

**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.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

Lakeshore School

430 Auburn Bay Drive, Calgary, AB T3M 1P6 t | 403-817-3440 e | Lakeshore@cbe.ab.ca

School Improvement Results Reporting & School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan aligns individual school goals with the identified goals in CBE Education Plan | 2021 - 2024. 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 2023-24 School Year p. 167).

This report includes results relative to the goals and outcomes set in the 2022-23 School Development Plan and the school's Assurance Survey results.

Look Back

School Improvement Results Report | 2022-23

CBE's Education Plan prioritizes creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that inform the Education Plan and system actions for improvement across the organization have been identified.

- Literacy
- Mathematics
- Well-Being

Our school focused on improving:

2022-2023 School Goals

- Student achievement in associating meaning during literacy tasks will improve
- Student achievement in relation to the stem "Number - Develops number sense and applies strategies for computation and estimation" will improve.
- The percentage of students who feel a sense of belonging at Lakeshore will increase.

- Achievement in "Associating Meaning" during literacy activities
- Achievement in areas of the *Number* strand of mathematics
- Improvement in the number of students who feel a "Sense of Belonging" at Lakeshore

Our three focus areas for 2022-2023 were influenced by our main feeder schools. As a first-year school, we relied heavily on data from these feeder schools to provide direction for our students and staff. The literacy goal in "associating meaning" was an attempt at a blended goal as feeder schools had both reading and writing specific goals. The mathematics focus on *Number* was consistent with our feeder schools. The need to establish a "sense of belonging" in our inaugural year was a natural goal for Well-Being.

Highlights

■ Professional Learning

- Teachers participated in regular Professional Learning Committee (PLCs), which combined elements of Collaborative Response and supporting work in a Response to Intervention model. The purpose of these meetings were to bring focus to students who required academic support in literacy (reading and writing) and mathematics, as well as those who required support for aspects related to social / emotional and/or behavioural wellness.
- Staff worked together to establish the *Lakeshore Lighthouse* – which was a comprehensive set of staff beliefs that would guide our work together in our first year and beyond. Through this work, we established that RELATIONSHIPS, LEARNING and COLLABORATION would be at the center of all decision-making at the school level. We further defined what each of these Lighthouse “rays” will look and feel like at Lakeshore.
- In collaborative spirit, teachers met regularly in both grade teams and core subject-specific teams on a regular basis to focus on Task Design and Assessment. Establishing a standard practice which could be mirrored in all classes and from grade-to-grade was developed to ensure similar experiences no matter who the teacher was. Our Humanities-based teachers discussed achievement in literacy, while our Math / Science teachers focused conversations around achievement in mathematics.
- Student voice was incorporated through Lakeshore Time, where our students and staff created an acronym for B.E.A.R. which was represented by the words Bravery, Excellence, Ambition and Respect. Professional Learning time was dedicated to designing activities to uncover and enhance these elements at our new school.
- Lakeshore worked extensively with our Elder, Faye Heavyshield, and Knowledge-Keeper, Hali Heavyshield, to incorporate meaningful Indigenous Perspectives into our identity, and each were helpful in working with both staff and students.

■ Structures/Processes

School Based Processes

- Our Student Services / Admin team led work in establishing a Response to Intervention model for all staff and students in an effort to ensure that all students were known and identified for additional learning supports, as needed.
- We established school-wide assessment practices to utilize diagnostic, summative, and various forms of formative data (observation, product and conversation).
- We established an extensive student and teacher professional library to support understanding of Indigenous perspectives.

Classroom Based Processes

- Identified learning gaps in both literacy and numeracy via multiple forms of assessment.
- Provided multiple entry points for acquisition of vocabulary (literacy).
- Provided opportunity to revisit concepts through extended timelines for assignment completion / resubmission and re-testing (mathematics).
- Ensured that every child has a “go to” adult through regular student conferences and intentional activities that permitted all adults in the school to get to know students.

