



Colonel Macleod 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

PAT data:

	75%-100%	50%-75%	Under 50%
Grade 9 – Literacy	25% of students	61% of students	13% of students
Grade 9 - Numeracy	34% of students	26% of students	38% of students

Report Card Data:

Report Card Indicators for Writing Indicator:

	1 June 2024	2 June 2024	3/4 June 2024
Grade 5	1%	24%	71%
Grade 6	3%	14%	81%
Grade 7	2%	27%	62%
Grade 8	4%	18%	65%
Grade 9	3%	28%	57%



Report Card Indicators for Math Number (Developing Number Sense):

	1 June 2024	2 June 2024	3/4 June 2024
Grade 5	12%	13%	70%
Grade 6	0%	19%	79%
Grade 7	6%	18%	75%
Grade 8	4%	29%	62%
Grade 9	7%	24%	61%
All average	4%	17%	69%

Report card data in Writing and Number shows low number of 1's, compared with PAT and diagnostic data, demonstrates need for assessment calibration.

Math – October 2024: MIPI Data

	At Risk	Not at Risk
Grade 5	21%	79%
Grade 6	16%	84%
Grade 7	59.6%	40.4%
Grade 8	51.2%	48.8%
Grade 9	71%	29%

	RACES at risk (1)
Grade 5	NA
Grade 6	15%
Grade 7	8%
Grade 8	16%
Grade 9	12%

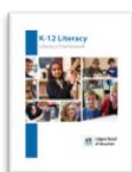
Well-Being

This year's Our School Survey has shown that we have grown in some areas, but still have room for growth in others:

Our School Survey	Elementary Oct. 2024	Secondary Oct. 2024
Positive sense of belonging	67%	62%
Positive Relationships	78%	77%
Understand other's cultures	77%	75%
Feel Safe at School	51%	45%

Helping students feel safe at school will be a priority for Well-Being this year.

On the Alberta Education Assurance Measures (January 2024), there was an increase in "Student Engagement" from 83% to 86.8% and an increase in parental involvement from 73.1% to 75.4%. Perception of



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

citizenship (fell from 75.2% to 70.1%) has been identified as an area for growth through the Assurance Survey.

Truth & Reconciliation, Diversity, and Inclusion

Attendance (2023-24 school year)

21% of all students had an absent rate between 10-20%

11% of all students had an absent rate of 20-50%

4.6% of all students had an absent rate above 50%

We have identified a demographic who have significantly lower rates of attendance and will target attendance support for these students. These students also receive a large portion of the NER indicators in our school.





School Development Plan – Year 1 of 3

School Goal

Student academic achievement in Literacy and Mathematics will improve.

Outcome:

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

Outcome (Optional)

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

Outcome Measures

- Mathematics PAT data
- June Mathematics Report Card Stems – Number
- MIPI Data shift from fall 2024 to spring 2025
- Literacy PAT Data – Writing
- June Literacy Report Card Stem – Writes to develop
- Percentage of students receiving NER as a report card indicator in writing, reading and number will decrease.

Data for Monitoring Progress

- Diagnostic data – RACES (writing) and MIPI (math)
- January Literacy Report Card Stem – Writes to develop
- January Mathematics Report Card Stems – Number
- OURschool survey
- Assurance and CBE surveys
- In-House Well-Being Surveys
- Ongoing attendance data

Learning Excellence Actions

- Provide deliberate practice in mathematics including use of Spaced Practice and C.U.B.E.S
- Develop student capacity in writing (critical thinking: writing process and text structure) through school-wide adoption of writing frameworks
- Common Assessment and time to calibrate with curriculum teams

Well-Being Actions

- Build connection through house teams and increased cross-grade activities
- Increase student voice through growth of Student Leadership and creation of Student Council
- Positive greetings at classrooms door throughout the building
- Positive opportunities for staff to connect with each other, with students and with families

Truth & Reconciliation, Diversity and Inclusion Actions

- Adapt assessment practices for students with diverse learning needs
- Manage attendance with support, encouragement and check-ins through CBE attendance processes

Professional Learning

- Dedicated onboarding and intake through targeted PL and CMAC staff handbook

Structures and Processes

- Collaborative Response
- School Learning Team (SLT) Meetings
- Curriculum Team Planning Time

Resources

- Learning Leader - student voice and engagement
- School-based administration and Learning Leader team





- *System Middle Year Learners, Maatoomsii' Pookaiks, and Well-Being*
- *EAL strategist engagement*
- *Spaced Practice and C.U.B.E.S.*
- *Annotation and common writing frameworks*

- *Common whole-school PL/PLC time*

- *EAL Strategist*

