



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

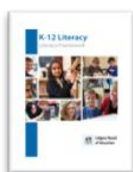
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 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 earning 3 and 4 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 staff participation in PLC/Learning Sprint meetings
- On-time submission and completion of learning tasks
- Student sign-out of materials from Learning Commons
- Scores earned from individual 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
- Riverside School Learning Intervention Team

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:

Students will build trusting relationships within the school community.

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")
- 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
Riverside School

Understanding
Connectedness
Learning in
1 Heart

safe spaces throughout the school year.

- Review any existing school-based policy that encourage 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 working 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

- Regular PLC meetings
- Regular 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
- Team Meetings
- School Connectedness Action Guide

CBE 2024-27 Education Plan

Development Plan – Data Story



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

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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

