



Arbour Lake 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 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 2024-25

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 Plan – Year 2 of 3

School Goal

Student achievement in reading and number sense will improve.

Outcome:

Student achievement in Number/Number Patterns & Algebra will improve through a learning environment that promotes student confidence, risk taking and engagement.

Outcome:

Student reading comprehension will improve through a learning environment that promotes student confidence and engagement.

Outcome Measures

ELA Report Card Indicator Achievement:

- Reads to explore and understand
- Reads to explore, construct, and extend understanding

Math Report Card Indicator Achievement:

- Numbers, Patterns and algebra (Gr. 6)
- Number – Develops number sense and applies strategies for computation and estimation (Gr. 7-9)

Provincial Achievement Tests:

- Gr. 6 & 9 ELA Part A and B
- Gr. 6 & 9 Mathematics Part A & B

Assurance Survey:

- The math I am using is useful
- The math I am using is interesting
- What I am learning in ELA is useful
- What I am learning in ELA is interesting

CBE Student Survey:

- The things I learn at school are meaningful
- I have opportunity to read interesting books
- My reading and writing will help me achieve my goals

Data for Monitoring Progress

- *Arbour Lake School Math Screener*
- *School-wide Screeners: DIBLS, MAZE, Core MAZE & ORF*
- *UFLI*
- *PLCs – Teaching practices: Assessment Calibration*
- *Data cycles for teacher identified learning strategies*
- *Reading: CARS 6-week cycles*

Learning Excellence Actions

- *Use the Reading Assessment Decision Tree to guide next steps in instruction to support students.*

Well-Being Actions

- *Create learning environments that:*
 - *Use clear and consistent routines.*
 - *Clearly display learning expectations for all learners*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Scaffold Learning Intentions- Intentional Learning Intentions visible to all learners.*
- *Use strength-based instructional and assessment approaches*





- Utilize high-impact strategies to build reading comprehension.
- Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines.
- Ensure meaningful daily reading and writing tasks in all content areas.
- Embed mathematical games into teaching practices.
- Create a discourse rich mathematics learning environment.
- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts, ideas and concepts before, during and after learning activities.
- Utilize consistent, specific and timely formative assessment practices to move student learning forward.

- Utilize purposeful access to technology.
- Promote growth mindset.
- Provide learners with a safe and respectful environment.
- Encourage appropriate risk taking in learning.
- Celebrate and use mistakes as opportunities for learning.

that examine and celebrate incremental growth.

- Create interdisciplinary learning opportunities.
- Consider student identity in task design and text selection.

Professional Learning

- Middle Years System Professional Learning Series
- Engage in text calibration protocol
- Build a collective understanding of how to build confident learners
- CBE Professional Learning offered through EAMS

Structures and Processes

- Classroom:
 - Intentionally Inviting Learning Intentions visibly displayed
 - Visibly displayed assessment indicators
 - Vertical learning spaces
- School:
 - Collaborative Response
 - Collaborative Grade Team Planning
 - Student Learning Team process to support implementation of continuum of supports

Resources

- Reading Assessment Decision Tree (RAD) Gr. 4-12
- Understanding Reading Gr. 4-9
- Text Calibration Protocol
- The Writing Revolution 2.0 by J. H. Hawkman & N. Wexler
- Reading Strategies Book by J. Serravallo
- UFLI
- CARS & STARS Student Workbook
- Productive Math Struggle by J. Sangiovanni





School Development Plan – Year 2 of 3

School Goal:

Student academic engagement and community participation will increase

Outcome:

Increased student engagement both in and out of the classroom, fostering a stronger sense of belonging and connection to the school community.

Outcome Measures

- CBE Student Survey; Assurance Survey; OurSchool Survey
 - Questions on belonging, feeling welcomed, included, and accepted
 - Culture

Data for Monitoring Progress

- Pre & Post Survey on student involvement
- Monthly monitoring in available clubs, teams, extra/co-curricular experiences (teachers to collect)
- Pre-Post Survey: Which offerings do students plan to engage versus what they did.

Learning Excellence Actions

- Work with students to develop a school-wide understanding of belonging, connection, and inclusion.
- Work with students to provide opportunities for student advocacy and engagement.
- Work with students to develop structures to support connectedness between classes and grades.

Well-Being Actions

- Advertise, encourage, and support students to engage in and/or access available clubs, teams, and safe spaces.
- Ensure extracurricular activities and clubs are welcoming and inclusive of students from diverse backgrounds, interests, experiences, and identities.

Truth & Reconciliation, Diversity and Inclusion Actions

- Engage in schoolwide planning to develop robust extended programs that are based on student voice and encompass diverse students' skills and interests.
- Create schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.
- Define, communicate, and demonstrate Arbour Lake School's commitment to TRC, anti-racism, equity, diversity, and inclusion.

