Maple Ridge School
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School Improvement Results Reporting | For the 2024-25 School Year

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- 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.

Goal One: Student Achievement in Writing will Improve

Outcome One: Student written communication will improve using explicit success criteria and teacher feedback.

Outcome Two: Student confidence and engagement levels during writing tasks will increase.

Celebrations

- Students' decoding skills have improved significantly according to the LENs and CC3 results (over 95% of students not requiring additional support by June 2025)
- Improvement in students' perceptions of their writing abilities (10% moved from "Yes" to "Absolutely" agreement level)
- Students' numeracy skills improved significantly according to the Early Years Numeracy Assessments (over 90% of students not requiring additional support by June 2025)
- More students with a special education code are meeting grade level expectations in writing
- Most students (96%) have at least one grown up that they can talk to at school according to the CBE Student Survey Results

Areas for Growth

- Increase the number of students who identify that they like writing (greater than 75%)
- Improved success in students' ability to put their ideas into writing
- Accelerate growth in students who are proficient in writing

Next Steps

- Develop a cohesive understanding of what it means to write and to be a good writer
- Continued focus on task design that provides student-choice in writing topics, authentic audience and purpose, and the creative and communicative power of writing, as well as focus on accelerating growth of proficient writers
- Continued focus on assessment practices, developing calibrated success criteria, as well as peer and self-assessments strategies and clear examples and non-examples to provide students' actionable feedback
- Implement assistive technology to support students in sharing their ideas more effectively
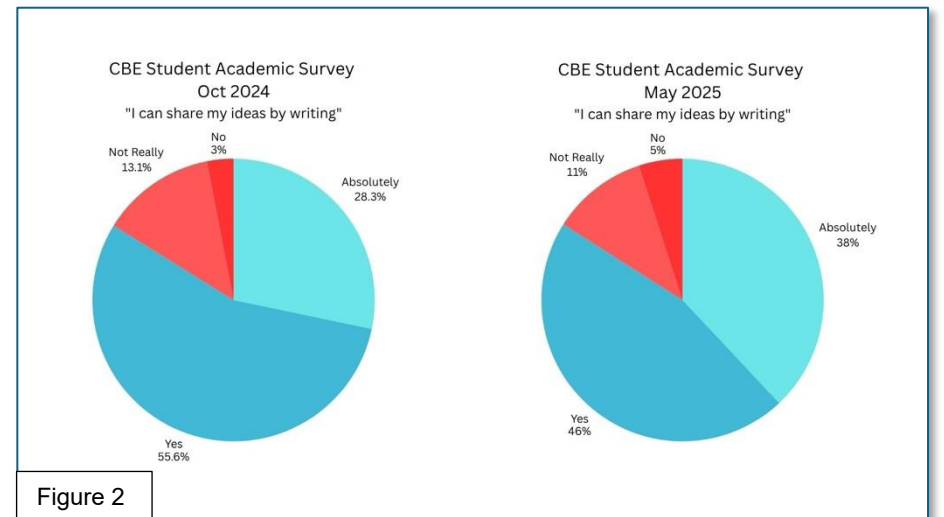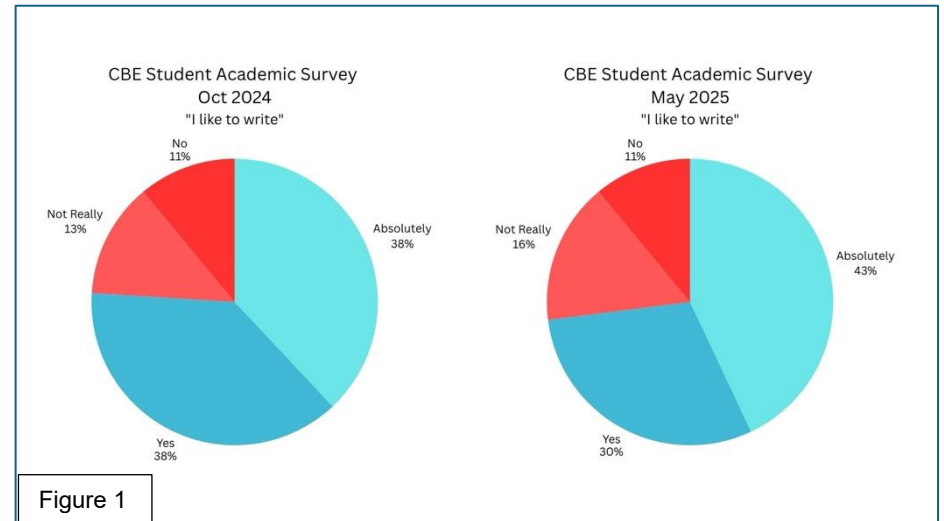
Our Data Story:

Maple Ridge School's 2024–25 School Development Plan goal focused on improving student achievement in writing. The work centered on using explicit success criteria and targeted teacher feedback to strengthen students' written communication, while also increasing their confidence and engagement during writing tasks.