■ Resources

- CBE K-12 Literacy Framework
- CBE K-12 Mathematics Framework
 - Grade 6 and 9 Computation Work Samples
 - Formative Assessment and Feedback
- CBE K-12 Well-Being Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Middle Years Professional Learning Series
- CBE Assessment and Reporting Guide
- *Collaborative Response* (Hewson and Hewson)
- *Working Together to Support Mental Health in Alberta Schools*
- *Positive Mental Health Toolkit Joint Consortium for School Health (Module 2: School Connectedness)*

What We Measured and Heard

REPORT CARD INDICATOR	June 2022 (Available Lakeshore Students from Former Schools)	June 2023
Reading-related stem on report card in English Language Arts	20.6% of students received an indicator of 1 or 2	22.2% of students received an indicator or 1 or 2
Number-related stem on report card in Mathematics	22.9% of students received an indicator of 1 or 2	15.3% of students received an indicator or 1 or 2
OurSchool Well-Being Survey	Fall 2022	Fall 2023
Students have a positive sense of belonging	67% of students at Lakeshore indicated having a positive sense of belonging (3% below Canadian average)	68% of students at Lakeshore indicated having a positive sense of belonging (3% above Canadian average)
Students have positive relationships	75% of students at Lakeshore indicated having positive relationships (2% below Canadian average)	78% of students at Lakeshore indicated having positive relationships (2% above Canadian average)

What We Noticed

- Data indicated a decline in Reading indicators on report card compared to June 2022 and June 2023.
- There was significant improvement in Mathematics, with approximately 85% of Lakeshore students attaining a 3 or 4 in the number-related stem on the report card.

Celebrations

- Mathematics *Number* skills seem to be trending in the right direction.
- Both well-being measures being tracked are showing positive trends over Fall 2022 results, and especially in comparison with the Canadian averages.
- Provincial Achievement Test results in all subjects from Grade 6 and 9 show that the level of acceptable achievement at Lakeshore exceeded the provincial averages.
- From the Alberta Assurance Survey:
 - 97% of parents are satisfied with the quality of teaching
 - 97% of parents agree that children are being encouraged to do their best
 - 88% of parents feel their child is learning what they need to know
 - Strong majority of parents feel the school is safe and welcoming
 - 83% of students feel safe to and from school
 - 91% of students are satisfied with the programs available

Areas for Growth

- Attention to results and achievement in Reading needs to continue.
- Continue to build a positive culture in the school so more students feel a sense of belonging and have positive relationships within the school.
- Provincial Achievement Test results in most subjects from Grade 6 and 9 show that the level of excellence in achievement at Lakeshore was on par or below the provincial averages. We would like to increase the number of student attaining excellence on the PATs.
- Still relatively high levels of reported depression and low self-esteem
- PAT results in both Grade 6 and 9 are showing a need to develop High Order Thinking Skills
 - Evaluating and interpreting information from visuals
 - Analyzing multiple perspectives
 - Making observations and drawing conclusions
- Assessment calibration

Alberta Education Assurance Measures (AEAM)

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 2426 Lakeshore School

Assurance Domain	Measure	Lakeshore School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.6	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	71.2	n/a	n/a	80.3	81.4	82.3	Low	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	84.9	n/a	n/a	88.1	89.0	89.7	Intermediate	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	80.2	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	73.5	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	76.0	n/a	n/a	79.1	78.8	80.3	Intermediate	n/a	n/a

Note | The Spring 2023 Alberta Education Assurance Survey was the third year of a new survey and participation may have been impacted by the COVID-19 pandemic. Consequently, 2020-21 survey results are not comparable with other years, and as such comparative evaluations were not calculated.

Updated September 5, 2023

CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- Students achieve excellence in literacy
- Students achieve excellence in mathematics
- Students who self-identify as Indigenous are supported to experience improved achievement and well-being
- Students access learning opportunities and supports that address their diverse learning needs and well-being

Lakeshore School Development Plan– Walk Forward | 2023-24 Holistic Plan

What topic best reflects your holistic focus for the year?

