



Douglasdale 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: Report card data indicates that Douglasdale students do well in reading, writing, and mathematics. There are a high number of students approaching but not yet meeting excellence in writing.

Well-Being: Grade 4 student perception data from the Alberta Education Assurance Measures survey indicates a downward trend in student engagement in Language Arts. Through the CBE Student Survey, 28% of grade 5 students reported that they do not feel they are good (competent) writers. 28% of students in grades 4 and 5 also reported they do not have the ability to control their emotions and behaviours to maintain focus on a task. On the K-3 Well-being Survey, 16% of students reported that they do not set and work towards learning goals.

Truth & Reconciliation, Diversity, and Inclusion: Across different measures of well-being, student perception data indicates a need to focus on diversity and inclusion. Specifically, students identified 'seeing their culture reflected in their school', 'valuing cultural learning', and 'connecting with those from different cultures' as areas for improvement. Goal setting and self-regulation also continue to be areas for improvement.

When this data set is considered holistically, students' engagement, self-confidence, and goal setting are all areas that could be addressed through a school-wide writing goal. Please see Appendix A for data tables with specific data details.

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



Writing – Report Card Data for June 2024

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

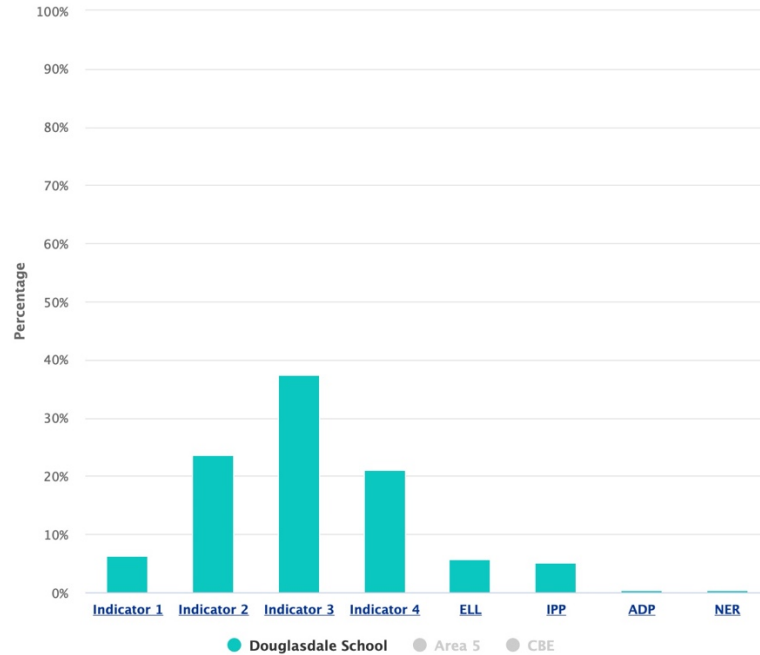
Students and employees thrive in a culture of well-being

- 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

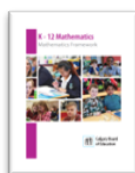
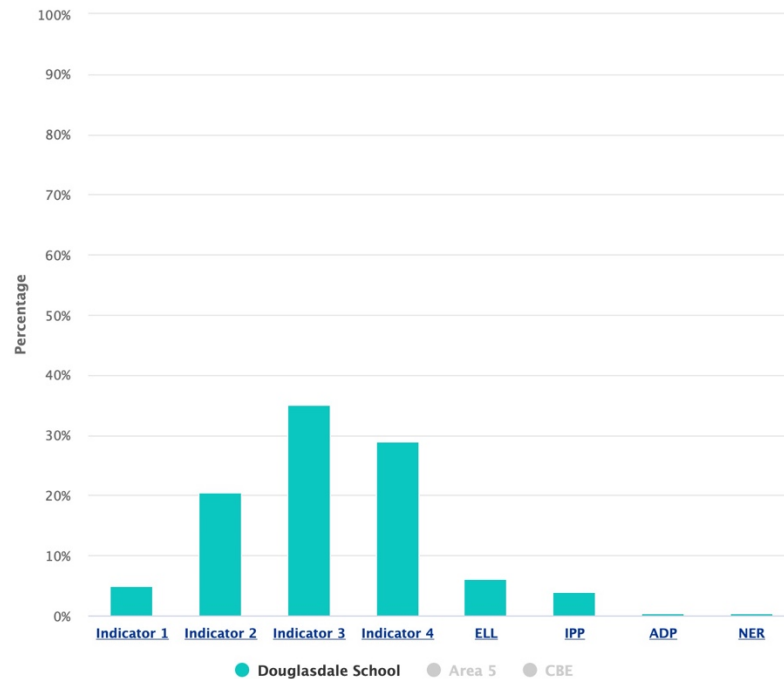
Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

