

## Lake Bonavista School

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### 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.

[School Improvement Results Report Link](#)



**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 connection will increase as teachers apply Social Emotional learning within their task design***Outcome Measures**

- *Report card data – ELAL (writing stem)*
- *CBE Student survey – Literacy and connection*
- *English Language Arts Part A (Writing) - grade 6 Provincial Achievement test results*

**Data for Monitoring Progress**

- *Formative assessment*
- *Professional Learning Communities sprint data and common writing assessments*
- *Qualitative data gathered in Connect Time*

**Learning Excellence Actions**

- *Utilize loose parts, artwork, community place based learning and play based tools to improve and enhance oral language and written language skills.*
- *Students will receive feedback that aligns with the learning intentions and success criteria for next steps for improvement.*

**Well-Being Actions**

- *Teachers will explicitly teach Social Emotional Learning to model and increase growth mindset and focus on connection.*
- *SEL integrated with academic instruction*
- *Create learning opportunities that highlight connection to self, others and place.*

**Truth & Reconciliation, Diversity and Inclusion Actions**

- *Align and design student learning tasks that intentionally activate the spirit, heart, body and mind; starting with the spirit as a school.*
- *Design learning opportunities that celebrate connection.*
- *Explore connections of place based learning.*

**Professional Learning**

- *System professional learning*
- *Montessori Community of Practice*
- *Professional learning through Book study*
- *Professional Learning Sprints*

**Structures and Processes**

- *Teacher modelling of writing and the incorporation of high quality literature*
- *PLC Sprint time*
- *Collaborative Response*
- *Grade team meetings*

**Resources**

- *Writing Strategies by Jennifer Serravallo*
- *The Magic of Yet*
- *SRSD Online: Self-Regulated Strategy Development*
- *Place Based Learning with YellowSteps*



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**2024-25 SDP GOAL ONE:** Task design and assessment will improve student achievement in learning.

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

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

## Celebrations

- *More grade 5-6 students have reported that they feel included and welcomed at school.*
- *All grade six students reached acceptable standard of achievement in writing in the Provincial Achievement tests.*
- *An overall increase from teachers, parents and students in the satisfaction of overall quality of basic education was shown in the Assurance Survey results thus demonstrating an increase in engagement to learning.*

## Areas for Growth

- *Building students' confidence in knowing what their next steps are in improving their writing through feedback and self-assessment.*
- *Increasing the number of students who agree that they have at least one adult at school with whom they really connect*

## Next Steps

- *Six week assessment cycles with a locally developed tool based on the "Writing Strategies" to increase feedback and increase students awareness of how to improve their writing. Using manipulatives, visual models, and open-ended tasks to build conceptual understanding.*
  - *Place based learning residency to enhance and improve the concept of connection.*
  - *Explicit instruction in Social Emotional learning to model and increase growth mindset and focus on connection.*

