

Alex Munro 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

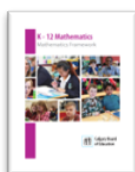
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

LINK TO SIRR 2024-25: [SIRR 2024-25 Alex Munro.docx](#)





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome:

Students' engagement and achievement in writing will improve as teachers and students learn and implement new instructional and assessment approaches.

Outcome Measures

- Report Card Data – Writes to express information and ideas
- Grade 6 – Provincial Achievement Test (PAT) ELAL Part A
- Student post instruction writing samples

Data for Monitoring Progress

- Student writing samples – pre and post instruction using ELAL System Rubrics
- Staff feedback on SRSD Professional Learning through informal conversation
- Student feedback through engagement, self-assessment conversations, and checklists
- Use of SRSD teacher fidelity checks on instructional implementation
- Collaborative Response Data

Learning Excellence Actions

- School-wide implementation of Self-Regulated Strategy Development (SRSD) for 1-2 genres of writing
- Use of writing exemplars to enrich student understanding of writing outcomes
- Use and reference System ELAL Rubrics to support teachers and students with writing assessment practices and calibration

Well-Being Actions

- Explicit and recursive learning of self-regulation and self-talk strategies with opportunities for practice and consolidation
- Focus on culturally responsive and inclusive practices
- Nurture student identity through self-regulation, culturally responsive practices and voice/choice in the writing and assessment process

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students with opportunities to interactively and collaboratively construct text(s)
- Utilize and provide access to inclusive, linguistically and culturally diverse, inviting texts to model writing genres and guide classroom discussions
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind

Professional Learning

- Provide explicit, systematic professional learning for teachers on Self-Regulated Strategy Development (SRSD)
- Build understanding of the K-6 ELAL System Rubrics

Structures and Processes

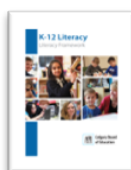
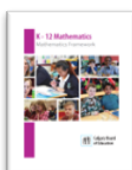
School:

- Collaborative Response
- Professional Learning Communities (PLC)
- Collaborative Team Planning

Classroom:

Resources

- SRSD: Writing to Learn online course, materials and regular PL led by LLs
- System ELAL Rubrics





- *Gradual release of responsibility through the 6 stages of SRSD instruction*
- *Common writing instructional and assessment practices across all grades*

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and mathematics will improve.

Outcome one: Students' procedural fluency will improve as teachers learn and apply teaching practices that build conceptual understanding.

Celebrations

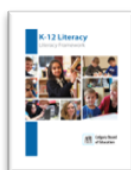
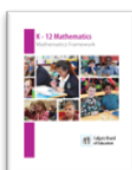
- Student confidence and interest in mathematics problem solving increased
- Overall student engagement in all learning tasks increased
- Students in K-3 at risk in numeracy understanding decreased
- Student sense of belonging at school increased
- High educational quality identified by teachers, parents, and students

Areas for Growth

- Overall achievement in mathematics
- Increase student achievement in literacy, specifically targeted to writing improvement
- Build confidence, engagement, and self-regulation in writing
- Continue to build inclusive and equitable learning environments

Next Steps

- Continue to focus on building procedural fluency through conceptual understanding in mathematic practices
- Provide opportunities for students to increase self-regulation, self-confidence, and self-assessment in writing





- Increase engagement, choice, and voice by providing culturally diverse texts that offer mirrors and windows to students' own and others' identity and experiences
- Through professional learning, strengthen teacher understanding and implementation of the gradual release of responsibility when approaching writing tasks with students.

