

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.

</documents/f4154ef3-b6b6-446c-b59e-0fad3ecc8999/Colonel-Irvine-SIRR-2024-25.pdf>

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

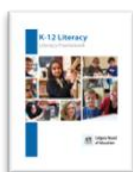
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Student achievement in reading and writing will improve through disciplinary literacy.

Outcome (Optional)

Students' sense of belonging at school will improve.

Outcome Measures

Literacy Data measures:

- Report card data for: “Reads to explore and understand” **stem in grade 5&6 and the “Reads to explore, construct and extend understanding” in grade 5-9.**
- Report card data for: ‘Writes to express information and Ideas’ **stem in grade 5-6 and the ‘Writes to develop, organize, and express information and ideas’ stem in grade 7-9.**
- Pre- and post- diagnostic data in literacy block

Wellness Data measures:

- **Student Perception Data:**
 - AEA Survey
 - Measures regarding citizenship
 - Measures regarding welcoming, caring, respectful and safe learning environments
 - OurSCHOOL Survey
 - Student perceptions on (“At school I feel like I belong (I feel like I am part of the school)”, “I feel welcomed at my school.”).
 - Student perceptions on ‘Sense of Belonging Summary’ measure/Yes & No Questions
 - CBE Student Survey
 - Student response to questions: “I feel included at school” “I feel welcomed at school” (Gr. 5,6,8,9)
- **Wellness Block**
 - Pre/Post survey

Data for Monitoring Progress

- Reading Assessment Decision Tree (Core Maze, Dibels, Spelling and vocabulary inventory)
- Initial writing assessment
- (Nov, Jan, June) Learning Excellence Actions Well-Being Actions T&R
 - Pre/post assessment from Wellness Block Surveys





- Student perceptions on survey for sense of belonging ("I feel like I belong in my school community.", "I have at least one adult at school I feel comfortable talking to.", "I feel safe to be myself at school.", "I know everyone in my Homeroom.")

Learning Excellence Actions

- Utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all disciplines (close reading and annotating)
- Structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities
- Provide vocabulary instruction in all subject areas, specifically morphological awareness

Well-Being Actions

- Create learning environments that provide learners with a safe and respectful environment
- Collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces (e.g., connect time, & wellness time)
- Explicit teaching of the five competencies of SEL across the four key themes

Truth & Reconciliation, Diversity and Inclusion Actions

- Assign an area of significance in each classroom where students can share artifacts, photos, and stories from their backgrounds or throughout the year with staff support and guidance.
- Students can visibly see their culture and language reflected within the school on the walls, through artwork, & days of significance.
- School-wide Cultural Day - student led initiative showcasing other cultures from around the world
- Indigenous students will help to create a mural together in showcasing their cultural background

Professional Learning

- Staff led PL on "Disciplinary Literacy in Action" book study
- Staff led PL session on leading the classroom within our school Wellness Framework Talking Circle
- Middle Years System PL

Structures and Processes

- Daily 15-minute Wellness Block with lessons to teach SEL & four key Student Well-Being themes
- Weekly literacy 40- or 50-minute literacy block to build disciplinary literacy skills

Resources

- "Disciplinary Literacy in Action" by Releah Lent and Marsha Voigt
- Student Well-Being Framework & Companion Guide
- Indigenous Holistic Lifelong Learning Framework





- Embed Indigenous education within curricular areas throughout the year

- Reading Assessment Decision Tree (RAD) Grade 4-12

School Development Plan – Data Story

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by.

2024-25 SDP GOAL ONE: Student achievement in literacy will improve
Outcome one: Student achievement in reading and writing will improve through

Outcome two: Students' sense of belonging at school improves

Celebrations

- Increases in overall citizenship and welcoming/caring/respectful/safe learning environments on Alberta Ed Assurance
- overall saw decreases in the number of students getting a '1' in the writing stem across all grades
- Student sense of belonging increased in grade 6-9
- Student Growth and Achievement for citizenship increased overall from Spring 2024 to Spring 2025
- Student Learning Supports for Welcoming, Caring, Respectful, and Safe Learning Environments has increased overall from Spring 2024 to Spring 2025

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CBE 2024-27 Education Plan



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Truth & Reconciliation, Diversity and Inclusion

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Areas for Growth

- Student sense of belonging in grade 5
- Implement and utilize anchor charts and word walls consistently between teachers and departments

Next Steps

- Literacy Block Changes - Establish school-wide routines, build shared understanding, and initiate vocabulary and fluency strategies for students and teachers focusing on tier two vocabulary through morphological focus.
- Numeracy Block Changes: All grade levels have been grouped for Numeracy Block based on achievement levels, a school-developed universal screener, and individual student need. Planning for Numeracy Block is differentiated and then addresses student need by grade and





grouping to support student achievement and reinforce number sense concepts and understanding.

- Wellness block changes: Focus on 5 competencies of SEL across the 4 key themes. Focusing on the daily themes throughout the week with focus on sense of belonging
- Book Study – Disciplinary Literacy in Action book study will equip teachers with strategies to embed reading, writing, and critical thinking within their subject area. It will also foster collaboration across departments leading to consistent literacy and improved student engagement.

