of understanding in core subject areas (ELA, Math, Science, Social Studies, Physical Education) will increase.

Outcome (Optional)

Students will demonstrate stronger engagement with their learning tasks.

Outcome Measures

- Student response to CBE Student Survey measures (“I enjoy working on challenging problems in Mathematics”, “I feel a connection to the texts (books, land, pictures, video) I read and hear in class”, and “My reading and writing skills help me achieve my future goals”)
- Perception data from the Alberta Education Assurance Survey (Student Learning Engagement measure)
- Report card indicators

Data for Monitoring Progress

- Data gathered from PLC/Learning Sprint meetings
- On-time submission and completion of learning tasks
- Student sign-out of materials from Learning Commons
- Data gathered from literacy and numeracy screening assessments

Learning Excellence Actions

- Use inquiry tasks connected to the real world (project-based learning).
- Build opportunities for student voice and choice in text selection, task design, and assessment
- Designing literacy and numeracy intervention tasks to address learning gaps

Well-Being Actions

- Celebrate and use mistakes as opportunities for learning.
- Create learning spaces that provide learners with a safe and respectful environment
- Honour student voice and choice

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider student identities in task design and text selection.
- Create interdisciplinary learning opportunities.

Professional Learning

- System Professional Learning
- Staff professional learning on Building Thinking Classrooms
- Improving Reading for Older Students (IROS) modules

Structures and Processes

- Provide access to engaging, diverse books in the library and classroom
- Riverside School Learning Intervention Team
- Collaborative Response
- Common tasks
- PLC

Resources

- MathUP (K-6)
- Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning by Peter Liljedahl





- ELA/ELAL Insite | Professional Learning
- Assessment & Reporting Insite | Professional Learning

- Reading Assessment Decision Tree (RAD) Gr 4-12
- Text Calibration Protocol
- ELA/ELAL Insite | Teaching Practices
- Calgary Public Library "What to Read" lists for students: [K-3](#), [4-6](#), [7-12](#)

School Development Plan – Year 2 of 3

School Goal

Connections between Riverside students and staff (students-with-staff, students-with-students) will improve.

Outcome:

Student sense of belonging at school will increase.

Outcome Measures

- Alberta Education Assurance Survey ("I feel welcome at my school.")
- Student response to CBE Student Survey measures ("My teachers care about me", "I feel welcome at school", "My school makes me feel like I belong")
- Student perceptions on OurSchool survey (Sense of Belonging summary measure)

Data for Monitoring Progress

- Results from student and staff completion of relationship maps throughout the year
- Observation of staff and student participation in Riverside Time and RICK Cup activities
- Amount of student referrals to main office due to relational conflict

Learning Excellence Actions

- Work with students to develop structures to support connectedness between classes, grades, etc.
- Celebrations of Learning events including peers and families to showcase learning
- Utilize texts that highlight the concept of 'belonging'

Well-Being Actions

- Collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces (e.g., choose inclusive text sets, create posters/visuals encouraging inclusive spaces, utilize circle to build trust, address unsafe and identify safe places on school property etc.)
- Advertise, encourage and support students to engage in and/or access available clubs, teams and

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in whole school planning to develop robust Extended Programs including professional learning (e.g., clubs, teams, safe-space offerings, inclusive coaching, etc.) that are based on student feedback and encompass diverse student skills and interests
- Assign an area of significance in the school where students can





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Learning
Professional
at
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Understanding
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Learning in
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safe spaces throughout the school year.

- Review any existing school-based policy that encourages connection, and those that might limit the ability for students to interact with each other (e.g., zones of the school grounds, time tabling, etc.).

share artifacts, photos, or stories from their backgrounds throughout the year with staff support and guidance.

- Empower students, families, and staff from diverse backgrounds to participate in decision-making processes and work collaboratively with leadership teams.
- Recognizing that cultural responsiveness requires leadership to recognize the unique ways in which students, families, and staff engage with educators.

Structures and Processes

- PLC meetings
- Grade Team Meetings
- Intramural activities, student clubs
- Student Advisory Council
- Collaborative Response
- Utilize a Comprehensive School Health approach
- SLTs

Resources

- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- Riverside Social-Emotional Learning
- School Connectedness Action Guide

Development Plan – Data Story

CBE 2024-27 Education Plan



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Truth & Reconciliation, Diversity and Inclusion

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2024-25 SDP GOAL ONE: Student achievement will increase through the use of meaningful, relevant and engaging classroom tasks.

Outcome one: Staff proficiency to create meaningful, relevant, and engaging tasks will increase.

Celebrations

- Riverside students' achievement is very high, as measured both by report card indicators and Provincial Achievement Test results
- Riverside students remain engaged with learning opportunities, showing increased engagement through response to the CBE Student Survey





- *Strong alignment between report card indicators and Provincial Achievement Test scores indicate robust assessment practice*

Areas for Growth

- *Student Learning Engagement as measured by the Alberta Education Assurance Survey suggests lower engagement, particularly at the Grade 4 level*
- *We are curious about the impact new curricula in the elementary grades may have had on student engagement and achievement*

Next Steps

- *Implementation of Riverside Learning Intervention Team to address learning gaps and analyze achievement data*
- *Further refinement of engagement measures to gather more precise information, particularly in Math*
- *Review of student Provincial Achievement Test data for students in both their Grade 6 and 9 years to determine if trends can be found*



2024-25 SDP GOAL TWO: Connections between Riverside students and staff (students-with-staff, students-with-students) will improve.

Outcome one: Student sense of belonging at school will increase.

Celebrations

- Continued year-over-year improvement in CBE Student Survey measures relating to connection and well-being
- OurSchool Survey measures also show year-over-year growth in student sense of belonging
- Improvements in these areas have not come at the expense of academic achievement

Areas for Growth

- Alberta Education Assurance Survey data shows declining percentage of students agreeing they feel that they belong (Grades 4 and 7).
- Citizenship measures, though not formally identified as an outcome for this goal, are related, and show a slight decline from the 3-year rolling average

Next Steps

- Re-establishment of Student Advisory Council to gather student voice regarding connection and wellbeing
- Continued focus on Student Wellbeing Club and activities designed to foster sense of belonging
- Purposeful work from staff to build and strengthen positive connections with students and between students through Riverside Time and the RICK Cup





Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report.

Note | You must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. Data from a previous year outcome measure that is highlighted in your data story as an area for improvement should continue to be included.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. There would be an expectation that actions are continually refined and adjustments made over the course of the three-year plan.

Ongoing Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected. The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.



Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. Ensure that you are engaging in professional learning that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [SDP Data Plan- Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

