



Maple Ridge 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 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.

Data Story

Learning Excellence

We have used data from Provincial assessments, the CBE Academic Survey and Report Card data to guide our planning for the upcoming academic year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

K-3 CBE Academic Survey	October 2023 Overall Agreement	October 2024 Overall Agreement
"I like to read"	83%	86%
"I like to write"	65%	76%

There are more students who don't like to write than there are who don't like to read.

In addition to the academic survey we also looked at the report card data and noticed a significant difference between student achievement in reading and student achievement in writing.

ELAL Report Card Data – Writes to express information and ideas

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



Y1 2024	Percentage of students with an Indicator of 1	Percentage of students with an Indicator of 2
Grade 1	9.1%	34.5%
Grade 2	7.1%	35.7%
Grade 3	0	40.4%
Grade 4	4.8%	38.1%
ELAL Report Card Data – Uses early literacy strategies to explore and express ideas		
Kindergarten	0	45.5%

ELAL Report Card Data – Reads to explore and understand		
Y1 2024	Percentage of students with an Indicator of 1	Percentage of students with an Indicator of 2
Grade 1	4.6%	19.5%
Grade 2	3.8%	24.7%
Grade 3	0	14%
Grade 4	4.3%	11.4%
ELAL Report Card Data – No Reading Stem		
Kindergarten	NA	NA

After analyzing our English Language Arts and Literature report card data, along with classroom assessments we found that there are more students who are not meeting grade level writing as compared to reading

LeNS and CC3 data also showed significant improvements in the number of students identified as not-at-risk. These considerable gains suggest that our School Improvement Goal in previous years focused on reading has had an impact on student learning. Teacher perception data also indicated that teachers are feeling significantly more equipped to plan reading instruction with a focus on the science of reading. Teachers have reported that they would benefit from a similar focus on writing. Teacher surveys have also indicated a need to more deeply understand the writing outcomes of the new ELAL Curriculum.

Well-Being

Our well-being measures include both the K-3 Academic Survey as well as the K-3 Well-being survey. The academic survey revealed more self-confidence in reading and mathematics than in writing, which suggests a need for a focus on developing student confidence in their writing abilities.





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 experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

CBE Student Survey October 2024 (Grade 2&3)

Math	Percentage of students who agree
I am good at working with numbers	89%
I can solve math problems	92%
Literacy	
I can share my ideas by writing	83%
I can understand or make sense of what I read	91%

Overall the well-being data gathered illustrates a picture of students who enjoy coming to school, who believe they can do well at school and are interested in the things they are learning at school. In addition to academic strengths, students have also shared that they are feeling connected to at least one adult in the building, they treat others with kindness and are treated with kindness.

Alberta Education Assurance Measure Results (AEAM)

Percentage of parents who are satisfied that students are engaged in their learning at school has declined from 2023 to 2024.

Parent Agreement	2023	2024
The literacy skills your child is learning at school are useful	100	86

This data point is continuing to point towards a required focus on developing students literacy skills and further supports the school wide focus on a writing goal.

Truth & Reconciliation, Diversity, and Inclusion

Throughout the 2023-24 school year students engaged in a yearlong Land-Based Learning residency, in which, the students developed a relationship with Elder Harley Bastien. Through this relationship Maple Ridge School students engaged in the Indigenous Education Holistic Lifelong Learning Framework with the focus on a balance of Indigenous and Western perspectives to create 'ethical space' as well as providing opportunities for land-based learning. Through conversations and journaling, students consistently shared the teachings they had learned from Elder Harley, making connections to the Alberta Science Curriculum and to the diverse cultures and identities represented in the school.





School Development Plan – Year 1 of 3

School Goal

Student Achievement in Writing will Improve

Outcome:

Student written communication will improve through the use of 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 Common Writing Assessments (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
- 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
- Teachers will provide choice-based writing tasks to engage student interests
- Small group targeted instruction based on student assessments

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakisatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Teachers will use the Holistic Lifelong Learning Framework to support Task Design and Assessment practices
- Intentional use of culturally diverse mentor texts

Professional Learning

- System PL – How to design and implement Quality Assessments
- System PL – Calibration of New Curriculum ELAL Learning Outcomes
- Diversity and Inclusion Professional Learning

Structures and Processes

- PLC Cycles will focus on writing instruction and assessment
- Collaborative Grade Team planning for common task design and assessments
- Book Study

Resources

- Teachers Guide to Multimodal Composition K-5" (Stockman,2022) for book study
- CBE K-9 Universal Calibration Protocol
- CBE Literacy Framework