A review of the data indicates that writing, specifically students' identity as writers, requires continued attention. Across the year, students consistently reported lower enjoyment and confidence in writing. Results from the CBE Student Academic Survey show little to no change from October 2024 to May 2025, with more than 25% of students continuing to report that they do not like writing. This highlights the ongoing need to support students in seeing themselves as capable writers.
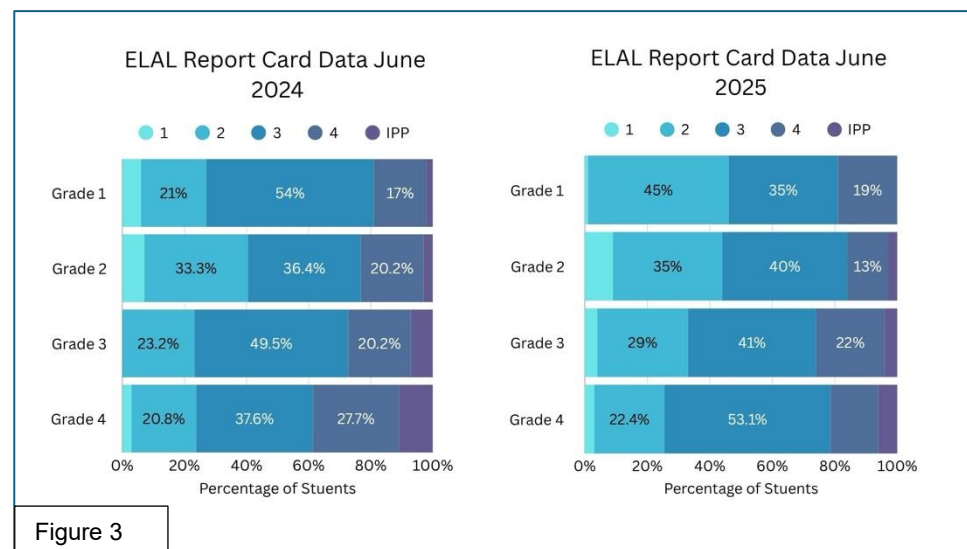
However, there were positive signs of growth in students' perceptions of their writing abilities. When responding to the statement *"I can share my ideas by writing,"* there was a 10% increase from "Yes" to "Absolutely" between October 2024 and May 2025. This suggests that some students increasingly viewed themselves as effective communicators over the course of the year.

Academic survey questions in other disciplines showed significantly stronger results. Statements such as *"I am good at working with numbers"* and *"I can understand and make sense of what I read"* both had 96% agreement in October 2024 and May 2025, substantially higher than writing-related statements. This discrepancy reinforces the importance of continued focus on written communication.

Figure 1

Figure 2

Report card data for the ELAL Stem *"Writes to express information and ideas"* further emphasized this need. Fewer students achieved a 4 compared to the previous year, and this trend aligned with writing samples assessed in November and May. As well, a greater percentage of students achieved a 2 indicator than the previous year. Teachers noted that while students demonstrated noticeable improvement in their writing, teacher understanding of the new curriculum and expected outcomes also improved, which impacted the report card data.

Throughout the year, teachers engaged in grade-team Professional Learning Communities (PLCs) to design writing tasks and assessments aligned with the new ELAL curriculum. Teams examined outcomes, identified expected learning, and collaboratively created meaningful success criteria. These criteria were then used to provide actionable feedback. Teachers also engaged in calibration to ensure consistent assessment across classrooms.

Figure 3

Upon reflection, teachers observed that students who demonstrated early strength did not show as much overall growth as expected. They also noted that students were often able to share rich ideas verbally during discussions, but these ideas were not consistently reflected in their written work. Furthermore, students demonstrated greater confidence and engagement when they were given voice and choice in writing topics or prompts.

