



Lakeshore 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

Our school focused on Task Design with specific focus areas on the following: multiple entry points, varied assessment opportunities, student voice and clear learning intentions. We wanted to create tasks connected to the real world and touched on surface, deep and transfer learning.

There are many reasons to celebrate our results in Learning Excellence, including year-to-year improvements, Assurance Survey data improvements, but we are currently focused on data to inform next steps. There are multiple data sets and points from the 2023-2024 school year which are currently informing and influencing our direction and areas for attention:

- Report card data related to the *reading* stem in English Language Arts indicates that, on average, 28% of Lakeshore students are receiving indicators of 1 or 2.
- Report card data related to the *writing* stem in English Language Arts indicates that, on average, 31% of Lakeshore students are receiving indicators of 1 or 2.
- Report card data related to the *number* stem in Mathematics indicates that, on average, 22% of Lakeshore students are receiving indicators of 1 or 2.
- Report card data related to the *shape and space* stem in Mathematics indicates that, on average, 24% of Lakeshore students are receiving indicators of 1 or 2.

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



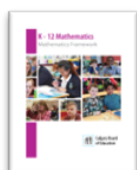
- The above report card data does not represent students who received indicators of IPP (Individual Program Plan) or EAL (Beginner level English language proficiency), which represents 3-5% of our school population.
- On the Grade 9 Provincial Achievement Test for English Language Arts, while we outperformed the provincial average for level of acceptable standard on Total Test and Writing, we were below the provincial average for acceptable standard in Reading (-5.2%).
- On the Grade 9 Provincial Achievement Test for English Language Arts, we were below the provincial average for standard of excellence in Reading (-4.4%), Writing (-6.4%) and Total Test (-5.5%).
- On the Grade 9 Provincial Achievement Test for Mathematics, we were below the provincial average on all aspects of the test including Total Test, acceptable standard (-9.1%) and standard of excellence (-8.5%).
- Grade 6 Provincial Achievement Test data for Science and Social Studies indicates that Lakeshore students drastically outperformed the provincial average on all aspects of the test.
- There were no Provincial Achievement Test results available for Grade 6 in English Language Arts or Mathematics because of province-wide test cancellation related to curriculum changes.

Well-Being

While our previous School Development Plan focused primarily on Learning Excellence, we have always placed a great deal of attention on Well-Being. As a school which is still in our beginning years (2023-2024 was our second year of operation, and first full year in our own building), we know that our efforts related to well-being are extremely important.

As with Learning Excellence, we have much to celebrate including strong improvements / upward trends in many categories of our OurSchool Survey, CBE Student Survey and Assurance Survey data. There are multiple data sets and points from the 2023-2024 school year which are currently informing and influencing our direction and areas for attention:

- On the Assurance Survey, 58% of students indicated they feel that *Students Respect Each Other*.
- On the Assurance Survey, 60% of students indicated that they feel *Students Care About Each Other*.
- On the OurSchool Survey, 68% of students indicated they have a *High Sense of Belonging*.
- On the OurSchool Survey, 65% of students indicated they have *Positive Self-Regulation*.
- On the CBE Student Survey, 61.5% of students indicated they *Feel Included in School*.
- On the CBE Student Survey, 64.3% of students indicated they *Have Confidence in Themselves as a Student*.





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

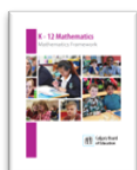
- On the CBE Student Survey, 63.8% of students indicated they *Have at Least One Adult at School Who They Connect With*.
- On the CBE Student Survey, 60.1% of students indicated the *School Makes an Effort to Prevent and Reduce Bullying*.

Truth & Reconciliation, Diversity, and Inclusion

Lakeshore School actively demonstrates our commitment to Truth and Reconciliation. We utilize our B.E.A.R. guiding principles of Bravery, Excellence, Ambition and Respect to connect to the CBE Indigenous Education Holistic Lifelong Learning Framework. Throughout our focus on Task Design, our teachers have been intentionally incorporating Indigenous and other cultural perspectives into teaching and learning opportunities for students.

We have many accomplishments to celebrate including the startup of new clubs dedicated to Diversity and Inclusion and strong, upward trends (especially related to categories specific to Indigenous perspectives) in many categories of our OurSchool Survey, CBE Student Survey and Assurance Survey data. There are multiple data sets and points from the 2023-2024 school year which are currently informing and influencing our direction and areas for attention:

- On the OurSchool Survey, 50% of students indicated they had an *Awareness of their Own Culture* while 69% of students indicated they had an *Understanding of Other Cultures*.
- On the CBE Student Survey, 46.1% of students indicated they *Can See Their Culture Represented in the School*.
- On the CBE Student Survey, 63.1% of students indicated *When racism and/or discrimination occur at my school, my school takes steps to address it*.





