



Saddle 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 - Literacy

We used data from the provincial screeners and assessments, Letter and Sound (LeNS) and Castle and Coltheart 3 (CC3) and Report Card data to guide our planning for the upcoming school year. Additionally, we used data from the CBE Gr 1-3 Academic Survey Report and Alberta Education Assurance Measure Results to capture perception data in order to identify trends, address learning gaps to better meet the needs of our students.

LeNS Percentage of students not at risk

Year Results	Pre-test Oct 2023 - Gr 2 Jan 2024 - Gr 1	Post-test May 2024	Percentage Change
Grade 1	72.31%	79.23 %	+ 6.92
Grade 2	75.21	89.25%	+14.04

CC3 (Regular Words) Percentage of students not at risk

Year Results	Pre-test Oct. 2023 - Gr 2-3 Jan. 2024 - Gr 1	Post-test May 2024	Percentage Change
Grade 1	62.6%	76.3%	+13.7%

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



Grade 2	76.67%	90%	+13.33%
Grade 3	67.48%	78.04	+10.56

CC3 (Irregular Words) Percentage of students not at risk

Year Results	Pre-test Oct. 2023 – Gr 2-3 Jan. 2024 – Gr 1	Post-test May 2024	Percentage Change
Grade 1	72.52%	86.2%	+13.68%
Grade 2	78.337%	95%	+16.67%
Grade 3	70.73%	78.04%	+7.72%

CC3 (Non-Words) Percentage of students not at risk

Year Results	Pre-test Oct. 2023 – Gr 2-3 Jan. 2024 – Gr 1	Post-test May 2024	Percentage Change
Grade 1	67.94%	81.3%	+13.36%
Grade 2	76.67%	91.6%	+14.93%
Grade 3	68.29%	86.9%	+21.61%

Report Card – Language Arts and Literature - June 2024

K - Gr 4	Report Card Stem – Reads to explore and understand 75.53% of students received an indicator of 2, 3 or 4. 24.47% of students received an indicator of 1, ELL, IPP, NER or ADP)
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CBE Gr 1-3 Academic Survey Report

Overall Percentage Agreement	Oct 2023	May 2024	Percentage Change
I like to read.	82.74%	82.08%	-0.66%
I can understand and make sense of what I read	82.4%	87.89%	+5.49%
Reading helps me learn.	91.64%	92.86%	+1.22%

Alberta Education Assurance Measure Results

Percentage of Gr 4 students who responded that they like learning Language Arts	
Annual Results	Overall Percentage for Agreement
May 2023	79%
May 2024	76%





After analyzing our local student data as measured on provincial assessments CC3 and LeNS, we noticed there were gaps in foundational skills that were limiting students' ability to decode text and read fluently.

Our Report Card data and EAL benchmark data reflected that we had a large group of students at LP1 and LP2 levels, who needed additional supports in developing decoding and phonological skills in order to improve their reading skills.

Our perception data, as noted on the CBE Gr 1-3 Well-Being Survey Report indicated that we had a high number of students who agreed, "Reading helps me learn." We noticed a gap in the number of students who reported, "I like to read." This was also reflected in the Alberta Education Assurance Measure Results, where the numbers of students who reported, "I like learning Language Arts" had also decreased.

In the upcoming school year, our goal will be to enhance phonological awareness to support student learning in reading.

Well-Being

We used local measures for well-being including perception data from the CBE Gr 1-3 Well-Being Survey Report, the OurSCHOOL Elementary Survey Report and the Alberta Education Assurance Measure Results to gather data about student voice.

CBE GR 1-3 Well-Being Survey Report

Overall Percentage for Agreement	Oct 2023	May 2024	Percentage Change
I have at least one grown up that I can talk to at school.	94.1%	95.59%	+1.49%
I feel included at school.	91.35%	90.91%	-0.44%
Most days I feel sad or worried at school.	19.09%	14.58%	-4.51%

OurSCHOOL Elementary Survey Report (Gr 4)

Overall Agreement Percentage	Oct 2023	May 2024	Percentage Change
Students with a positive sense of belonging	84%	87%	+3.0%
Students with positive relationships	78%	86%	+8.0%
Students with positive self-regulation	78%	79%	+1%
Students reported that they have moderate to high levels of anxiety	27%	29%	+2.0%





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

Alberta Education Assurance Measure Results

"Our school has welcoming, caring, respectful and safe learning Environments".

Annual Results

Overall percentage agreement from students, teachers, and parents

May 2022

• 95.49%

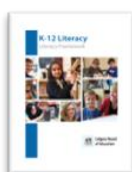
May 2023

• 92.5%

Local measures for well-being including data from the CBE Gr 1-3 Well-Being Survey Report and the OurSCHOOL Elementary School Survey Report indicated that there were a small group of students who did not feel a sense of belonging. Additionally, as the students move throughout the grades, the gap increased in students' sense of belonging. This data showed developing a student's sense of belonging throughout the grades is an area for continued focus.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population with 65% of our students identified as English as an Additional Language Learners; 35% of these students are identified as either LP1 or LP2. We are intentional in our approach to creating welcoming, caring, respectful and safe learning environments where all of our students feel a strong sense of belonging and thrive in their learning.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy will improve.

Outcome:

Students will improve in phonological awareness and decoding skills.

Outcome Measures

- Provincial Universal Screeners K to Gr 3 (RANS, LeNS, CC3)
- Report Card reading data stem, "Reads to explore and understand"
- CBE Gr 1-3 Academic Survey
- CBE Gr 1-3 Well-Being Survey
- OurSCHOOL Elementary Survey
- Alberta Education Assurance Survey Measures

Data for Monitoring Progress

- Collaborative Response data - universal and targeted instruction
- Phonemic Awareness check-ins
- EAL Benchmarks data
- Teacher perception data – Teacher confidence in implementing UFLI, Heggerty and EAL

Learning Excellence Actions

Implement a structured approach to literacy which includes:

- Explicit instruction using UFLI and/or Heggerty program to improve phonological awareness and decoding text
- Daily instruction in phonological awareness and decoding skills
- Working alongside the EAL strategist to design tasks and assessments to build intentional oral language practices to

Well-Being Actions

- Design tasks for one-to-one and small group instruction targeting the needs of students requiring additional supports
- Develop strength based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Teachers will provide flexible groupings for instruction for students who need additional supports in literacy to

Truth & Reconciliation, Diversity and Inclusion Actions

- Design equitable welcoming, caring, respectful and safe learning environments in classrooms to develop students' sense of belonging.
- Further develop the use of Sharing Circles/Talking Circles across the curriculum to celebrate student growth and success.
- Working alongside the EAL strategist using EAL benchmarking and assessment data for LP1 and LP2





improve vocabulary
competency

meet student learning
needs.

students to inform task
design.

Professional Learning

- Modelled use of decodable texts
- EAL Champion professional learning with CBE EAL Strategist
- CBE Professional Learning focused on Assessment
- Professional learning on UFI and Heggerty
- Professional learning on task design and assessment

Structures and Processes

- Collaborative Response Grade Team Meetings to review literacy data and plan next steps.
- PLC to calibrate assessments and analyze student learning evidence
- EAL Teaching Sprints with EAL Strategist

Resources

- Okkakiosatoo – Look Carefully: from the Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- CBE D2L EAL shell - EAL professional Learning
- CBE Well Being D2L shell - Professional Learning Framework - Well Being and Companion Guide

