

Somerset School

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**Calgary Board
of Education****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

School Development Planning

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.

LEARNING EXPERIENCE

We have used Report card data for June 2024 for Literacy to inform our next steps in upcoming year.

ELAL Report Card STEM	Indicator								
Reads to Explore Understanding	1 & 2	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Average	25.26%	7.89%	17.37%	43.16%	23.68%	6.84%	0.53%	0.00%	0.53%
Grade 1	0.3333	11.11%	22.22%	25.93%	24.07%	14.81%	0.00%	0.00%	1.85%
Grade 2	0.2273	9.09%	13.64%	43.18%	31.82%	2.27%	0.00%	0.00%	0.00%
Grade 3	0.2553	6.38%	19.15%	57.45%	10.64%	6.38%	0.00%	0.00%	0.00%
Grade 4	0.1777	4.44%	13.33%	48.89%	28.89%	2.22%	2.22%	0.00%	0.00%

ELAL Report Card STEM	Indicator (English as a Second Language Students)							
Reads to Explore Understanding	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Grade 1	4.44%	9.09%	22.73%	22.73%	36.36%	0.00%	0.00%	1.00%



Grade 2	0.00%	14.29%	35.71%	42.86%	7.14%	0.00%	0.00%	0.00%
Grade 3	13.04%	26.09%	39.13%	8.70%	13.04%	0.00%	0.00%	0.00%
Grade 4	0.00%	5.88%	76.47%	11.76%	5.88%	0.00%	0.00%	0.00%

ELAL Report Card STEM	Indicator (# of Students who self identify as FNMI)							
Reads to Explore Understanding	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Grade 1	0.00%	0.00%	100%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 2	33.33%	0.00%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 3	0.00%	0.00%	100%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 4	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

ELAL Report Card STEM	Indicator (Students with a Special Education coding)							
Reads to Explore Understanding	1 Limited	2 Basic	3 Good	4 Excellent	1 Limited	IPP	ADP	NER
Grade 1	25%	50%	0.00%	25%	0.00%	0.00%	0.00%	0.00%
Grade 2	33.33%	16.67%	50%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 3	33.33%	0.00%	66.67%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 4	25%	37.50%	12.50%	12.50%	0.00%	12.50%	0.00%	0.00%

ELAL Report Card STEM	Indicator								
Writes to Express Ideas	1 & 2	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Average	37.89%	10%	27.89%	40%	13.16%	7.89%	0.53%	0.00%	0.53%
Grade 1	44.44%	14.81%	29.63%	24.07%	12.96%	16.67%	0.00%	0.00%	1.58%
Grade 2	43.18%	15.91%	27.27%	22.73%	27.27%	4.55%	2.27%	0.00%	0.00%
Grade 3	21.28%	4.26%	17.02%	72.34%	0.00%	6.38%	0.00%	0.00%	0.00%
Grade 4	42.22%	4.44%	37.78%	42.22%	13.33%	2.22%	0.00%	0.00%	0.00%

ELAL Report	Indicator (English as a Second Language Students)
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Card STEM								
Writes to Express Ideas	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Grade 1	4.55%	22.73%	18.18%	9.09%	40.91%	0.00%	0.00%	4.55%
Grade 2	14.29%	21.43%	14.29%	35.71%	14.29%	0.00%	0.00%	0.00%
Grade 3	8.70%	17.39%	60.87%	0.00%	13.04%	0.00%	0.00%	0.00%
Grade 4	0.00%	35.29%	47.06	11.76%	5.88%	0.00%	0.00%	0.00%

ELAL Report Card STEM	Indicator (# of Students who self identify as FNMI)							
Writes to Express Ideas	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Grade 1	0.00%	50%	50%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 2	33.33%	0.00%	33.33%	0.00%	33.33%	0.00%	0.00%	0.00%
Grade 3	0.00%	33.33%	67%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 4	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

ELAL Report Card STEM	Indicator (Students with a Special Education coding)							
Writes to Express Ideas	1 Limited	2 Basic	3 Good	4 Excellent	ELL	IPP	ADP	NER
Grade 1	50%	38%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 2	33.33%	50.00%	0.00%	0.00%	0.00%	16.67%	0.00%	0.00%
Grade 3	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%	0.00%	0.00%
Grade 4	25%	62.50%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%

After a thorough analysis of our English Language Arts and Literature report card data, coupled with classroom assessments, our data reveals a mixed landscape of student performance in reading and writing, with a significant portion of students demonstrating a limited to basic understanding and expression of ideas. While there are strengths in certain grades and demographic groups, disparities exist





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

which necessitate the need for strategic planning to support in understanding phonetic and decoding rules, syllable types, and the morphology of words.

Well-Being

Somerset School shows strengths in areas of school connectedness, student regulation, and diversity and inclusion. However, there is a notable gap in resilience and mental health, where Somerset's score is lower than both benchmarks. This suggests a need for targeted strategies to improve student support in these areas.