School Development Plan – Year 1 of 3

School Goal

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

Outcome:

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

Outcome Measures

- Report Card Data for English Language Arts – Reading and Writing for indicators 1 and 2
- Report Card Data for English Language Arts – Reading for indicator 4
- Report Card Data for Mathematics – Number for indicators 1 and 2
- Provincial Achievement Test Data - English Language Arts and Mathematics for Acceptable Standard
- Provincial Achievement Test Data - English Language Arts and Mathematics for Standard of Excellence

Data for Monitoring Progress

- Internal tracking of individual student progress in reading including diagnostic, formative and summative data Teacher Perception Data – implementation of responsive literacy practices
- Ongoing Collaborative Response meetings
- Analysis of January 2025 Report Card data leading into year-end reporting

Learning Excellence Actions

- Tasks in all subject areas will include literacy strategies
- Tasks will allow for multiple entry points and acquisition of strategies
- Learner outcomes will be clearly stated

Well-Being Actions

- Encourage students to recognize their achievements to establish confidence in their learning
- Allow students flexibility in showing how they demonstrate understanding of learner outcomes

Truth & Reconciliation, Diversity and Inclusion Actions

- Identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be weaved in to specifically designed learning tasks (Heart – To Belong)

Professional Learning

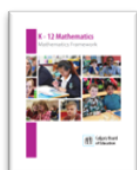
- CBE Middle-School Learning Series – Focus on Assessment: What does it mean to know your students and monitor their growth?
- CBE Middle-School Learning Series – Breakout Sessions: Focus on Disciplinary Literacy

Structures and Processes

- Collaborative Grade-Team Planning Time
- Collaborative Response Meetings
- Targeted Response to Intervention (RTI) Meetings and Planning

Resources

- CBE K-12 Literacy Framework
 - Scarborough's Reading Rope (2001) + The Active View of Reading (Duke and Cartwright, 2021)
 - The Writing Rope (Sedita, 2019)
- CBE Guiding Principles Assessment and Reporting - Assessment Practices are Fair, Transparent and Equitable for all students
- CBE Understanding Reading (Grades 4-9)



**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, planned incorporation of strategies designed to address a culture of belonging specific to respect and care for one another.

Outcome Measures

- *OurSCHOOL Survey (Sense of Belonging Summary measure)*
- *Alberta Education Assurance Survey: "Students respect each other / Students care about each other"*
- *CBE Student Survey questions: "Have at least one adult at school who they connect with"*

Data for Monitoring Progress

- *Teacher perception data and ongoing conversations with students*
- *October > May Our School Survey progress*
- *Student Council / Student Voice feedback sessions with teachers and admin*

Learning Excellence Actions

- *Promoting learning opportunities that encourage collaboration*
- *Using assessment data to analyze student achievement to promote connection through course content*
- *BEAR awards for Excellence to highlight academic progression*

Well-Being Actions

- *Promotion of BEAR awards for Bravery, Excellence, Ambition and Respect*
- *Encourage cross-grade activities and highlight elements of caring for each other and our school*
- *Clubs and additional supervision opportunities to enhance teacher and staff profiles with all students*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Continuation our IDEA and Rainbow Mafia clubs with more support for club activities*
- *Celebrate other culture holidays and occasions in a public, shared way*
- *Design and offer student and staff learning tasks that intentionally activate the spirit, heart, body, and mind (Mind – To Know).*

Professional Learning

- *CBE Middle-School Learning Series – Breakout Sessions: Focus on Well-Being*
- *Lakeshore Well-Being Ed Camp (designated PD Day for this purpose) and specified days in our Friday PD calendar*

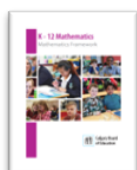
Structures and Processes

- *Collaborative Grade-Team Planning Time*
- *Collaborative Response Meetings*
- *Targeted Response to Intervention (RTI) Meetings and Planning and SLT follow-up as needed*

Resources

- *CBE Student Well-Being Framework and Companion Guide*
- *Social-Emotional Learning (SEL) resource via D2L*

School Development Plan – Year 1 of 3





Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb** | you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip** | whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.





Monitoring Progress (continued): The School Development Plan works in concert with your Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(*including the Reporting and Expectations Timeline*\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

