



Lake Bonavista 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				
We have used Report card data from June 2024 to inform our next steps:				
Stem: Reads to explore and understand	% receiving Indicator 1	% receiving Indicator 2	% receiving Indicator 3	% receiving Indicator 4
Grade 1	14.1	15.5	39.4	31
Grade 2	4.3	8.7	30.4	56.5
Grade 3	0	37.5	39.6	22.9
Grade 4	1.8	12.3	49.1	36.8
Grade 5	0	17.1	42.9	40
Grade 6	0	14.3	25.7	60.0
Average	3.4	17.6	37.9	41.2
Stem: Writes to express information and ideas	% receiving Indicator 1	% receiving Indicator 2	% receiving Indicator 3	% receiving Indicator 4
Grade 1	14.3	28.6	40	17.1
Grade 2	4.3	13.0	58.7	23.9
Grade 3	2.0	28.6	53.1	16.3

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



Grade 4	3.6	16.1	55.4	25.0
Grade 5	0	29.0	48.4	22.6
Grade 6	0	12.5	37.5	50.0
Average	4.0	21.3	48.9	25.8

Upon reviewing our English Language Arts and Literature report card data along with classroom assessments we found that there are more students who are not meeting the grade level writing as compared to reading. There is also greater room for students to be reaching indicator 4 in written expression.

CBE Student Survey (Perception data) – Literacy

	Grade 4	Grade 5	Grade 6
I know what to do to improve my reading skills.	86.67%	85%	66.7%
I know what to do to improve my writing skills.	87.5%	78.95%	75%

CBE Student Survey (Perception data) – Literacy

In my classes, I have the opportunity to:

- receive feedback from others to improve my writing 26.23%(grade 4-5) 25% (grade 6)
- learn from different people in different spaces to improve my reading and writing skills 18.03% (grade 4-5) 20% (grade 6)

Well-Being

The summary of Well-being data that directly impacts student success suggests that areas such as feelings of safety require greater focus.

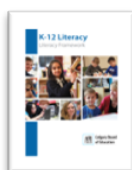
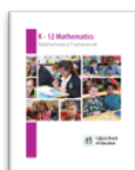
Our School Survey Results

Safety	Grade 4	Grade 5	Grade 6
October 2024	70	82	68
October 2023	73	85	76

In order to address these, explicit instruction on Social emotional learning integrated with academic instruction has been and will continue to be incorporated into each classroom.

Truth & Reconciliation, Diversity, and Inclusion

Throughout the year, our work incorporating the language of Montessori Tenets and Indigenous Education Holistic Lifelong Learning Framework has had a positive impact on students' sense of belonging.





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

Our School Survey Results

Sense of Belonging	Grade 4	Grade 5	Grade 6
October 2024	84	83	96
October 2023	80	82	76

Positive Relationships	Grade 4	Grade 5	Grade 6
October 2024	89	87	86
October 2023	95	90	79





School Development Plan – Year 1 of 3

School Goal

Task Design and assessment will improve student achievement in literacy.

Outcome:

Students' written communication will improve through engagement in and responsive feedback from rich literacy tasks.

Outcome:

Student sense of safety and belonging will increase as teachers apply Social Emotional Learning within their task design.

Outcome Measures

- Report Card data – ELAL (Writing stem)
- CBE Student Survey – Literacy
- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement test results

Data for Monitoring Progress

- Formative assessment
- PLC sprint data
- Professional Learning Communities (PLC) common writing assessments

Learning Excellence Actions

- Explicit use of mentor texts, graphic organizers and genre structures
- Students will receive feedback that aligns with the learning intentions and success criteria for next steps for improvement
- Build reciprocal reading-writing connections.
- Utilize loose parts and play based tools to improve and enhance oral language.

Well-Being Actions

- Create learning spaces that provide learners with a safe and respectful environment.
- Honour student voice and choice
- Teachers will explicitly teach Social Emotional Learning to model and increase growth-mindsets in relation to writing.
- SEL integrated with academic instruction

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks that intentionally activate the spirit, heart, body and mind.
- Provide low floor, high ceiling tasks that create safe entry points into work.

Professional Learning

- System Professional Learning
- Writing Rope
- PL – Using loose parts and play to support student writing through problem solving, storytelling, sequencing and other skills essential to early literacy.

Structures and Processes

- Teacher modelling of writing and incorporation of high quality literature
- Include meaningful daily writing tasks
- School:
 - PLC sprint time
 - Collaborative Response
 - Grade team meetings

Resources

- The Writing Rope: The strands that are woven into skilled writing: Sedita, J.
- Loose Parts CBE
- SRSD Online: Self-Regulated Strategy Development