Perception Data result complied using the Assurance Survey and the OurSchool surveys

	Somerset
School Connectedness and Belonging	82.60%
Resilience and Mental Health	66%
Regulation	71.88%
Diversity and Inclusion	70.88%

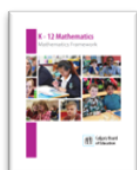
Our focus for this will be on further developing students' sense of Resilience and Mental Health by developing teachers understanding and ability to apply Social Emotional Learning through the explicit teaching of Somerset School's Problem-Solving Model focusing on building student's emotional vocabulary.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 32.05% of our students identified as English as an Additional Language learners, 5.13% of our students self-identifying as Indigenous and 15.81% 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 DEMOGRAPHICS, Special Education and Absenteeism

Somerset School has a lower percentage of students in special education compared to the Area and System, but a higher percentage of those students have severe disabilities. Additionally, the school has a higher proportion of EAL learners, particularly at lower proficiency levels. Absenteeism rates above 10% are a concern, though rates above 50% are lower compared to Area and System averages. These insights suggest a need for targeted support for special education and EAL students, as well as strategic interventions to address absenteeism.





School Development Plan – Year 1 of 3

School Goal

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

Outcome:

1. Students' reading will improve

Outcome Measures

- CBE Report Card results _ Literacy
- Provincial Screeners (LeNS, CC3)
- School Student Survey
- CBE Student Survey
- Progress Monitoring
- Professional Learning data

Data for Monitoring Progress

- PowerTeacher student progress reporting
- Teacher Perception Data
- School Based student Survey
- Regular vocabulary assessments

Learning Excellence Actions

- Teacher will develop responsive instruction and feedback practices
- Provide explicit instruction in word learning, multisyllabic word reading, and morphology,
- Explicit instruction using UFLI program to improve – phonological awareness and decoding text
- Utilize high impact strategies to support morphology,
- Build vocabulary by providing rich and varied language experiences.

Well-Being Actions

- Create learning spaces which provide learners with a safe and respectful environment
- Provide easy access to a variety of organized learning materials and responsive instruction
- Provide repeated opportunities for learner to practice and consolidate literacy skills and knowledge.

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks which intentionally activate the spirit, heart, body, and mind through being Somerset Strong (kindness, belonging, perseverance, and curiosity).
- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design

Professional Learning

- System Professional Learning
- Continuum of Literacy Exemplars
- Modelled use of decodable texts at grade and age-appropriate text

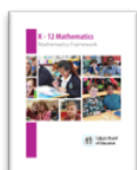
Suggested Topic

Structures and Processes

- Collaborative grade team planning time for flexible groupings
- PLCs to calibrate assessments and analyze student learning evidence

Resources

- Beb Glaser, Morphemes For Little Ones
- Beb Glaser, Morpheme Magic, Lessons to Build Morphological Awareness for Grade 4-12
- Joy Allcock, Sort Out your Syllables

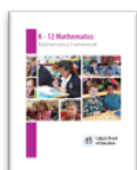




- *Phonetic skills and Decoding Rules*
- *Syllable Types*
- *Morphology*

- *Implementation of new Curriculum*

- *UFLI Foundations, An Explicit And Systematic Phonics Program*
- *Decodable Text*
- *CBE Assessment and Reporting Guide*





School Development Plan – Year 1 of 3

School Goal

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

Outcome:

2. Students' resilience and mental health will improve.

Outcome Measures

- CBE Student Survey
- OurSCHOOL Survey – Well-Being
- Alberta Education Assurance Measures Result Report
- Progress Monitoring
- Professional Learning data

Data for Monitoring Progress

- Teacher Perception Data
- School Based student Survey
- OurSCHOOL Fall and Spring Data
- Attendance Data Analytics

Learning Excellence Actions

- Teachers will develop their understanding and apply Social Emotional Learning through the explicit teaching of Somerset School's Problem-Solving Model focusing on building Student's emotional vocabulary.

Well-Being Actions

- Create learning spaces which provide learners with a safe and respectful environment
- Provide easy access to a variety of organized learning materials and responsive instruction
- Provide repeated opportunities for learner to practice and consolidate literacy skills and knowledge.

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks which intentionally activate the spirit, heart, body, and mind through being Somerset Strong (kindness, belonging, perseverance, and curiosity).
- Use of EAL benchmarking and assessment for LP1 and LP2 to inform task design

Professional Learning

- System Professional Learning
- School Wide Problem-Solving Model
- Emotional Vocabulary instruction
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Structures and Processes

- Collaborative grade team planning time for flexible groupings
- School Wide Problem-Solving Model
- Connected Text
- Weekly Communications with families

Resources

- Mrs. Wordsmith, The Book of BIG Feelings, Words to Help you Express How you Feel
- CBE Assessment and Reporting Guide
- CBE Well-Being Framework

