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

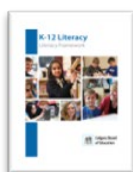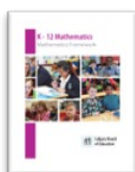# School Development Planning

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.

Peter Lougheed School Improvement Results Report.

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Using Collaborative Response and focused tiered intervention, student achievement and well-being will improve.

Outcome:
Student achievement in reading and number sense will increase in areas identified for each learner based on diagnostic assessment.

Outcome
Students' overall sense of well-being will improve through the use of targeted supports and greater inclusion of student voice.

Outcome Measures
- Reading Report Card Data
- Words Their Way
- DIBELS Maze
- Number Sense Report Card Data
- Locally Developed Graded Mathematics Assessment Tool
- OurSchool Survey
- CBE Student Survey
- Alberta Education Assurance Measures: Welcoming, Safe, Caring and Respectful Learning Environments.
- Locally developed Continuum of Support/ Collaborative Response tracking tool

Data for Monitoring Progress
- RAD Data (Maze, Spelling Inventory)
- Peter Lougheed School (PLS) Diagnostic Tests for Number Sense
- Seasonal tracking of supports tiered to students through excel tracking sheets.

Learning Excellence Actions

- **Literacy:** Explicit Targeted disciplinary vocabulary and comprehension instruction including morphology, flexible literacy groupings and accessing students background knowledge. vocabulary instruction including morphology; opportunities to connect to text through self, other text and world
- **Numeracy:** Create collaborative opportunities to support student mathematical discourse and share mathematical thinking through task

Well-Being Actions

- Continue working with a Social-Emotional Learning working group comprised of students and staff
- Establish regular student voice working groups to review well-being data and develop school initiatives
- Use of Continuums of Supports for Well-being to support the prioritization of learning through regulation, including conferencing with students accessing Tier 2 supports to discuss next steps.
- Utilize collaborative team meetings to discuss and personalize targeted

Truth & Reconciliation, Diversity and Inclusion Actions

- Develop inclusive classrooms embodying the principles of the holistic life-long learning framework, alongside the worldviews of diverse cultures
- Decolonizing the physical spaces within the school to proudly display and showcase our commitment to TRC
- Establishing Student Diversity Committee and Indigenous Spirit Committee with student voice at the centre
- Targeted and support goal setting with students
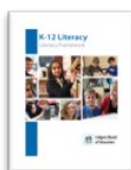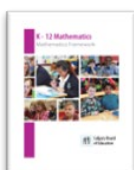
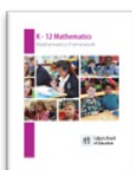| design and assessment, including spaced practice.	strategies for individual students	related to identified student needs

Professional Learning
- Middle Years Learners Series (Well-being and Literacy)
- Social Emotional Representative and Working Group
- Using Jigsaw Learning resources to further our Collaborative response processes
- Professional Learning Communities using the Teaching Effectiveness Framework to advance teaching and learning
- Interdisciplinary work to advance the improvement of literacy and numeracy task design
- Yearlong Professional Learning plan connecting system and school-based supports through an intentional scope and sequence to move teacher practice forward
    - Leadership action: P/APs & LLs will attend Ed Centre PL opportunities

Structures and Processes
- Collaborative Team Meetings
- Grade Team Meetings
- Student Well-Being Team
- RTI Blocks to support literacy and numeracy achievement through flexible grouping
- SLT processes to support implementation of Continuum of Supports in Well-being

Resources
- Reading Assessment Decision Tree (RAD) Gr 4-12
- University of Florida Literacy Institute (UFLI) resources
- ELA/ELAL Insite | Teaching Practices
- ELA/ELAL Insite | Equity and Identity
- Mathematics Insite | Teaching Practices
- Mathematics Insite | Equity and Identity
- Diversity and Inclusion Professional Learning Guide

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School Development Plan – Data Story

2024-25 SDP GOAL ONE: Using Collaborative Response and focused tiered intervention, student achievement and well-being will improve.

Outcome one: Student achievement in reading and number sense will increase in the following areas: disciplinary literacy, morphology, vocabulary, procedural fluency.

Outcome two: Students' overall sense of well-being will improve through the use of universal supports.

Celebrations

- Largest literacy improvements in Grade 5 with improvements overall at most grade levels.
  - Note | The only exception noted was related to data collection processes.
- Majority of students at a basic or good level of achievement in literacy
- Percentage of kids meeting grade level expectations in mathematics increased by an average of over 15 percentage points.
- Regulation Well-Being data saw an increase of over 13 percentage points, with strengths identified in setting and working towards goals

Areas for Growth

- While noted improvements in Mathematics, 54% of students are not yet meeting expectations.
- Well-being data overall, remains somewhat flat with identified areas for growth in peer relationships and connections to adults not related to academics.
- Ensuring data collection, consistency and calibration between the standardized assessments and report card data by building data literacy and process skills sets.

Next Steps

- Changes to the Mathematics diagnostic tool.
- Providing targeted literacy strategies for students based on regular diagnostic assessments

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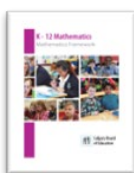
- Providing greater opportunities for student voice that includes students working with well-being data and working collaboratively with each other and school staff on solutions.