

Lakeshore 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

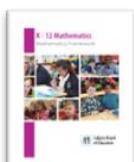
Introduction

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 [HERE](#).



**School Goal**

Effective Task Design and Assessment Practices will enhance Student Achievement and Well-Being at Lakeshore.

Outcome:

Student literacy and numeracy achievement will improve because of intentional, responsive teaching practices with attention on groupings for targeted instruction

Outcome Measures

- *Report Card data for ELA – Reading and Writing Indicators*
- *Report Card data for Mathematics – Indicators related to Number*
- *Provincial Achievement Test Data in both ELA and Math for Grade 6 and 9 – Acceptable Standard and Standard of Excellence*
- *CBE Student Survey Data – Indicators related to Confidence in Oneself as a Learner*

Data for Monitoring Progress

- *Internal tracking of individual student progress in reading including diagnostic, formative, and summative data*
- *Student reviews as part of regular, scheduled Collaborative Team Meetings*
- *Full data analysis of May / June PAT results in ELA and Math*
- *Student and Teacher check-ins related to confidence in their learning*

Learning Excellence Actions

- *Tasks in all subject areas will include literacy strategies*
- *Students will benefit from a school-wide system for Lesson Requests and Lesson Invitations*
- *Teams will review progress in weekly meetings and regular CTM*

Well-Being Actions

- *Create a class-to-class tracking system where students can articulate level of confidence in current learning*
- *Continue to allow students to demonstrate understanding of learner outcomes in a variety of ways*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Identify places across the curriculum where Indigenous ways of Being, Belonging, Doing, and Knowing can be incorporated with a specific focus on the Mind – To Know) domain related to self-awareness and confidence*

Professional Learning

- *CBE Middle School Learning Series – Continued focus on Assessment and In-Class, Small Group supports*
- *CBE Middle Years Well-Being Sessions with support from the team regarding building confidence*

Structures and Processes

- *Collaborative Grade Team Planning Time*
- *Collaborative Team Meetings (attended by team members and admin)*
- *Professional learning emphasizing the Lesson Requests and Lesson Invitations process*

Resources

- *CBE Middle School Learning Series and associated videos and materials*
- *CBE Specialists to support ongoing enhancements related to small group work*
- *CBE Core Documents*



**School Goal**

Effective Task Design and Assessment Practices will enhance Student Achievement and Well-Being at Lakeshore.

Outcome:

Student Well-Being will improve because of the intentional, responsive teacher and student practices designed to enhance self-confidence and care for self and others.

Outcome Measures

- *OurSchool Survey (Sense of Belonging Summary Measure)*
- *Alberta Education Assurance Survey – outcomes related to respecting others*
- *CBE Student Survey – results related to confidence and care for self and others*

Data for Monitoring Progress

- *Fall 2025 > Spring 2026 CBE Student Survey results*
- *Qualitative data collected by teachers and our Student Well-Being Ambassador Action Team*

Learning Excellence Actions

- *Promoting learning in different groups and working collaboratively*
- *Using assessment data to monitor student achievement*
- *“Sunshine emails” to identify positive student effort and achievement*

Well-Being Actions

- *Continuation of BEAR Awards to highlight student successes*
- *Ongoing clubs and athletics opportunities that offer a variety of options for students*
- *High visibility of our Student Well-Being Ambassador team*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Identify places across the curriculum where Indigenous ways of Being, Belonging, Doing, and Knowing can be incorporated with a specific focus on the Mind – To Know) domain related to self-awareness and confidence*

Professional Learning

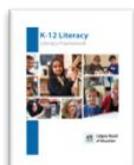
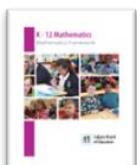
- *CBE Middle-School learning series – sessions related to well-being*
- *Lakeshore Well-Being Ed Camp (system PD day) with focus on building confidence and managing screen time*

Structures and Processes

- *Collaborative Grade Team Planning Time*
- *Collaborative Team Meetings (attended by team members and admin) Professional learning emphasizing the Lesson Requests and Lesson Invitations process*

Resources

- *CBE Student Well-Being Framework and Companion Guide*
- *CBE Middle Year Well-Being Symposium and support from CBE Specialists*
- *CBE Core Documents*



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CBE 2024-27 Education Plan**Learning Excellence**

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Well-Being

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Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

2024-25 SDP GOAL: Effective Task Design and Assessment Practices will enhance Student Achievement and Well-Being at Lakeshore

Outcome one: Student literacy achievement will improve because of the intentional, planned incorporation of responsive reading practices in all subject areas.

