

Ramsay 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

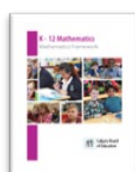
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

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





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome:

Students will improve in phonological awareness and decoding skills

Outcome:

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 – ELAL (Reads to Explore) and Math (Number/Understanding Number)
- Grade 6 – Provincial Achievement Test (PAT) Math Part A/B; ELAL Part B
- CBE Student Survey – Resilience (“I want to keep learning when experiencing a setback”)
- OurSCHOOL Survey – Resiliency (Setting Goals & Keep Going when challenged)

Data for Monitoring Progress

- Biweekly fluency student check-ins (UFLI or Other)
- Intervention Group – tracking
- Diagnostic Data (Early Learning Assessments/Decision Tree)
- EAL Benchmark Analytics
- Professional learning data regarding the impact of professional growth
- School Data Tracker: All Cohorts

Learning Excellence Actions

- Students will receive explicit instruction using UFLI program to improve phonological awareness and decoding of text
- All classes will implement Number Talks and Guided Reading/Literature Circles
- Mathematical academic language and vocabulary will be intentionally taught to support EAL students’ comprehension.
- Increasing engagement by using a variety of strategies (e.g. visuals, gallery walks, “I can” statements) and making feedback timely and embedded in the learning process.
- Flexible Groupings will be extended for writing and math tasks.

Well-Being Actions

- Teachers will collaborate for Social and Emotional Learning and focus on competencies such as Self-Awareness and Self-Management to help students identify their learning strengths and areas for growth to increase literacy and mathematical competence and confidence.
- Teachers will explicitly teach SEL competencies from CASEL’s SEL 3 Signature practices playbook.
- Teachers will include the Indigenous Holistic Learning model within wellness tasks and assessments.

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakisatoo- Look Carefully:* teachers will provide multiple entry points for tasks to encourage risk-taking and resilience and develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress.
- Teachers will use interactive writing tasks for EAL LP1 and LP2 Learners.
- Teachers will modify academic vocabulary for EAL LP1 and LP2 learners to ensure understanding.

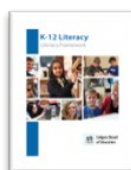
Professional Learning

- Foundational Professional Learning in the Collaborative

Structures and Processes

Resources

- Okkakisatoo – Look Carefully: document*



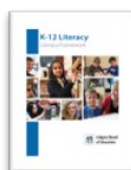


for Social Emotional Learning to increase student confidence.

- *Embedded Formative Assessment* – Dylan Williams
- *MathUP* - Marian Small
- Early Years Literacy and Numeracy System Professional Learning

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence
- SEL Elementary Designate to access and communicate tools/resources from the SEL for Well-Being D2L Resource.
- Early Literacy Designate to communicate and lead PL on reading.
- Collaborative Response model focused through the lens of the 5 SEL competencies for literacy confidence.
- EAL Support Model

- 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
- *Building Thinking Classrooms in Mathematics* – Peter Liljedahl



School Development Plan – Data Story

Alberta Education Outcomes

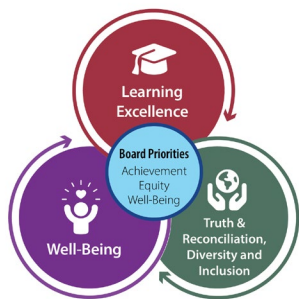
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2024-25 SDP GOAL ONE: Student foundational skills in literacy and mathematics will improve.

Outcome one: Students will improve in phonological awareness and decoding skills.

Outcome two: Student procedural fluency will improve through a focus on number sense.

Celebrations

- Students' decoding skills have improved by 12 percentage points according to Early Years Assessment results.
- Academic achievement was noted through report card indicators in all cohort grade groups. Students achieving a 3 or 4 report card indicator in Number Sense increased by 3.3 percentage points from June 2024 to June 2025.
- Student levels of resiliency in setting goals and persisting with challenges increased by over 10 percentage points based on the OurSchool Survey.

Areas for Growth

- Improving student mastery of phonological awareness and decoding skills in early literacy and for EAL students. While 2024-25 Outcome Measures show a growth in this area, 26.41% of overall students are still receiving a Report Card indicator of 1&2.
- Improving student conceptual understanding of number, including number as a value, number as a place, and number as a measurement to support numeracy across disciplines. While there has been a decrease in students receiving a Report Card Indicator of 1&2, 31.0% of students still received this in June 2025.

Next Steps

- Implement daily number talks for all students across the school.
- Continue to provide explicit instruction using the UFLI program to improve phonological awareness.
- Intentionally teach mathematical vocabulary and academic language to support all learners.
- Integrate timely feedback to engage all learners in achieving their goals and developing understanding.

