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Calgary Board of Education

Maple Ridge School
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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 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.

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School Development Plan – Year 2 of 3

School Goal
Student Achievement in Writing will Improve

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

Outcome (Optional)
Student confidence and engagement levels during writing tasks will increase.

Outcome Measures
- Report Card Data (ELAL Stem)
- CBE Student Survey (Writing Questions)
- Grade Team Writing Tasks (December and May)
- Student Interview (Street Data)

Data for Monitoring Progress
- Professional Learning Communities (PLC) common writing assessments
- Teacher Perception Survey regarding professional growth teaching writing and assessment practices
- Scientific Journaling/Explore Journals

Learning Excellence Actions
- Explicit phonics instruction
- Calibrate learning outcomes and success criteria in grade teams and as a school
- Develop a cohesive understanding of what being a “good” writer looks like
- Explicit use of exemplars and non-exemplars as a teaching/assessment tool
- Task design that is high interest (student choice) and purposeful, provide an audience for student writing

Well-Being Actions
- Teachers will provide opportunities for self-assessment for students to monitor their growth and increase growth-mindsets in relation to writing
- Honour student voice and choice
- Focus on developing student identity as a writer
- Use technologies intentionally and purposefully that support literacy practices and represent learning

Truth & Reconciliation, Diversity and Inclusion Actions
- Teachers will use the Holistic Lifelong Learning Framework to support Task Design and Assessment practices
- Intentional use of culturally diverse mentor texts
- Embedded Indigenous Perspectives, ways of knowing and voices in literacy instruction through stories
- School Wide engagement in the ‘Human Spider Web” enactment

Professional Learning
- Designing and implementing high quality assessments
- Assistive Technology in K-4 as a tool to support writing
- Weaving the Writing Rope Throughout K-3 Classrooms

Structures and Processes
- PLC Cycles will focus on writing instruction and assessment
- Collaborative Grade Team planning for common task design and assessments
- Writing Routines

Resources
- CBE K-9 Universal Calibration Protocol
- CBE K-12 Literacy Framework
- Writing Power (Gear, 2020)
- The Writing Rope (Sedita, 2022)
- K-6 ELAL System Rubrics

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School Development Plan – Data Story

2024-25 SDP 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

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clear examples and non-examples to provide students actional feedback
- Implement assistive technology to support students in sharing their ideas more effectively

Quick Reference Guide

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Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report.

Note | You must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. Data from a previous year outcome measure that is highlighted in your data story as an area for improvement should continue to be included.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they are connect to outcomes which may continue to be accomplished over one to three years. There would be an expectation that actions are continually refined and adjustments made over the course of the three-year plan.

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Ongoing Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected. The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

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Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. Ensure that you are engaging in professional learning that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include**: whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes**: Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- CBE Education Plan | 2024-2027
- School Development Planning
- School Improvement Results Report
- SDP Data Plan- Data Process within School Development Planning
- Assessment and Reporting (including the Reporting and Expectations Timeline)
- CBE Literacy Framework
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- Inclusive Education
- Core Curriculum
- CBE Student Well-Being Framework
- Diversity and Inclusion