

## Somerset School

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# School Development Planning

### 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

## Introduction

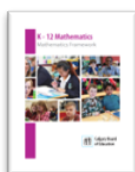
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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





## School Development Plan – Year 2 of 3

### School Goal

Fair and Equitable Assessment Practices will improve student Achievement and Well Being.

### Outcome:

By using a structured writing model and clear rubrics, teachers will personalize instruction so students can confidently identify their learning strategies, understand their next steps, and improve achievement and well-being through fair and equitable assessment practices.

### Outcome Measures

- CBE Report Card results \_ Literacy
- Progress Monitoring
- Professional Learning Data
- Student Survey Data connected to writing

### Data for Monitoring Progress

- Student, pre and post, writing samples across genres demonstrating taught strategy use.
- Staff feedback on SRSD practice through professional learning conversations and surveys.
- Student input gathered through self-assessment (scoring), goal setting, and engagement check-ins.
- Parent perspectives shared in School Council meetings and Parent/Teacher conferences.
- Literacy indicators on Report Card data.

### Learning Excellence Actions

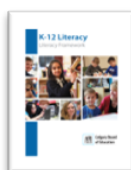
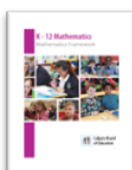
- Implement consistent, specific and timely formative assessments to guide student learning and support Self-Regulated Strategy Development in writing.
- Use and co-create writing exemplars and success criteria to clarify expectations and empower students to monitor and evaluate their own work (scoring and goal setting).
- Integrate mentor texts and exemplars to strengthen reading-writing connections and support self-reflective writing practices.
- Explicitly teach and model high-impact strategies for planning, idea development, organization, and ensuring SRSD fidelity through teacher check-ins.
- Empower students to have agency in the writing process, from generating ideas, to co-create success criteria.

### Well-Being Actions

- Provide organized, accessible learning materials and responsive instruction to meet diverse learner needs.
- Offer repeated opportunities for students to practice self-regulation strategies, including positive self-talk and other Think-SRSD approaches.
- Strengthen home-school partnerships through intentional communication and collaboration with families as active partners in learning.

### Truth & Reconciliation, Diversity and Inclusion Actions

- Design writing tasks which intentionally activate the spirit, heart, body, and mind in alignment with being Somerset Strong. Fostering kindness, belonging, perseverance, and curiosity.
- Incorporating opportunities for students to collaboratively and interactively construct text which celebrate diverse perspectives and lived experiences.
- Utilize EAL benchmarking (LP1 and LP2) and formative assessment data to inform task design, ensuring writing experiences are accessible, scaffolded, and responsive to learners.





### Professional Learning

- Provide structured, school-based learning opportunities on **Think-SRSD strategies**, focusing on:
  - Planning, idea development, organization, and revision
  - Promoting student self-regulation in writing
  - Collaboratively **calibrate student writing samples** using multiple assessment modes (conversations, observations, products) for consistent, student-centered evaluation
  - Engage in **reflective practice** to adjust instruction, share effective strategies, and monitor impact on student writing growth
  - Include **student voice, agency, and self-assessment** in evaluating learning and next steps

### Structures and Processes

#### Data Monitoring

- Collect and review writing samples, self-assessments, and report card indicators to track growth.
- Use student, staff, and parent feedback to guide adjustments in instruction.

#### Professional Learning

- Engage in ongoing learning focused on Think-SRSD, equitable assessment practices, and effective writing instruction.
- Use PLCs and Collaborative Planning Time to share strategies, plan together, and calibrate assessment using CBE proficiency scales.

#### Classroom Level

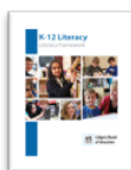
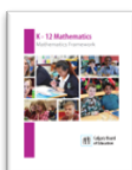
- Provide daily, structured, and supported writing sessions incorporating Think-SRSD strategies.
- Clearly communicate and unpack learning intentions, success criteria, and instructional expectations.
- Document and reflect on instructional practices and student learning to inform planning, instruction, and assessment.

#### School Level

- Ensure consistency in writing expectations, strategy use, and progress monitoring across all classrooms.
- Support staff through shared resources, mentoring, modelling, and reflective conversations to strengthen student outcomes.