Outcome two: Student well-being will improve because of the intentional, planned incorporation of strategies designed to create a culture of belonging specific to respect and care for one another.

Celebrations

- Literacy results on all outcome measures show improvements, highlighted by:
 - A +14.7% improvement for Grade 9 students moving out of report card 1 or 2 indicators in reading
 - A + 9.2% improvement for Grade 6 students moving into an indicator or 4 on the report card
 - A +24.1% improvement for Grade 9 students moving out of report card 1 or 2 indicators in writing
- 81.3% of Grade 6 students and 79.4% of Grade 9 students achieved Acceptable Standard on ELA results for combined Reading and Writing scores
- 84% of students responded on the Assurance Survey that they understand English Language Arts skills are important to them
- Student reported engagement levels in learning exceed the Provincial Average on the Assurance Survey
- There has been overall school progress in monitoring student achievement through data tracking of diagnostic assessments. We have focused on using similar assessments from grade-to-grade to be able to compare the same data over time. Well-Being results on all outcome measures show improvements, highlighted by:
 - A +4% improvement on the OurSchool Survey Sense of Belonging Measure
 - A +11% improvement on the overall Assurance Survey results for "Students at your school respect each other" (including 16% improvement from the student respondents)
 - A +17.6% improvement in the CBE Student Survey results for "I have at least one adult at the school I connect with"





- Over 200 students received a BEAR Award for Bravery, Excellence, Ambition, or Respect. These awards were handed out monthly through staff nomination. Students received a certificate, and parents received a message of support including a personalized quote from the nominating staff member.
- Our Well-Being Ambassadors focused on Care and Respect and their student-to-student outreach program was featured on CBE News and highlighted by the Calgary Board of Education for excellence and featured in their social media posts.
- There was an overall decrease in the number of suspensions with no suspensions for violent aggression.
- On the Alberta Education Assurance Survey, 93.7% of students indicated that “their teachers want them to be successful” on the CBE Student Survey.
- On the Alberta Education Assurance Survey, Level of Improvement in the overall results is indicated as “Improved Significantly” in Grade 9 Acceptable Standard and Standard of Excellence.
- On the Alberta Education Assurance Survey, Results in Student Learning Engagement, Citizenship, and Parental Involvement also show as “High” with Student Learning Engagement and Citizenship indicators marked “Improved”.
- On the Alberta Education Assurance Survey, 95% of parents agree that the literacy and numeracy skills students are learning at Lakeshore School are useful.
- On the Alberta Education Assurance Survey, Student feedback regarding Citizenship at Lakeshore School shows results are “Very High” in Achievement and “Excellent” Overall.
- On the Alberta Education Assurance Survey, 87% of Parents responded that they were “Satisfied” or “Very Satisfied” with the quality of education their child is receiving at Lakeshore School.

Areas for Growth

- Data indicates that we still have a gap between report card results in writing to those in reading. We would like to see writing skills match the growth of reading.
- We want to find ways to better utilize diagnostic data to organize and offer specific supports to students.
- We would like to see continued improvements for results on Grade 6 and Grade 9 Provincial Achievement Tests in the percentage of students achieving both Acceptable Standard and Standard of Excellence.
- 69% of students indicated they have confidence in themselves as a learner on the CBE Student Survey.
- 59% of students indicated that they “talk to caregivers, friends, classmates, and/or teachers about how they feel” on the CBE Student Survey.
- 48.9% of students indicated “I take care of myself by making sure I don’t have too much screen time” on the CBE Student Survey





Next Steps

- Obtain teacher / staff, student, and parent feedback regarding literacy skill acquisition to incorporate into the School Development Plan for 2025-2026.
- Complete a comprehensive item-by-item analysis of the reading and writing skill breakdown from the Provincial Achievement Test results from May / June 2025 to incorporate into new teaching.
- A commitment to an in-class system where “lesson requests” and “lesson invitations” may allow for more personalized supports.
- Select more Well-Being Ambassadors to increase the team size for more student-to-student initiatives.
- Work with the parent and community to source options to help Lakeshore students to effectively manage screen time.
- Consider specific task design and assessment actions to enhance confidence in learning – this could be positively impacted by the move to “lessons requests” and “lesson invitations”.

