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Somerset 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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

https://somerset.cbe.ab.ca/

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal

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

Outcome:

Through purposeful task design, structured writing instruction, differentiated supports, culturally responsive learning, and fair and equitable assessment practices, students will strengthen their writing achievement, confidence, and well-being by identifying effective learning strategies, reflecting on feedback, recognizing their progress, and setting meaningful learning goals through the values of “Being Somerset Strong!”

Outcome Measures

- ***Literacy Achievement:*** *CBE Report Card results (Writes to Express Ideas).*
- ***Writing Growth:*** *Pre-, mid-, and post-writing assessments aligned with CBE proficiency descriptors and Think-SRSD.*
- ***Student Voice and Well-Being:*** *Writing confidence, strategy awareness, self-assessment, and student perceptions.*
- ***Instructional Practice:*** *Consistency and effectiveness of Think-SRSD instruction and assessment practices.*
- ***Truth and Reconciliation:*** *Student understanding of Treaty 7, personal Land Acknowledgements, and engagement with authentic Indigenous voices and perspectives.*

Data for Monitoring Progress

- ***Student Writing:*** *Common writing samples, strategy application, personal Land Acknowledgements, and assessment results.*
- ***Student Voice:*** *Confidence surveys, self-assessments, goal-setting reflections, and check-ins.*
- ***Teacher Evidence:*** *Instructional reflections, professional learning feedback, and implementation observations, and evidence of Indigenous perspectives embedded in classroom learning.*
- ***Family Feedback:*** *School Council, conferences, and home-school communication.*
- ***School-Wide Evidence:*** *Literacy achievement, attendance, and well-being trends, and student learning shared through school assemblies.*
- ***Truth and Reconciliation:*** *Growing understanding of Treaty 7, the significance of Land Acknowledgements, Indigenous perspectives, and personal responsibilities toward reconciliation.*

Learning Excellence Actions

- *Design purposeful, accessible writing tasks with clear learning intentions and success criteria.*
- *Explicitly teach Think-SRSD writing and self-regulation strategies.*
- *Use common rubrics, exemplars, and timely feedback to support reflection and goal setting.*
- *Strengthen reading-writing connections through mentor texts, including authentic works by Indigenous authors, and shared writing.*
- *Support students in developing personal Land Acknowledgements that reflect their understanding of Treaty 7, the land, relationships, and responsibilities.*

Well-Being Actions

- *Strengthen student confidence and agency through voice, choice, reflection, and recognition of growth.*
- *Teach self-regulation, positive self-talk, and perseverance through Think-SRSD.*
- *Foster safe, inclusive classrooms that strengthen belonging and connection.*
- *Create meaningful opportunities for students to share their learning, perspectives, and personal Land Acknowledgements with the school community.*
- *Use student feedback to understand learning experiences and respond to needs.*
- *Strengthen family partnerships through communication and collaboration.*

Truth & Reconciliation Actions

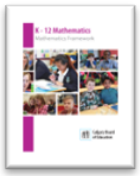
TRC Commitment to Action

Body – To Do | Students as Knowledge Sharers

- *Support students in developing personal Land Acknowledgements reflecting their understanding of Treaty 7, the land, and shared responsibilities.*
- *Provide opportunities for students to share their Land Acknowledgements and learning through school assemblies to strengthen understanding and reconciliation.*

Mind – To Know | Indigenous Voices in Learning

- *Intentionally incorporate authentic works by Indigenous authors and*









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- *Use assessment evidence to differentiate Tier 1 instruction and target Tier 2/3 supports.*

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artists across the curriculum.
- *Embed Indigenous voices, perspectives, stories, art, and ways of knowing into everyday learning.*

Diversity and Inclusion | Equitable Learning Opportunities
- *Design culturally responsive writing tasks that honor diverse identities, languages, and experiences.*
- *Support holistic learning—Spirit, Heart, Body, and Mind—through Somerset Strong values: Kindness, Belonging, Perseverance, and Curiosity.*
- *Use EAL benchmarks and student learning profiles to differentiate instruction and ensure equitable access.*
- *Incorporate storytelling, collaborative writing, and diverse perspectives to strengthen representation and belonging.*

Professional Learning

Think-SRSD
- *Strengthen explicit writing instruction, modelling, feedback, and self-regulation.*

Task Design
- *Develop accessible, appropriately challenging writing tasks.*

Assessment Calibration
- *Use common rubrics, CBE proficiency descriptors, and multiple sources of evidence.*

Progress Monitoring
- *Analyze writing growth to refine instruction and targeted supports.*

Student Agency
- *Strengthen self-assessment, feedback, reflection, and goal setting.*

Collaborative Inquiry
- *Examine connections between instruction, achievement, and well-being.*

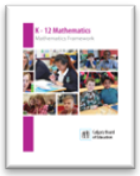
Indigenous Perspectives:
- *Strengthen teacher understanding of Treaty 7,*

