

Colonel Macleod School

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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 Planning

Introduction

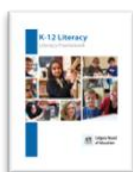
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

https://colonelmacleod.cbe.ab.ca/documents/Colonel_Macleod-SIRR-2024-25.pdf





School Development Plan – Year 2 of 3

School Goal

Student academic achievement in Literacy and Mathematics will improve.

Outcome:

Student achievement in writing and numeracy will improve through a lens of equity, diversity and inclusion.

Outcome

Assessment practices will provide specific, accurate information on student learning in literacy and math.

Outcome Measures

- Mathematics PAT data
- June Mathematics Report Card Stem - Numeracy
- Pre and Post MIPI data for Grade 7- and IXL (personalized learning platform, short for "I excel") for Grade 5-6 demonstrating growth from Fall 2025 to Spring 2026
- Literacy PAT data - Writing
- June Literacy Report Card Stem – Writes to Develop
- Percentage of students receiving NER as a report card indicator in reading, writing and number on June Report Card

Data for Monitoring Progress

- Diagnostic data – Common writing format and MIPI (Math)
- January Literacy Report Card Stem – Writes to Develop
- January Mathematics Report Card Stem – Number
- OURSchool Survey
- Assurance and CBE Surveys
- Percentage of students receiving NER as a report card indicator in reading, writing and number on January Report Card

Learning Excellence Actions

- Low floor - high ceiling tasks on vertical non-permanent surface
- Develop student capacity in writing (critical thinking, writing process and text structure) through a progression of writing frameworks
- Develop common instructional and assessment practices

Well-Being Actions

- Build connection through house teams and cross-grade activities
- Engage student voice through creation of leadership option program
- Positive greetings at classroom door at the start of each class
- Positive opportunities for connection between staff, students and families

Truth & Reconciliation, Diversity and Inclusion Actions

- Indigenous Education Resource Teacher, with daily resource block for daily smudge, cultural practices and support
- Adapt assessment practices for students with diverse learning needs
- Learning opportunities in multiple languages

Professional Learning

- Dedicated onboarding and intake through targeted PL and CMAC staff handbook
- System PL: Middle Year Learners, Matoomsii' Pookaiks, and Well-Being
- Non-permanent vertical surfaces implementation
- Annotation and common writing frameworks

Structures and Processes

- Collaborative Response
- School Learning Team (SLT) Meetings
- Curriculum Team Meetings
- Staff Meetings
- Resource support model

Resources

- Indigenous Education Resource Teacher
- School Based Administration and Learning Leader Team
- EAL Strategist
- Tier 2 Mental Health Lead Teacher





School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student Achievement in Literacy and Mathematics will Improve

Outcome One: Student achievement will improve in writing and numeracy through a lens of equity, diversity, and inclusion.

Outcome Two: Assessment practices will provide accurate information of where students are at in literacy and math.

Celebrations

- Improve students' understanding of number by incorporating new strategies to support learning and development across all grade levels.
- Students with NER (no evaluation recorded – insufficient evidence to assess student achievement) in literacy decreased by approx. 60% and in math by 33%. In 2024, 15 students received NER in reading, 17 in writing, and 12 in math. In 2025, only 6 students received NER in literacy (reading and writing) and only 8 students received NER in number
- Student report card marks in ELA writing have improved, with 6% more students achieving a 3, and 6% fewer students receiving a 1 or a 2.

Areas for Growth

- Improve students' understanding of number by incorporating new strategies to support learning and development across all grade levels.
- Continue to develop and implement a progression of writing structures across ELA and ELAL classrooms
- Continue to work with identified cohorts to improve attendance, and engage in meaningful assessment to assign a numerical grade indicator rather than NER
- Improve students' understanding of number by incorporating new strategies to support learning and development across all grade levels.

Next Steps

- Continue to increase teacher capacity with differentiated assessment practices to continue to find ways to assess students with high absent rates or low product delivery to reduce NERs on report cards.
- Include the addition of Low floor - high ceiling thinking tasks on vertical non-permanent surfaces for math across grade levels. Purchase IXL (personalized learning platform, short for "I excel") for grades 5 and 6 in math and literacy, as well as targeted grade 7-9 students, to support teachers in differentiating learning in the classroom and for homework support with TLC students.
- Continue to develop and implement a progression of writing structures through English Language Arts.

