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Calgary Board of Education

Douglasdale School
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School Development Planning

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
Students who self-identify as Indigenous experience improved well-being and achievement

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

School-Improvement-Results-Report-Douglasdale-2025-26






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School Development Plan – Year 3 of 3

School Goal
Student achievement and engagement in writing will increase.

Outcome:
Student writing will improve through explicit instruction and regular opportunities to apply understanding of increasingly complex sentence structures.

Outcome Measures

- Students' pre- and post-instruction writing samples for Opinion and Information genres, specifically looking at complexity of sentence structure
- June report card data for stems: "*Writes to express information and ideas*" (grades 1 to 5), and "*Uses early literacy strategies to explore and express ideas*" (kindergarten)

Data for Monitoring Progress

- Student perception data gathered through surveys and interactions
- Teacher perception and formative assessment data gathered through PLC and Collaborative Response meetings
- Parent perception data gathered through surveys and School Council meetings
- January report card data

Learning Excellence Actions

- Teachers will use CBE's K-6 ELAL System Rubric to calibrate assessment decision making and data analysis
- Explicit instruction on sentence structure and syntax
- Embed sentence level instruction into SRSD stages, using writing exemplars as models for sentence construction and revision

Well-Being Actions

- Explicit and recursive teaching and use of self-regulation and self-talk strategies focused on executive functioning
- Targeted teaching on using rubrics and checklists for teacher feedback and self-evaluation
- Communication between school and home focused on celebration of growth and success in writing, and sharing next step for improvement

Truth & Reconciliation Actions

TRC Commitment to Action

- Teachers will utilize Indigenous ways of knowing for collaborative learning and writing
- Students, teachers and knowledge keepers will learn with and from one another
- The writing process, including oral sharing, is valued alongside the finished writing piece

Professional Learning

- Professional learning series with Layers of Literacy (Dr. Ramzy and Dr. Bence), focused on complete thoughts, sentence expansion, adding details, and combining ideas

Structures and Processes

- Teacher check-ins for SRSD implementation with fidelity
- PLC and Collaborative Response meetings to analyze student writing and differentiate instruction

Resources

- CBE's K-6 ELAL System Rubric
- CBE Indigenous Education Holistic Lifelong Learning Framework
- SRSDOnline teaching materials
- Layers of Literacy teaching materials






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student achievement and engagement in writing will increase.

Outcome one: Teachers and students will utilize Self-Regulated Strategy Development (SRSD) for writing across the curriculum, to support idea development, planning, organization, and revision.

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CBE 2024-27 Education Plan



Celebrations

- 77% of kindergarten students moved from Basic achievement to Excellent achievement when comparing pre- and post-instruction writing. In kindergarten, writing includes oral sharing of thinking, pictures, and some text.
- Through explicit writing instruction, students in grade 1 to grade 5 showed improvement in writing in the areas of idea development, planning, organization, and revision.
- Teachers continue to use SRSD for Writing with fidelity. Parents communicated better understanding of self-regulation (self-talk) and its' impact on writing.

Areas for Growth

- Teachers' analysis and discussion of student writing identified sentence structure, syntax, and vocabulary as areas for targeted instruction.
- Parent feedback identified 'understanding how self-talk helps writers as a continued area of learning' as an area for school to home communication.
- Administration identified Teacher calibration, working together to assess writing consistently across classrooms and grades, as an ongoing area for professional development and growth.

Next Steps

- Targeted professional learning for teachers focused on sentence structure, syntax, and vocabulary to improve quality of writing.
- On-going Professional Learning Community (PLC) meetings to refine understanding of curriculum and application of assessment practices, within grade teams and across grades, to calibrate writing assessment and reporting.
- Continued partnership between school and home, celebrating and communicating writing achievement.