Professional Learning

- Professional learning on engaging middle school learners
- Professional learning on SEL competencies

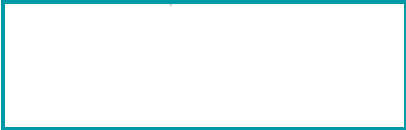
Structures and Processes

- Extended Homeroom Friday Blocks
- Peer mentorship program – Friday Buddies
- Lunch time clubs
- Principal's Advisory Council
- Leadership & Recreational Leadership Courses

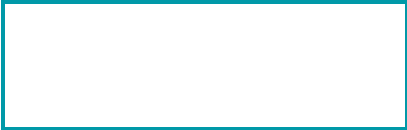
Resources

- CBE Well-Being Framework & Companion Guide
- CASEL Guide to Schoolwide SEL Implementation





- *Professional Learning Communities*
- *Grade Team Collaborative Time*



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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2024-25 SDP GOAL ONE: Student achievement in reading and number sense will improve

Outcome one: Student achievement in Number/Number Patterns & algebra will improve through a learning environment that promotes student confidence, risk taking and engagement.

Outcome two: Student reading comprehension will improve through a learning environment that promotes student confidence and engagement.

Celebrations

- **Grade 6 English Language Arts & Literature (ELAL):** Students achieved at or above provincial averages across all areas. 79.2% of students achieved the acceptable standard (79.6% provincially), and 10.4% achieved the standard of excellence (13.5% provincially). Reading was a key strength, with 34.7% of students achieving the standard of excellence compared to 29.4% provincially.
- **Grade 9 English Language Arts (ELA):** Achievement remained strong, with 77.1% of students achieving the acceptable standard (81.9% provincially). Writing performance was comparable to the province, with 81.9% achieving the acceptable standard and 15.2% achieving the standard of excellence, nearly identical to the provincial rate of 15%.
- **Grade 6 Mathematics:** Students exceeded provincial results overall, with 62.6% achieving the acceptable standard (59.6% provincially). In Part A (number operations, fractions, and decimals), students outperformed the province by 6.5 points (61.9% vs. 55.4%), demonstrating strong procedural understanding and foundational numeracy skills.
- **Report Card Data (All Grades):** Achievement levels across subjects remain strong, with 88% of students achieving a level 3 or 4 in reading comprehension, 83% in writing, and 80% in number sense and operations. This alignment between classroom data and PAT results reflects consistent expectations and instructional practices across grades.
- **Student Engagement (Grades 7–9):** The Alberta Accountability Survey shows an increase in student interest in Mathematics from 63% to 68%, suggesting that strategies focused on relevance and engagement in numeracy are positively impacting student attitudes toward learning.



Areas for Growth

- **Grade 9 Reading:** Results are below provincial averages, with 71.9% of students achieving the acceptable standard (77.3% provincially) and 14.8% achieving the standard of excellence (17.4% provincially). Fewer students demonstrated inferential or analytical comprehension with complex texts.
- **Grade 9 Writing:** While overall results align with provincial averages, data suggest that students need further support in elaboration, precision, and control of conventions to reach higher levels of excellence.
- **Grade 9 Mathematics:** Achievement was slightly below provincial results, with 57.2% achieving the acceptable standard (59.2% provincially) and 11.6% the standard of excellence (16.2% provincially). The largest gaps occurred in algebraic reasoning, pattern recognition, and multi-step problem solving, where students showed less flexibility and confidence.
- **Literacy Engagement (Grades 7–9):** Accountability Survey data show a decrease in student interest in Language Arts, dropping from 65% to 60%, and in perceived usefulness of literacy learning (81% → 80%), indicating the need to re-engage students in reading and writing as meaningful, relevant disciplines.

Next Steps

- Continue schoolwide focus on increasing reading comprehension skills. Including critical reading and text analysis across all disciplines to strengthen inference, synthesis, and evaluation skills.
- Continue to offer mathematics learning experiences that emphasize understanding of number sense, reasoning, pattern recognition, and problem solving.
- Use formative assessment practices in literacy and numeracy to identify incremental progress and ensure consistency in teacher expectations and feedback.
- Continue to employ strategies to promote student confidence in learning and academic engagement.



2024-25 SDP GOAL TWO: *Student academic engagement and community participation will increase.*

Outcome one: *Increased student engagement both in and out of the classroom, fostering and stronger sense of belonging and connection to the school community.*

Celebrations

- *Students continue to report high levels of care and connection with staff, with 89% indicating that teachers care about them and 94 % believing their teachers want them to be successful.*
- *Perceptions of safety remain strong, with 89% of students agreeing that learning and activities are safe and accessible for all.*
- *Students' understanding of their own culture increased by 2% points, and understanding of other cultures remains strong at 75%.*
- *A greater number of students (53%) report seeing their culture reflected in the school, showing improvement from the previous year.*
- *OurSCHOOL data show a 3% increase in students feeling safe at school and while traveling to and from school.*

Areas for Growth

- *Strengthening student connections with adults in the building, as results show a small decline in the number of students identifying a trusted adult.*
- *Continuing to build students' sense of inclusion and belonging, with small decreases noted in the percentage of students feeling included and welcome.*
- *Increasing the visibility of diverse cultural perspectives and identities across learning spaces and school events.*

Next Steps

- *Intentionally design opportunities for all students to connect with multiple trusted adults through advisory, homeroom, or mentorship structures.*
- *Implement school-wide initiatives that promote inclusion and belonging, such as peer leadership programs, classroom community circles, and recognition of diverse student contributions.*
- *Expand visible cultural representation in classrooms, hallways, and school communications to reflect the diversity of the student population.*
- *Continue embedding Indigenous ways of knowing, being, doing, and belonging through curricular integration and intentional learning opportunities.*

