



Ramsay School

2223 Spiller Rd SE, Calgary, AB T2G 4G9 t | 403-777-6790 f | 587-933-9875 e | ramsay@cbe.ab.ca

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

We have used Provincial screeners and assessment data to guide our planning for the upcoming academic year. We have also considered Grade 6 Provincial Achievement Tests (PATs), and Ramsay School Report Card data. PAT data is from the previous years as Grade 6 students did not write a Math PAT in 2024 due to Provincial Curriculum changes.

This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial Universal Screeners Results	Percentage of students at risk June 2023	Percentage of students at risk June 2024
Castles and Coltheart 3 (CC3) Reading-Regular Words	32%	22.20%
Letter Name - Sound Test (LeNS)	12.20%	9.70%
Numeracy - Grade 1-3	23.10%	17.40%

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



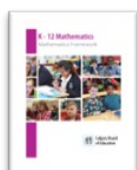
Grade 6 - Provincial Assessment Test (PAT) - Mathematics	Part A June 2022	Part A June 2023	Part B June 2022	Part B June 2023
Percentage of students at Acceptable Standard	60%	85%	53.30%	85%
Percentage of students Below Acceptable Standard	40%	15%	46.70%	15%
CBE Report Card STEMS	Percentage of students at a 1 or 2 indicator June 2023		Percentage of students at a 1 or 2 indicator June 2024	
ELAL - Reads to explore and understand	19.10%		24.10%	
Math - Number/Understands number, patterns (and algebra)	18.19%		34.30%	

As we analyzed the data from the chart above, we noticed that just over 22% of students in early grades are at risk in Literacy. Additionally, in Mathematics Part A, a significant number of the students who took the Grade 6 PATs scored below acceptable levels for both years. Internal Report Card data shows that we continue to have a significant number of students receiving a 1 or 2 indicator in both reading and number concept understanding. In the upcoming year, our focus will primarily be on enhancing phonological awareness and mental mathematics to support student learning in these areas.

Well-Being

Student and parent voice through the Spring 2024 Alberta Education Assurance survey shows that 91% of our students are engaged in their learning at school. However, through student voice in our OurSchool Survey, 37% of students report that they are unable to persist with tasks when tasks become challenging. These results are further supported by the perception data from the CBE Student Survey below.

Our School Survey	
Keeps going even when challenged	63.0%
2024 Alberta Education Assurance Survey	
Student Learning Engagement	90.6%
CBE Student Survey - Literacy	
I understand what I read	93.30%
I feel a connection to the texts	81.30%
I am a good (competent) writer	71.40%
I know what to do next to improve my writing skills	78.00%
CBE Student Survey - Mathematics	
I am confident that I can learn mathematics	86.90%





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

I share my ideas and ask questions in mathematics class	79.70%
I know what to do next to improve in mathematics	75.90%
I enjoy working on challenging problems in Mathematics	57.40%
I think deeply and slowly when solving mathematics problems	73.70%

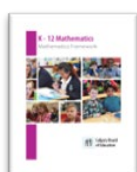
Here we note that for literacy, students are identifying that they understand what they are reading but are not feeling connected to what they read, while in writing, they know what to do to improve but see themselves as less competent writers. For mathematics, while students are confident in mathematics and think deeply and slowly when working on problems, they less enjoy working on challenging problems.

Our focus will be implementing a school-wide approach to teaching through a social-emotional lens, building confidence and a sense of identity, along with using SEL instruction with specific attention to teaching students regulation strategies to improve learning experiences.

In the past year, we have focused on developing connectedness and belonging through the Indigenous Holistic Lifelong Learning Framework. Students and teachers have reported that this remains a relevant area for our school, and while not an SDP Goal for this year, we continue to integrate this learning into our classroom and school culture.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a highly diverse student population with 47% of our students identify as English as an Additional Language learners, 2% of our students self-identify as Indigenous and 7.5% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome 1

Students will improve in phonological awareness and decoding skills

Outcome 2

Student procedural fluency will improve through a focus on number sense

Outcome Measures

- Provincial Assessment: Gr. 1-4 CC3, LeNS, RAN, PAST
- Report Card Data – Reading and Number
- Grade 6 – Provincial Achievement Test (PAT) Math Part A; ELAL Part B

Data for Monitoring Progress

- Biweekly fluency student check-ins (UFLI or Other)
- Intervention Flexible group – tracking sheet
- EAL Benchmarks Analytics
- Teacher perception data – Teacher confidence in implementing UFLI and MathUP programs

Learning Excellence Actions

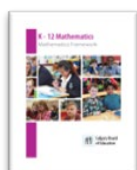
- Explicit instruction using UFLI program to improve phonological awareness and decoding of text
- Implementing Number Talks and Guided Reading/Literature Circles
- Use the *Reading Assessment Decision Tree* to guide next steps to support students
- Implement Minds On Activities and Performance Tasks from MathUP program to enhance students' 'mental math' skills
- Using visual models like number lines, and base-ten blocks to support students' understanding of general methods

Well-Being Actions

- Use the student assessment results to design tasks for microteaching and small group targeting instruction to address the needs of students at risk in reading and number sense
- Choice-based reading activities with multileveled texts to improve connection to texts
- Implementation of school-wide intentional SEL instruction and task design through Collaborative Response to intentionally promote and develop persistence in learning.

Truth & Reconciliation, Diversity and Inclusion Actions

- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design
- Intentional use and acquisition of culturally diverse texts and Indigenous stories to build understanding, awareness and student belonging
- Intentional integration of Indigenous Holistic Lifelong Learning through regular community land-based learning opportunities




Professional Learning

- Modelled use of decodable texts at grade and age-appropriate levels
- MathUP PL by Mariam Small, focusing on Number sense performance tasks
- Implementation of UFLI and Scarborough's Reading Rope
- Modelled use of Math Talks across the school

Structures and Processes

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence
- Implementation of New Curriculum – participating in CBE K-6 system-wide PL to support literacy and mathematics instruction

Resources

- ELAL K-3 scope & sequence
- MathUP - Online Resource
- Heggerty Phonological Awareness Resource
- UFLI Foundations Resource
- Number Talks - Helping Children Build Mental Math and Computation Strategies, Grades K-5
- Reading Assessment Decision Tree (RAD) Gr 4-12

