



Colonel Sanders 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 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://colonelsanders.cbe.ab.ca/documents/081951dc-2f5e-44dd-9230-422bf4b1d945/School-Improvement-Result-Report.pdf>

Alberta Education Outcomes

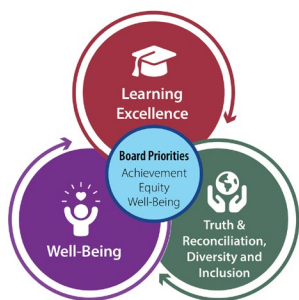
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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

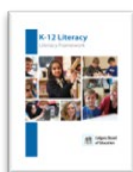
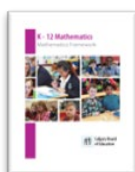
Strong student achievement for lifelong learning and success

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

Students achieve excellence in literacy and mathematics.

Outcome:

Students will use specific vocabulary when representing their understanding.

Outcome Measures

- Assurance Framework Survey
- Report Card Proficiency Levels
- EAL Benchmarks

Data for Monitoring Progress

- For each upcoming Science Organizing Idea (i.e.: Matter, Energy, Earth Systems, Living Systems, Computer Science, and Scientific Methods) teachers will evaluate their student's use of vocabulary at the beginning and end of the teaching
- Teachers will post their Scientific Vocabulary per Organizing Idea into the Colonel Sanders SharePoint
- Look Fors - Anchor charts within classrooms; Explicit Vocabulary Instruction

Learning Excellence Actions

- Sustained focus on implementation of the Literacy Framework
- Provide targeted professional learning and resources to support teachers in implementing provincial curriculum
- Clearly articulate Learning Intentions and Success Criteria
- Utilize high-impact strategies for vocabulary and word learning (ex: teacher and student discussion of what the word means, what it does not mean, viewing pictures that represent the word and a definition; students may create their own Frayer Model or it may be a class anchor chart)

Well-Being Actions

- Support students academically through targeted programming, structures and common vocabulary

Truth & Reconciliation, Diversity and Inclusion Actions

- Implement professional learning and resources for diversity and inclusion – Implement 5 Culturally Responsive Teaching Strategies
- Building student identity through books that are read aloud, and building student identity through inclusive language

Professional Learning

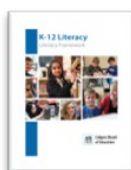
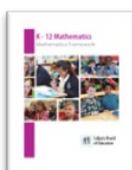
- STEM Education
- Working with AI Tools
- Re-Cap of the 2024-2025 in-house vocabulary building PD

Structures and Processes

- Common Planning Time – including additional SA Time
- Time for teaching teams to select common vocabulary
- Time for teaching teams to create the pre- and post-assessment for common vocabulary

Resources

- CBE ELAL Framework
- EAL D2L Shell
- Social Emotional Learning D2L Shell
- CBE Diversity and Inclusion D2L Shell
- Social Emotional Learning School-Based Champion





- Use of common framework to develop understanding of vocabulary (Frayer Model)
- Professional Learning with the Frayer Model
- Collaborative Response
- ELAL Key Issue
- Well-Being Key Issues

- Stepping into Science – New Learn Alberta website
- CBE's Vocabulary Routine Cards
- ATA Group Funding Request – see below

School Development Plan – Data Story

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.

2024-25 SDP GOAL ONE: Students achieve excellence in literacy and mathematics

Outcome one: Students will use specific vocabulary when representing their understanding.

CBE Results Policies

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CBE 2024-27 Education Plan



Learning Excellence

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Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

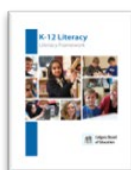
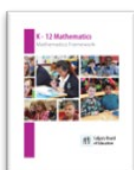
Students and employees experience a sense of belonging and connection

Celebrations

- Grade 1 students increased in their ability to understand and use specific Science Vocabulary from the Earth Systems and Living Systems Organizing Ideas by 25%age points and 35.5%age points.
- Grade 2 students increased in their ability to understand and use specific Science Vocabulary from the Energy: Organizing Ideas by 10%age points.
- Grade 3 students increased in their ability to understand and use specific Science Vocabulary from the Living Systems and Earth Systems Organizing Ideas by 18.5%age points and 45%age points.
- Grade 4 students increased in their ability to understand and use specific Science Vocabulary from the Living Systems and Earth Systems Organizing Ideas by 51%age points and 91%age points.
- On the Assurance Framework Survey there was an increase of 4.7%age point increase from the 2023-2024 to the 2024-2025 school year

Areas for Growth

- One grade level was participating in the Social Studies Pilot program to provide feedback to CBE and Alberta Education; this led to condensing the Social Studies Curriculum in order to provide feedback for each Organizing Idea
 - To align the Social Studies concepts with Science, this also meant that there was a reorganization of the Science Organizing Ideas
 - This may have led to a lesser amount of time to work on deep understanding of the selected vocabulary; thus using the CBE's Science Scope and Sequence document which lays out the Organizing Ideas for a specified amount of time is a tool



we could use to ensure access to instruction per Organizing Idea in Science

- On the Assurance Framework Survey there was a decrease of 9%age point decrease increase from the 2023-2024 to the 2024-2025 school year.

Next Steps

- The remaining Science Organizing Ideas for each grade level need to be addressed in terms of:
 - grade level teachers identify specific vocabulary which are key terms within each Science Organizing Idea
 - teachers coming to a common understanding of each targeted vocabulary word
 - pre-assessment data
 - explicitly teaching for understanding of the targeted vocabulary word using the Frayer Model
 - post assessment data
- To increase awareness of student engagement within the school, we will intentionally focus on how we are communicating with families around activities within the school (both academic and social)

ATA Group Fund - Optional

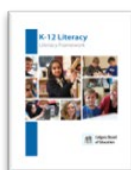
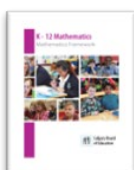
- Teachers will have the opportunity to choose to purchase professional development texts, the funding will come from the ATA's Group Fund. Titles may include some of the ones below:

Learning Excellence

- Making Words Stick: A Four-Step Instructional Routine to Power Up Orthographic Mapping
- Vocabulary & Morphology using Structured Word Inquiry: Teacher Guide, Lesson Planning Template, & Student Activity Booklet of Tier 2 Vocabulary from Core Subject Areas, Elementary - Middle School+
- Structured Word Inquiry: An Implementation Guide for Teachers
- Using Linguistic Lenses to Journey into Words: A Teacher's Guide to Phonology, Orthography, Morphology and Etymology
- Figuring Out Fluency in Mathematics and Learning; Grade k-8: Moving Beyond Basic Facts and Memorization
- Figuring Out Fluency – Ten Foundations for Reasoning Strategies with Whole Numbers: A Classroom Companion
- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction

Well-Being

- SEL from the Start: Building Skills in K-5





- Social Skills Activities for Kids: 50 Fun Exercises for Making Friends, Talking and Listening, and Understanding Social Rules
- Cultivating a Classroom of Calm: How to Promote Student Engagement and Self-Regulation

Truth & Reconciliation, Diversity and Inclusion

- Hold On to Your Kids: Why Parents Need to Matter More Than Peers
- The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness
- Smart But Scattered: The Revolutionary Executive Skills Approach to Helping Kids Reach Their Potential
- Cultivating a Classroom of Calm: How to Promote Student Engagement and Self-Regulation
- I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids
- Executive Functioning Activities: Exercises and Strategies to Engage Your Child and Help Them Organize Their Thoughts