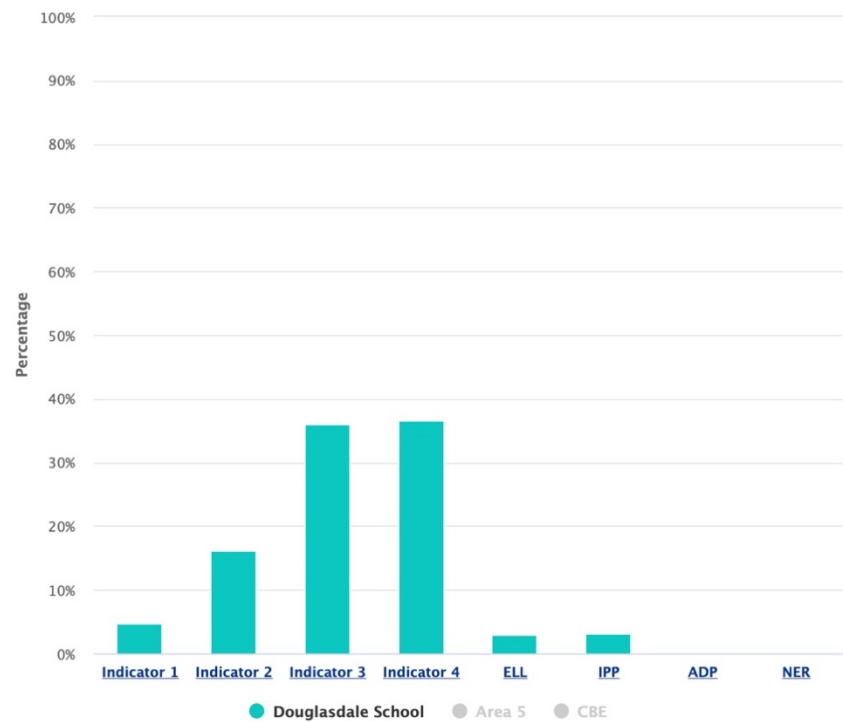
- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion



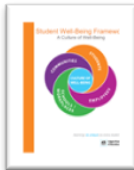
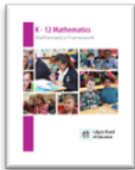
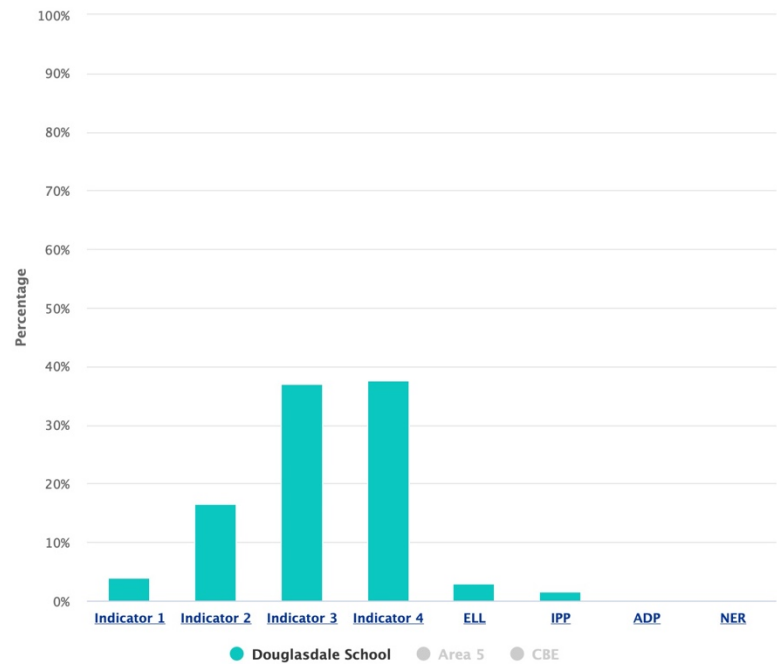
Reading – Report Card Data for June 2024