- Task Design

What aspect(s) of your holistic focus are you targeting to improve student achievement? Include the school data sources that have pointed you in this direction.

Our focus this year will be leveling up with Task Design, and specifically incorporating learner outcomes in ways that will enhance student engagement and achievement. Effective Task Design will incorporate **multiple entry points, varied assessment opportunities, student voice, and clear learning intentions**. Teachers will also be mindful of creating tasks that have **real-world connections** that touch on **surface, deep and transfer learning**.

Local measure data (Core Maze, MIPI or CBE-endorsed math assessments) along with report card data and PAT data (Reading and Number) show that there is a wide range of skills in our student population even prior to the introduction of new curriculum expectations (grade 6). This is mirrored with perception data, as gathered through staff feedback. Our students also have very differing opinions on their level of confidence and their identities in literacy and mathematics.

As we continue our journey into year two, we are developing a stronger sense of identity and collective vision and understanding to meet the diverse interests and needs of our students. This will continue to be communicated to the parent community. Having a cohesive sense and implementation of quality task design will unify our staff efforts inclusive of all grades and disciplines.

What professional learning is needed?

- CBE Middle Years Professional Learning Series
- Internal Professional Learning Series led by dedicated Learning Leaders
- Developing common language
- Scope and sequences are developed for teachers in all subject areas, including core classes, complementary classes and PE
- PowerTeacher Pro assignment stem/outcome analysis
- Utilizing calibration protocol to collaborate with colleagues in designing assessments and interpreting data
- Sessions in Collaborative Response

- Math-Up sessions
- Re-connect with CBE “Core 4” documents – Literacy, Mathematics, and Well-Being Frameworks and Indigenous Education Holistic Lifelong Learning Framework
- Anchoring in with the CBE Assessment and Reporting Guide

What school-based structures/processes are needed?

- Collaborative planning time
- Common Task Design templates / guides
- Structured Friday afternoon professional learning
- Collaborative Response / RTI
- Bi-weekly Learning Leader meetings
- Admin check-ins
- Create time for LL working sessions / mentoring with teachers (in-class and out-of-class)

Guided by the CBE [Literacy](#), [Mathematics](#), [Well-Being](#), and [Indigenous Education Holistic Lifelong Learning](#) Frameworks, what resources will support your work?

- Curriculum Documents (Alberta Education and CBE)
- Alberta Program of Studies
- Math Up
- Teaching Effectiveness Framework (Friesen, 2009)
- CBE Middle-Years Professional Learning Series
- *Assessment and Reporting in the CBE* guiding document

What classroom-based structures/processes are needed?

- Posted learning intentions
- Common planning (task design) and assessment – tools, resources, and expectations
- Flexible groupings
- Working dyads
- Common non-instructional time (meetings scheduled in with core and whole-grade teams)
- Common Assessment rubrics (complementary courses)

What will teachers be doing with students?

- Utilizing effective Task Design will incorporate:
 - leading with assessment
 - multiple entry points
 - varied assessment opportunities
 - student voice
 - connections to 'real world'
 - clear learning intentions
 - surface, deep and transfer learning

How will you measure growth and improvement in the area(s) you have identified as well as specifically in literacy, mathematics and well-being?

We will know that teachers have greater understanding of and confidence with effective task design through feedback loops – exit slips and short teacher surveys administered throughout the year (November, January, May). Teacher surveys will be influenced by the Teaching Effectiveness Framework (Friesen, 2009).

As a new school, we are establishing baselines for levels of report card achievement across the grades, calibrating teacher assessment, and inclusive of new programs of study in grade 6 (and 6-9 PE).

Literacy:

- Report Card Data Results
- Provincial Achievement Test Data Results (reviewed annually)

Mathematics

- Report Card Data Results
- Provincial Achievement Test Data Results (reviewed annually)

Well-Being

- OurSchool Survey Data Results
- Lakeshore School Student Wellness Survey Data Results