

Colonel Irvine 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

Last year, grade 6 students did not write the English Language Arts and Literature Provincial Achievement test; however, grade 9 were part of this as usual. To compare the results and improvement in ELA, we decided to focus on report card data across all grades for consistency. We will be focusing on two stem for all grades.

Course	Stem	1 not meeting	2 Basic	3 Good	4 Excellent
ELA 5	Writes to express information and ideas		31.6 %	56.8%	11.6%
ELA 6		1.1%	29.9%	46.0	23.0%
ELA 7	Writes to develop to develop, organize and express information and ideas	5.3%	40.8 %	36.7%	17.2%
ELA 8		8.1%	39.1%	34.5%	18.3%
ELA 9		6.4%	37.6 %	27.7%	28.3%

According to our written data results over the last few years, including PAT results and report card outcomes, we have noticed an increase in students performing at a level 1, especially in grades 7-9. This data would suggest that a more targeted focus is needed to align instruction across all grades, increase targeted instruction using word walls and anchor charts, and provide

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

ongoing formative instruction to support students in the writing process. With these focused efforts, students will build confidence as writers, improve their techniques, and build their writing capacity.

Course	Stem	1 not meeting	2 Basic	3 Good	4 Excellent
ELA 5	Reads to explore and understand	0%	20.0%	21.6%	8.4%
ELA 6		0.6%	15.9%	20.5%	12.5%
ELA 7	Reads to explore, construct and extend understanding	5.0%	18.5%	17.3%	9.4%
ELA 8		3.4%	17.8%	20.1%	9.8%
ELA 9		4.9%	20.1%	16.3%	9.3%

According to our reading data, including PAT results and report card stems, we have noticed that students are continuing to need intentional intervention with reading strategies. The data suggests that with the use of targeted instruction using word walls and anchor charts, and providing intentional instructions on understanding academic vocabulary, students will build confidence in their reading skills and build their comprehension capacity.

Well-Being

According to OurSchool Survey in the fall and spring, there was a decrease in the sense of belonging for our students. The data below would suggest that a focus on academic achievement will allow students to experience a greater sense of confidence and personal value at school, improving their sense of belonging.

Sense of Belonging	October 2023	May 2024
Grade 5	72%	65%
Grade 6-9	59%	55%

Truth & Reconciliation, Diversity, and Inclusion

Our school demographics represent the diverse population with 42.3% of EAL students and 2.6% of students who self-identify as Indigenous.

For our Truth & Reconciliation, Diversity and Inclusion data we used the Alberta Education Assurance Measures, specifically the Citizenship and the Welcoming, Caring, Respectful and Safe Learning Environments data sets. In addition, we also considered the local information of access to continuum of supports and services completed at school, and our school commitment to Truth and ReconciliACTION.

Alberta Education Assurance Measures	Spring 2023 (Overall)	Spring 2024 (Overall)
Citizenship	80. %	71.9%
Welcoming, Caring, Respectful and Safe Learning Environments	85.8%	75.5%





For the 2024-2025 school year, we will prioritize providing students with access to a range of texts that represent Indigenous and diverse cultural perspectives, fostering a sense of belonging while reflecting and celebrating varied cultures and identities. We will also work on supporting students who self-identify as Indigenous, experience improved well-being & achievement as highlighted in CBE's 2024-2027 Education Plan.

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





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome

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

Outcome

Students' sense of belonging at school improves.

Outcome Measures

ELA Report Card Indicators

- writes to develop and organize and express information and ideas
- reads to explore, construct, and extend understanding

PAT Gr 6 and 9 Part A and B

Our School Survey

- I use word walls and anchor charts to support my learning

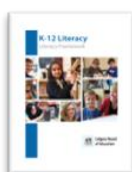
Student Perception Data

- Yes/no Question OurSchool Survey

- Student perceptions on AEA Survey (“At school I feel like I belong (I feel like I am part of the school)”, “I feel welcome at my school.”).
- Student response to CBE Student Survey questions: “I feel included at school” “I feel welcome at school” (Gr. 5,6,8,9)
- Student perceptions on OurSCHOOL Survey (Sense of Belonging Summary measure).

Data for Monitoring Progress

- Increase in words walls and anchor charts visible in classrooms - students will use the academic vocabulary in their written responses, discussion, etc. – teacher observations
- Teacher comfort level with these strategies increases
- Teacher perception data on student use of the word walls and anchor charts
- Formative assessment data shows an increase in student understanding of key subject vocabulary
- Consider pre- and post-vocabulary test data to measure their understanding of academic vocabulary throughout the school year
- (Nov, Jan, June) Learning Excellence Actions Well-Being Actions Truth & R
- Teacher perception of student engagement in connect time





Learning Excellence Actions

Utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all disciplines (close reading and annotating)

Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline

Provide vocabulary instruction in all subject areas, including multiple opportunities for students to interact with and utilize the key words in relevant and meaningful ways

Teachers will display exemplars in classrooms, highlighting the targeted vocabulary and criteria students need to use to demonstrate understanding

Well-Being Actions

Create learning spaces that provide learners with 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)

Advertise, encourage and support students to engage in and/or access available clubs, teams and safe spaces throughout the school year.

Truth & Reconciliation, Diversity and Inclusion Actions

Assign an area of significance in the school where students can share artifacts, photos, or stories from their backgrounds throughout the year with staff support and guidance.

Recognizing that cultural responsiveness requires leadership to recognize the unique ways in which students, families, and staff engage with educators.

Students can visibly see their culture reflected within the school on the walls, through artwork, & days of significance.

Professional Learning

- Middle Years Professional Learning series
- Languages Symposium, benchmarking sessions, and language focused new curriculum sessions
- ELA/ELAL CBE resources

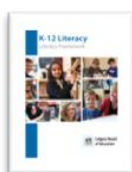
Structures and Processes

School:

- Collaborative Team Meetings (CRMs) School wide
- Professional Learning
- Assemblies
- Connect time
- Wellness time

Resources

- CBE K-12 Literacy Framework
- K-9 CBE Calibration tool (writing)
- “Notice and Note” book study
- Reading Assessment Decision Tree
- CARs
- Focus on Pre-teaching vocabulary - Watch the EAL





- 5 Awesome Reasons to have a Word Wall in Middle School - whole school professional learning session
- Professional learning for staff on Math Word Walls
- Professional learning - how to make anchor charts and use them successfully in your classroom

- Activity days
- Field trips
- School Wellness Action Team

- Quick Byte Video-
“Pre-Teaching Vocabulary”
- CBE Student Well-Being Framework
 - CBE Student Well-Being Framework Companion Guide
 - Well-Being Team
 - Walk Around Companion Tool
 - Team Meetings

