



Peter Lougheed 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 Mathematics, Literacy and Wellbeing last year and the following results help us to prioritize and provide a direction and focus for the upcoming year(s). Student Achievement for Number and Reading report card stems showed:

Math report card data from June 2024 showed 90.7% of students were meeting grade level expectations in the Number stem.

Using our school based common diagnostic assessment, we identified areas of growth we needed to address in our students' foundational math skills. These common assessments included skills related to Number Sense and included test items on Place Value, Fractions and Number Operations.

Student Achievement in Mathematics showed growth in Grades 5-7. For Grades 8 and 9, we saw a decrease in achievement based on the assessments

Report card data from June 2024 shows 86.6% of students were meeting grade level expectations for reading.

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



Student Achievement in Literacy showed growth in Grades 7-9. For Grades 5 and 6, we saw a decrease in achievement on the Reading Assessment Decision Tree (RAD) diagnostics, however all students who received targeted instruction showed improvement.

This year, we will continue to use common assessments to build on student success and give targeted instruction to help all students improve.

Well-Being:

OurSchool survey data showed students at Peter Lougheed are experiencing positive social-emotional outcomes in regard to feeling a sense of belonging, having positive relationships, experiencing positive self-esteem and feeling safe at school:

	Grade 5	Grades 6, 7, 8 & 9
Sense of belonging	73%	70%
Students with positive relationships	80%	71%
Students with positive self-esteem	n/a	79%
Feel safe at school	63%	56%

We were pleased to see our student responses were comparable to the Canadian norms.

For students who reported they experience anxiety or depression, we are below the Canadian norm in both cases. 21% of students in Grades 6-9 and 31% of students in Grade 5 reported moderate or high levels of anxiety. In the area of depression, 18% of Grade 6-9 students reported moderate or high levels of depression.

Positive well-being was broken into eudaimonic (pursuing happiness by finding meaning and purpose) and hedonic (pursuing activities that are fun and interesting):

	Grade 5	Grade 6, 7, 8 & 9
Students reporting positive eudaimonic well-being	76%	75%
Students reporting positive hedonic well-being	93%	87%

For 2024-2025, we will be working with the CBE and Peter Lougheed School Well-being Continuums of Supports to ensure more students report that they are finding purpose and meaning in school, resulting in a positive sense of well-being.





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

Truth & Reconciliation, Diversity, and Inclusion:

Peter Lougheed School proudly and visibly showcases its commitment to Truth and Reconciliation through the intentional use of story sticks, land acknowledgements, observing solstices and equinoxes, and the recognition of reconciling acts such as the Moose Hide Campaign, Red Dress Day and the National Day for Truth and Reconciliation. Our students are able to articulate their personal growth with respect to Spirit, Heart, Body and Mind through intentional learning and sharing within their classrooms through Medicine Wheel Teachings.

Peter Lougheed School has a diverse student population with approximately 82.6% of students coded for English as an Additional Language. We have dedicated an Education Assistant and Learning Leader to support our EAL learners in language acquisition.

Our learning spaces are set up to be inclusive of student needs, including behavioral, cognition, processing and socio-emotional learning. 8.9% of our students meet the criteria for an Alberta Education code. We have dedicated spaces, key teachers and resources to ensure all students feel welcomed, cared for, respected and safe.

School Development Plan – Year 1 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 the following areas: disciplinary literacy, morphology, vocabulary, procedural fluency.

Outcome (Optional)

Students overall sense of well-being will improve through the use of universal supports.

Outcome Measures

- *Reading: Report Card Data*
- *Number Sense: Report Card Data*
- *OurSchool Survey: Sense of Belonging, Positive Relationships & Eudaimonic/Hedonic well-being*
- *Alberta Education Assurance Measures: Welcoming, Safe, Caring and Respectful Learning Environments.*
- *CBE Student Survey: I have strategies that I can use when I feel stressed out about school.*

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 vocabulary instruction including morphology; opportunities to connect to text through self, other text and world*
- **Numeracy:** *Create collaborative opportunities to support sharing mathematical thinking through task design*
- **Well-Being:** *Teachers will track and utilize Universal supports for wellbeing in collaborative team meetings to personalize individual student strategies*

Well-Being Actions

- *Establishing a Social-Emotional Learning working group comprised of students and staff*
- *Create a student led OurSchool Survey: data synthesis/analysis, implementation of Spring Survey*
- *Use of Continuums of Supports for Well-being to support the prioritization of learning through regulation*

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 Diversity Committee*





*and Indigenous
Spirit Committee
with student voice at
the centre*

Professional Learning

- *Middle Years Learners Series (Well-being and Literacy)*
- *Social Emotional Representative and Working Group*
- *Working with Jigsaw learning 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*
- *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*