### Resources

- Think-SRSD instructional resources and materials.
- School-based professional learning.
- CBE ELAL Rubric
- CBE Literacy Framework
- CBE Assessment and Reporting Guide
- CBE System Professional Learning
- CBE Well-Being Framework



## School Development Plan – Data Story

This year, our school community, staff, students, and families worked together to strengthen fair and equitable assessment practices across reading, well-being, and inclusive education. These practices created consistent expectations and supported early identification of student needs. Our goal was to ensure every learner had the foundation they needed to grow with confidence, particularly as we prepared for a school-wide focus on writing using the Self-Regulated Strategy Development (SRSD) model.

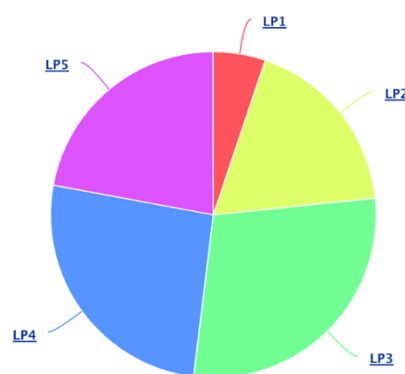
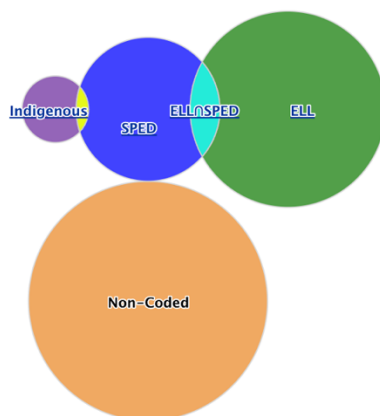
Foundational literacy and well-being work laid the groundwork for this shift. With 78 EAL students (23.37% LP1/LP2), 42 SPED students, and increasing diversity across our classrooms, calibration and responsive instruction remained essential. Families, School Council members, support staff, and teachers all contributed to strengthening an environment where every student feels a sense of belonging and has access to high-quality learning experiences.



### JUNE 2025

Total Student Enrollment = 239 students

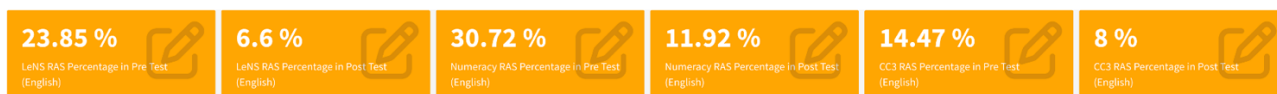
- Kindergarten = 31 students
- Grade 1 = 54 students
- Grade 2 = 56 students
- Grade 3 = 47 students
- Grade 4 = 51 students



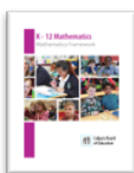
## Discovery: What We Learned This Year

Throughout the year, significant improvements emerged. Explicit instruction in phonics, morphology, vocabulary, and decoding, combined with responsive feedback, led to notable gains in foundational literacy:

- **LeNS support needs decreased from 23.85% → 6.6%**
- **CC3 literacy support needs decreased from 14.47% → 8%**
- **Numeracy support needs decreased from 30.72% → 11.92%**

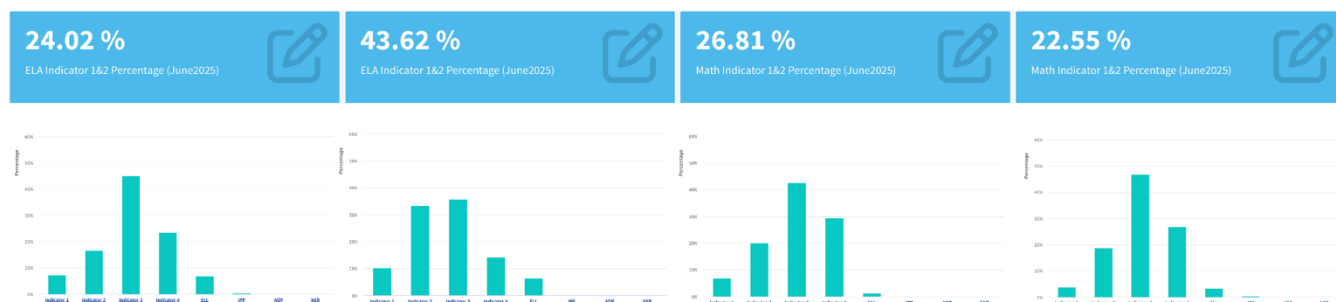


These results show that targeted, early interventions paired with equitable assessment practices are working.