Teacher Perception Data

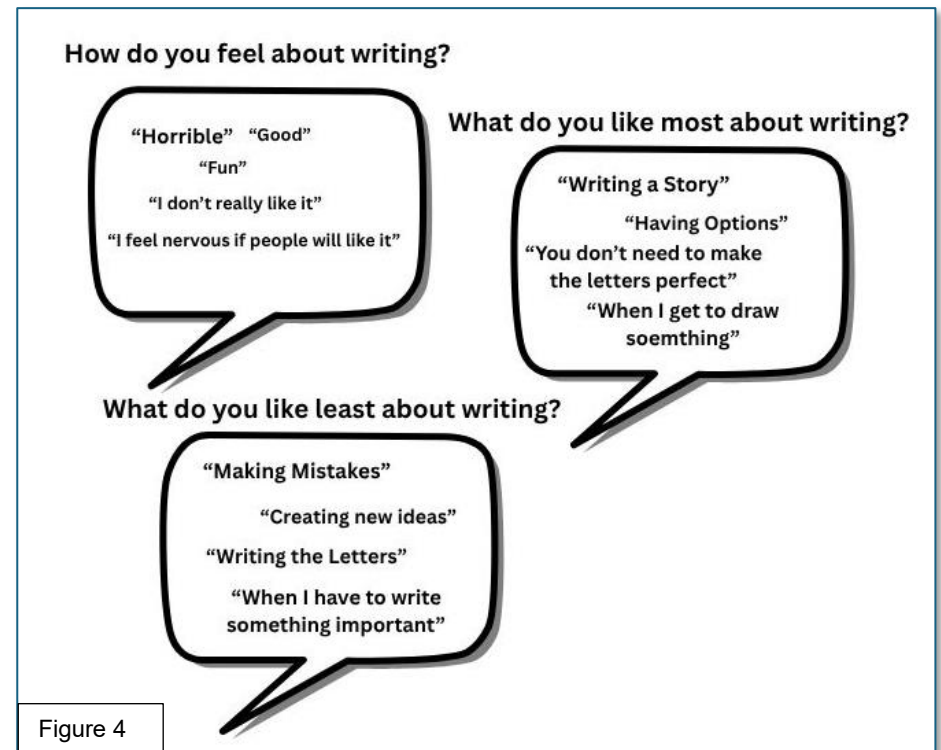| Strategies that Had Impact on Student Learning	Areas for continued growth
- Providing students choice for their writing - Clear frameworks, mentor texts and vocabulary lists - The use of non-examples and examples - Authentic audience to share writing - Calibrating with team to design rich writing tasks and success criteria	- Challenging students who exhibit strength in their writing - Bridge verbal sharing of ideas and written output - Embedding self and peer assessment in the feedback loop for students - Define "Writing"; determine what is meant by to write or to be a writer

Student Empathy Interviews

In the 2023–24 school year, 39% of students with education codes received an IPP indicator in writing and were therefore not working at grade level. In contrast, only 1% of this cohort received an IPP indicator in math and 26% in reading. This discrepancy prompted the administrative team to conduct Student Empathy Interviews with students who had an IPP in writing or were performing below grade level.

Students responded to questions (Fig. 4) and their answers led teachers to reflect on key areas, including:

- How do we define writing?
- What exactly are we assessing?
- What expectations are we setting for students?
- Do students have access to appropriate assistive technology?
- Do teachers require additional professional learning to integrate assistive technology effectively?

These questions continued to shape discussion and professional learning throughout the 2024–25 school year, as many of the themes remained consistent.

During the 2024-25 school year, the percentage of students with education codes receiving an IPP indicator reduced to 20% from 39% the previous year, a significant improvement. This will continue to be and a measure in the 2025-26 school year.

Figure 4

Insights and Next Steps

The data reveals a positive, yet slow, trend in student ELAL achievement, with noticeable growth in student self-perception as writers, a 10% increase in students feeling they "can share ideas by writing." However, this positive shift in confidence is mismatched by persistent challenges: over 25% of students still report disliking writing, and academic growth in the key stem, "Writes to express information and ideas," was limited, particularly for students already performing at higher levels. This discrepancy strongly suggests that while instructional efforts have improved basic skills and confidence for struggling learners, they are not adequately fostering enjoyment or accelerating the growth of proficient writers. The strong performance in other academic areas (96% agreement in Math/Reading) highlights writing as the primary area needing specialized focus.

Students will build a clear understanding of what it means to write and to be a good writer. We will continue to design writing tasks that offer student choice, provide an authentic audience and purpose, and highlight the creative and communicative power of writing. We will also focus on accelerating the growth of students who are already writing at a proficient level. Assessment practices will remain a priority, including calibrated success criteria, peer- and self-assessment strategies, and the use of clear examples and non-examples to guide improvement. In addition, we will implement assistive technology to support students in developing their writing skills and accessing tools that help them share their ideas more effectively.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Maple Ridge School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.5	84.5	87.4	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	91.6	90.3	89.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	91.5	93.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.8	94.2	93.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	83.3	78.6	79.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	83.9	85.1	85.0	80.0	79.5	79.1	Very High	Maintained	Excellent