Structures and Processes

Data Monitoring
- *Collect and analyze common pre-, mid-, and post-writing assessments.*
- *Monitor writing growth, strategy application, student confidence, and self-assessment.*
- *Gather evidence of student understanding of Treaty 7, personal Land Acknowledgements, and engagement with Indigenous perspectives.*
- *Triangulate student work, assessment results, and student voice.*
- *Examine achievement, attendance, and well-being to identify trends, discrepancies, and learning needs.*

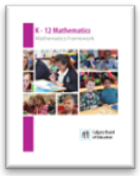
Professional Learning and Collaboration
- *Use PLCs to examine student work, calibrate assessments, and plan instructional next steps.*

Resources
- *Think-SRSD instructional resources, exemplars, and assessment tools.*
- *CBE ELAL Rubrics and Proficiency Descriptors.*
- *CBE Literacy Framework.*
- *CBE Assessment and Reporting Guide.*
- *CBE Well-Being Framework.*
- *CBE System and School-Based Professional Learning.*
- *EAL Benchmarks and Differentiation Resources.*
- *Student voice, self-assessment, and progress-monitoring tools.*
- *CBE Indigenous Education resources and Treaty 7 learning materials.*
- *Authentic literature, stories, and artwork by Indigenous authors and artists.*
- *Somerset School's 2026–2027 Truth and Reconciliation Commitment to Action.*






authentic Indigenous resources, and respectful integration of Indigenous voices into everyday instruction.	▪ *Collaboratively plan culturally responsive writing tasks that meaningfully incorporate authentic Indigenous voices and perspectives.* ▪ *Engage in collaborative planning, modelling, and reflective professional learning.* ▪ *Use student evidence to evaluate instructional impact and refine practices.* ***Classroom Level*** ▪ *Provide explicit, scaffolded writing instruction.* ▪ *Communicate clear learning intentions, success criteria, and expectations.* ▪ *Incorporate authentic Indigenous literature, storytelling, and perspectives into literacy learning.* ▪ *Support students in developing personal Land Acknowledgements through age-appropriate learning, reflection, and writing.* ▪ *Embed formative feedback, self-assessment, reflection, and goal setting.* ▪ *Differentiate instruction and adjust supports based on student evidence.* ***School Level*** ▪ *Establish consistent writing instruction, assessment, and progress-monitoring practices.* ▪ *Support teachers through shared resources, collaboration, modelling, and coaching.* ▪ *Coordinate opportunities for students to share their Land Acknowledgements and learning with the school community.* ▪ *Review achievement and well-being evidence alongside evidence of TRC commitment implementation to identify priorities and responsive actions.* ▪ *Evaluate which practices support growth, for which students, and under what conditions*	









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School Development Plan – Data Story

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.

Celebrations

- Writing achievement improved by 8.60 percentage points, with more students receiving Indicators 3 or 4.
- Mathematics achievement improved across both outcomes: Number and Patterns (+5.18 pp) and Shape and Space (+4.86 pp).
- Elevated absenteeism decreased, supporting more consistent access to instruction.
- A shared instructional approach was strengthened through structured writing, Think-SRSD, common rubrics, success criteria, and formative feedback.
- Collaborative assessment practices established a stronger foundation for evidence-informed instructional planning.

Areas for Growth

- Strengthen writing outcomes for the approximately 35% of students continuing to receive Indicators 1 or 2.
- Respond to declining perceptions of student well-being: resilience, mental health, belonging, inclusion, and self-regulation.
- Establish consistent progress monitoring practices to measure individual writing growth and strategy application.
- Student agency: Strengthen students' ability to identify effective strategies, assess their progress, set goals, and explain next steps.
- Examine achievement across grades and student groups to identify potential disparities and respond to learning needs.
- Strengthen consistent, meaningful integration of Indigenous perspectives and opportunities for students to demonstrate understanding, reflection, and responsibility toward reconciliation.

Next Steps | Moving from Evidence to Action

1. Strengthen Writing Instruction and Assessment: Implement common pre-, mid-, and post-writing assessments using CBE proficiency descriptors and aligned Think-SRSD scoring criteria. Continue explicit modelling, guided practice, targeted feedback, and self-regulation strategies.
2. Prioritize Responsive Instructional Design: Continue to strengthen purposeful task design, culturally responsive learning, differentiated instruction, and targeted supports. Use assessment evidence to refine Tier 1 instruction and provide responsive Tier 2/3 interventions.
3. Strengthen Collaborative Assessment Practices: Use Professional Learning Communities (PLCs) to examine student work, calibrate assessment judgments, collaboratively plan culturally responsive learning, and plan responsive instructional.
4. Elevate Student Voice, Confidence, and Agency: Gather student perspectives through writing confidence surveys, strategy-awareness check-ins, self-assessment, and goal-setting reflections. Support students in recognizing strengths, celebrating progress, and identifying next steps.
5. Establish an Integrated Evidence Cycle: Examine achievement, attendance, and well-being alongside student voice, evidence of TRC learning and implementation, and instructional evidence to identify discrepancies, evaluate impact, and refine supports.
6. Advance Truth and Reconciliation Commitments: Support students in developing and sharing meaningful personal Land Acknowledgements while intentionally incorporating authentic Indigenous voices, literature, art, and perspectives throughout everyday classroom learning.

