

Colonel Walker 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.





School Development Plan – Year 2 of 3

School Goal

Students will engage in learning so that achievement in literacy and numeracy improves.

Outcome:

Students will continue to develop confidence in themselves as learners so that their achievement improves.

Outcome:

More students will report they feel like they belong in their classroom communities and in the broader school community.

Outcome Measures

- AE Assurance Survey (engagement in learning)
- CBE survey (students' confidence in themselves as Readers, Writers and when doing Math)
- Report cards (students with 1s and 2s on the ELAL reading and writing stems and on the Math Number stem)
- Our SCHOOL Survey Belonging and Anxiety measures

Data for Monitoring Progress

- Teacher surveys
- Student surveys/check ins (focused on engagement and belonging over time)
- K-3 provincial assessment data for 2024-25 (LENS, CC3, RAN, PAST and Numeracy assessment) with a focus on monitoring improvement for students identified as "at risk"
- Grade 6 PAT exams
- Common Writing task 3 times in the year to review individual growth over time
- Words Their Way spelling inventory (grades 1-6), Dibels, MAZE and ORF (grades 4-6 only)
- Sask Math Screener (grades 4-6 only)

Learning Excellence Actions

- Science of reading research will continue to inform literacy instruction and intervention support for all students
- Clearly communicate learning intentions to support students to understand what they are learning and to set personalized learning goals with teacher support
- Teachers will use curriculum aligned literacy and numeracy assessments to inform planning, monitor learning

Well-Being Actions

- Students will engage in learning in cross grade "family groupings" to build school spirit, belonging and collective identity
- Student clubs and leadership opportunities throughout the year to build Social Awareness and Relationship Skills
- Explicitly teach and support students to develop and practice Self Awareness and Self Management strategies (move, breathe, connect, create)
- Use of the "Size of the Problem" framework to

Truth & Reconciliation, Diversity and Inclusion Actions

- Purchase, use and curate learning resources that align with the new K-6 curriculum and reflect student diversity
- Create opportunities for students to see and consider diverse perspectives and cultures
- Introduce a CWS friend of "Spirit Bear" to represent the voices of Indigenous children and imbed Indigenous Holistic Life-long Learning principles (spirit, heart, body and mind) throughout the year





over time and track achievement

- All teachers and classes will explore a common question and attend Campus Calgary Open Minds sites to enrich learning this year
- Implementation of visible thinking routines across all classrooms

support responsible decision making

- Universal design for learning principles (UDL) to inform task design and assessment across disciplines

Professional Learning

- Universal Design for Learning to support designing for diversity with support from CBE strategists
- Science of reading (UFLI)
- CASEL framework to support Social and Emotional Learning across classrooms
- CBE professional learning networks focused on strategic Intervention and the new Social Studies Curriculum (K-6)

Structures and Processes

- Whole school inquiry into the question: "How can sharing our stories and experiences build a deeply connected and caring school community?" (each class will lead an assembly for the school)
- Monthly collaborative response meetings to build out tired supports for literacy, math and well-being
- Weekly "team meetings" to support collaborative teacher planning and assessment
- Teacher professional learning focused on UDL, science of reading, equitable assessment and cultivating mathematical thinking
- Monthly Student Council meetings and Family gatherings
- Common assessments to inform targeted intervention supports

Resources

- CBE professional learning series
- CBE Literacy, Numeracy, Wellbeing and Indigenous HLLF Frameworks
- CASEL Framework for social emotional learning (and CBE Social Emotional D2L shell resources)
- CBE curriculum specialists and strategists
- Community partners (including Dance Ed, Alien Inline Skating, Rocks and Rings, Kamp Kiwanis, Field Hocket Alberta, Calgary Classroom Crew and Campus Calgary Open Minds)
- Classroom resources that reflect the full uniqueness of humanity
- Colonel Walker School Council and CWCSA
- *Journey into Journaling*
- CBE K-6 Rubrics aligned with new curriculum

School Development Plan – Data Story



2024-25 SDP GOAL ONE: Students will engage in learning so that achievement in literacy and numeracy improves.

Outcome one: Students will continue to develop confidence in themselves as learners with an ongoing focus on what they can do to improve as readers, writers, mathematicians and caretakers of their own well-being.

Outcome two: More students will report they feel like they belong in their classroom communities and in the broader school community.

Celebrations

- Improved achievement in reading (2.5 percentage point increase in results between January and June)
- Improved achievement in writing (2.6 percentage point increase in results between January and June)
- Improved achievement in math (3.9 percentage point increase in Number stem results between January and June; 1.5 percentage point increase in Measurement stem results between January and June)
- Improved achievement in well-being (2.2 percentage point increase in results between January and June)
- Common curriculum aligned assessments helped to identify and intervene to support students identified as “at-risk” in reading, writing and math (fewer students identified as “at-risk” between September 2024 and June 2025 in literacy and numeracy)
- Overall, students reported improved confidence in themselves as learners
- Highly engaged and supportive parent community

Areas for Growth

- Reduce the number of students reporting anxiety
- Increase the number of students reporting positive relationships with peers (belonging)
- Increase students’ reporting confidence asking questions, sharing ideas and working through challenging real-world problems in Math
- Increase student engagement in learning as new curriculum is implemented across all subject areas

Next Steps

- Explicit social-emotional learning to help students to develop self-awareness and self-management skills





- Ongoing school-wide initiatives to support relationship skills, social awareness and responsible decision-making
- Task design and assessment to support student engagement in learning across subject areas (Universal Design for Learning)
- Teacher feedback on learning to support personalized goal setting and strategies for improvement