Mathematics – Report Card Data for June 2024 – Number, patterns and algebra

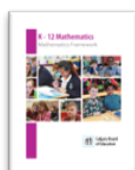
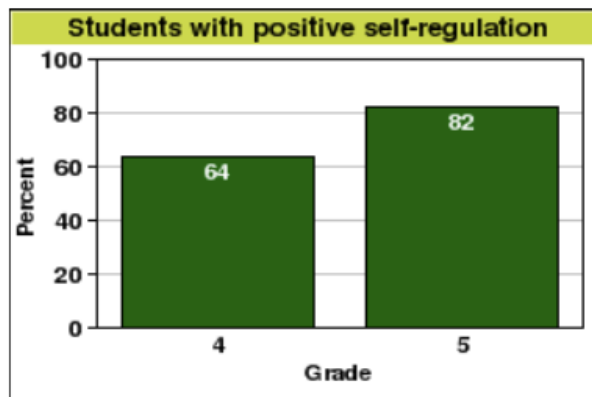
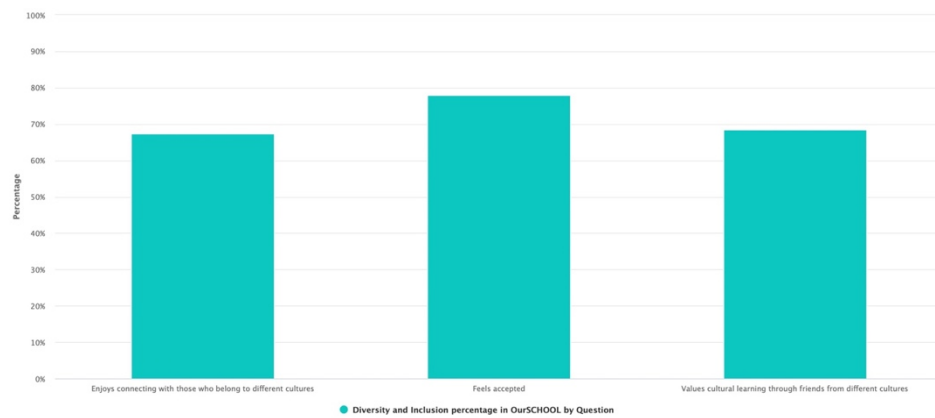
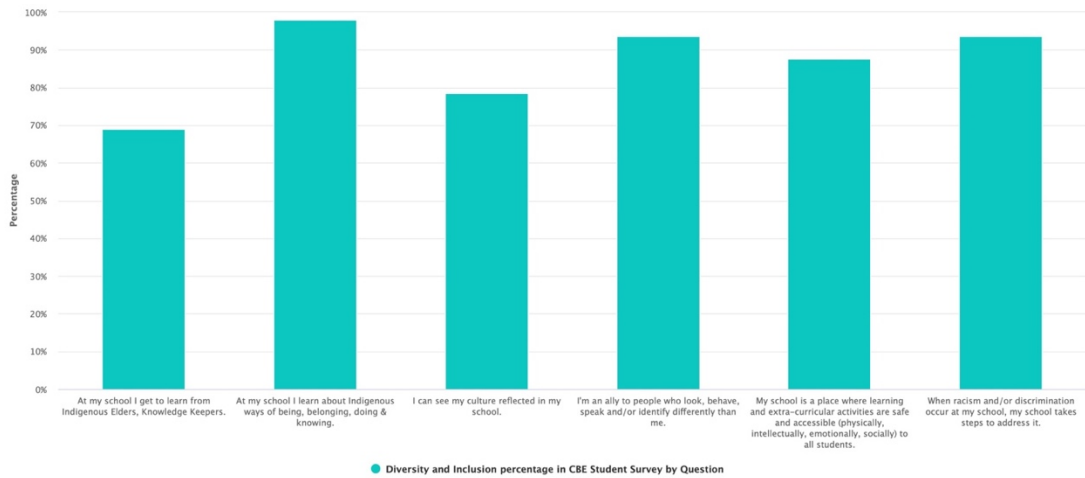


Mathematics – Report Card Data for June 2024 – Measurement, geometry and statistics





Well-being – Student perception data from CBE Student Survey, OurSchool Survey, and Alberta Education Assurances Survey





School Development Plan – Year 1 of 3

School Goal

Student achievement and engagement in writing will increase.

Outcome:

Teachers and students will learn and implement an evidence-based writing instructional approach, Self-Regulated Strategy Development (SRSD) for writing, to support idea development, planning, organization, and revision.

Outcome Measures

- SRSD teacher fidelity checks on instructional implementation
- Mastery-based self-assessment quizzes for each stage of instruction, through the online SRSD professional learning course
- Student post instruction writing samples in each genre
- Leading indicators will be present in student data sets (e.g. report card data will show an increase in excellence)

Data for Monitoring Progress

- Student writing samples - pre and post instruction in each genre
- Staff feedback on SRSD Practice Based Professional Learning (PBPL) through informal conversation and post PBPL surveys
- Student feedback through engagement, self-assessment conversations, and checklists
- Parent feedback through regular School Council meetings and Parent/Teacher Conference conversations

Learning Excellence Actions

- Provide explicit systematic Practice Based Professional Learning for teachers on Self-Regulated Strategy Development (SRSD)
- School-wide implementation of SRSD for K-5 students for 3 genres of writing
- School-wide SRSD implementation schedule

Well-Being Actions

- Explicit and recursive learning of self-regulation and self-talk strategies with opportunities for students to practice and consolidate
- Intentional communication and connection between school and home to include families as partners in learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students with opportunities to interactively and collaboratively construct texts
- Use diverse texts to model writing genres and guide classroom discussions
- Empower students to have voice and choice in the writing process to actively celebrate diversity

Professional Learning

- All teachers will complete the Self-Regulated Strategy Development (SRSD): Writing to Learn online course
- All teachers will participate in spaced Practice Based Professional Learning (PBPL) with on-site facilitators

Structures and Processes

School:

- Collaborative Team Planning

Classroom:

- Gradual Release of Responsibility through 6 stages of instruction
- Common genre structures, mnemonics, strategies, and graphic organizers across all grades

Resources

- SRSD: Writing to Learn online course, materials and regular professional learning with research team
- Consultation with Douglasdale students, families, and staff to identify diversity and inclusion opportunities

