



Falconridge 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 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.

<https://falconridge.cbe.ab.ca/documents/Falconridge-SIRR-24-25.pdf>

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 Plan – Year 2 of 3




School Goal

Task design and application will improve.

Outcome:

Staff will improve their understanding and application of effective task design.

Outcome Measures

- *OurSchool Survey*
- *CBE Student Survey*
- *Alberta Education Assurance Measures Results Report*

Data for Monitoring Progress

- *Teacher perception data*
- *Look For Data*
- *Professional Learning Community Data*

Learning Excellence Actions

- *Learning Leaders paired with each grade team and program to mentor and coach teachers in task design*
- *Utilization of Task-Design templates to include formative and summative feedback*
- *Increasing engagement by varying strategies (gallery walks, I can statements, visuals) and making feedback timely and embedded in the learning process*

Well-Being Actions

- *Clearly display learning intentions for all learners*
- *Increase student voice and choice to increase motivation, engagement, and ownership of learning*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Application of Universal Design for Learning (UDL) in literacy*
- *Flexible, skill-based groupings*
- *Intentional use to inclusive, diverse, and inviting texts, as well as, texts by Indigenous authors to foster a joy for reading*

Professional Learning

- *Modelled and professional learning pertaining to Engaging Task Design*
- *Professional Learning pertaining to secondary steps towards the implementation of Universal Design for Learning (UDL)*

Structures and Processes

- *Collaborative grade team planning with Learning Leader guidance*
- *Professional Learning Communities*
 - *Task Design*

Resources

- *UDL Now! By Katie Novak*
- *Task Design Inspiration Guides*
- *What did you do in school today? Teaching Effectiveness: A Framework and Rubric by Sharon Friesen*

School Development Plan – Data Story





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2024-25 SDP GOAL ONE: Students achievement in reading will improve.

Outcome one: Staff will improve in understanding and application of phonological awareness high impact strategies.

Celebrations

- According to an internal teacher efficacy survey:
 - 80% of teachers reported that they feel confident applying the phonetic strategies of blending and segmenting
 - 76% of teachers reported that they understand UFLI and/or Words Their Way
 - 80% of teachers reported that they are confident in their knowledge of UDL
 - 70% of teachers reported that they feel confident in their ability to incorporate UDL principals in their planning

Areas for Growth

- Improving teacher's ability to incorporate UDL principles into tasks as teachers have indicated that, although they understand UDL and know how to use it in their planning, they are not actively incorporating it into their learning tasks.
- Strengthening teacher's knowledge and ability on strong formative assessment practices, as teachers have indicated this as an area of growth in our internal survey.

Next Steps

- Implement a new process where learning leaders will provide ongoing mentorship and coaching to grade teams, focusing on effective task design aligned with curriculum outcomes and best practices in assessment and instruction.
- School-based professional learning will target key components of effective task design, including differentiation, and formative assessment, to strengthen instructional design across all grade levels