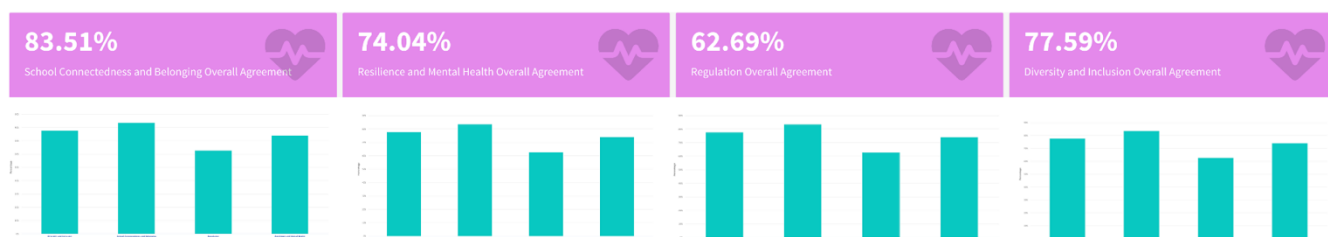


At the same time, our data highlighted a continued need to strengthen student writing. **43.63% of students received an indicator of 1 or 2 in “Writes to Express Ideas,”** compared to **24.02% in “Reads to Explore Understanding.”** This gap suggests that students benefit from more structured support in idea generation, planning, organization, and purposeful revision exactly the skills the SRSD framework develops.



Well-being and inclusion practices also supported learning. Student survey results showed:

- **83.51% school connectedness**
- **74.04% resilience & mental health**
- **77.59% diversity & inclusion**

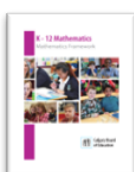


These outcomes reinforce that our students feel supported and safe conditions which are essential for successful writing instruction. However, persistent absenteeism (33.99% above 10%) remains a barrier to consistent learning, especially for SPED and EAL learners who depend on daily scaffolding.

## Resolution: What This Means for Our School

### Celebrations

- Students demonstrated strong improvement in early literacy and numeracy skills.
- Teachers strengthened equitable assessment practices, leading to more accurate identification of learning needs.
- Learning environments increasingly support emotional regulation, confidence, and belonging.
- Our foundational work positions us well to implement SRSD school-wide for the 2025-2026 year.



### Areas for Growth

- Strengthen student writing skills especially planning, organizing, and revising ideas.
- Increase consistency in SRSD implementation across all classrooms.
- Build student self-regulation strategies to support stamina and resilience during writing.
- Expand universal supports for SPED and EAL learners.
- Address absenteeism to ensure students receive consistent instruction.

### Next Steps

- Implement SRSD writing cycles school-wide, including explicit planning, drafting, revising, and self-reflection.
- Provide ongoing professional learning focused on SRSD, equitable assessment, and differentiation for SPED and EAL students.
- Introduce daily self-regulation routines and writing check-ins to build focus and confidence.
- Engage families in understanding and supporting SRSD strategies at home.
- Update IPPs and EAL plans using the June 2025 data to ensure targeted, meaningful goals.

### Alignment with Education Plan 2024–27

Priority	Connection
Learning Excellence	Fair and equitable assessment practices support strong student achievement.
Well-Being	Focus on resilience and self-regulation helps students and staff thrive.
Truth & Reconciliation, Diversity & Inclusion	Inclusive approaches ensure all learners feel belonging and success.

### Our Story Moving Forward

This year's data tells a hopeful story. Through collective commitment teachers, support staff, families, School Council, and students. Somerset School strengthened literacy foundations, built equitable assessment practices, and nurtured a sense of belonging for all learners. These gains create the conditions we need to move confidently into our next chapter: school-wide implementation of the SRSD writing model. Together, we will support students in becoming thoughtful, independent, and joyful writers.

