



Forest Lawn High 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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Alberta Education Assurance Measures – Overall Summary Student Growth and Achievement

Measures	2023-24 Current	2022-23 Previous	Pre 3 Year Average
3-Year High School Completion	59.9%	57.0%	61.0%
5-Year High School Completion	75.5%	73.1%	72.2%
Diploma Acceptable	81.7%	84.7%	84.7%
Diploma Excellence	20.3%	21.7%	21.7%

Of the 10 categories in the *Alberta Education Assurance Measures*, we showed improved results from the previous year in 8. Also, in 7 of the 10 categories our current result is higher than our Previous 3 Year Average.

Although the current Diploma Acceptable rate dropped from the previous year we still scored higher than the provincial average in 6 of the 10 Diploma Assessments. Teachers will continue to use analytic tools to assess specific

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



outcomes on exams which students did not score well on. Teachers will collaborate to review and revise lessons, tasks and assessments related to these outcomes to improve student knowledge and skill related to these specific outcomes.

Core Course Completion Rates – PowerSchool Analytics Data

Measures	2023-24 Current	2022-23 Previous	Pre 5 Year Average
English Course Completion Rate	91%	89%	88%
Mathematics Course Completion Rate	89%	90%	91%
Science Course Completion Rate	93%	89%	91%
Social Studies Course Completion Rate	90%	91%	86%
Self-identify as Indigenous English Course Completion Rate	72%	71%	72%
Self-identify as Indigenous Mathematics Course Completion Rate	90%	86%	84%
Self-identify as Indigenous Science Course Completion Rate	86%	74%	75%
Self-identify as Indigenous Social Studies Course Completion Rate	84%	80%	71%

School data has demonstrated a substantial increase in overall core course completion rates over the past 5 years. A deeper look into the student cohort who self-identify as Indigenous also shows a significant increase in course completion in 3 of 4 of the core courses. English courses have not shown the same growth in this area over the same time period. This will provide us an area of focus over the year to explore student voice and feedback, review cultural sensitivity, and consider text selection in English classes to increase engagement and success in the future.

CBE Student Survey Data

Measures	2023-24 Current	2022-23 Previous
I have the opportunity to receive feedback from others to improve my writing	55.2%	53.5%
I have the opportunity to read interesting books	43.9%	43.7%

Details from our CBE Student survey show consistent results related to feedback and text selections. These two measures have been consistently low and will continue to be an area where we intentionally focus on effective and timely feedback for students writing assignments and review text selection in various courses.

Well-Being

Alberta Education Assurance Measures – Overall Summary Student Growth and Achievement

Measures	2023-24 Current	2022-23 Previous	Pre 3 Year Average
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Welcome, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.6%	69.6%	70.7%
Access to Supports and Services	84.5%	81.9%	83.1%

CBE Student Survey Data

Measures	2023-24 Current	2022-23 Previous
There is at least one adult at school who I really connect with	70.2%	63.5%
I ask for help when I need it	76.7%	62.5%

Both the *Alberta Education Assurance Measures* and *CBE Student Survey Data* have shown significant improvement in various measures over the past year. Staff will continue to use the Indigenous Education Holistic Lifelong Framework to support a Welcome, Caring, Respectful and Safe Learning Environment at our school. A focus this year will be on gathering and supporting student voice in our school. The implementation of our Student Well-Being Action Team will provide voice and leadership for school-wide initiatives based on High School Symposium. There will also be a continuation of events such as culture week and our black history month celebration that will help support a positive and welcoming culture at our school.

Truth & Reconciliation, Diversity, and Inclusion

School Data Dashboard – Attendance Overview

Measures	2023-24 Current	2022-23 Previous
Percentage of students with over 20% absenteeism	34.7%	35.6%
Percentage of students who self-identify as Indigenous with over 20% absenteeism	73.8%	75.3%

CBE Student Survey Data

Measures	2023-24 Current	2022-23 Previous
At my school I learn about Indigenous ways of being, belonging, doing and knowing	78.4%	70.0%
I can see my culture reflected in my school	58.5%	49.8%
I feel welcome at school	65.2%	63.6%

Our school has a diverse population which offers us the opportunity to celebrate and respect each of our differences. Our school population is comprised of 49% of English as an additional language students, 9% of the students self-identify as Indigenous, and 19% of our students identified with special education codes to support their learning.

Attendance and Perception Data from above are target areas for this year. To improve overall attendance and engagement in classrooms there will be a





focus on the following areas: being culturally responsive to all students; using strategies and accommodations in classrooms to support individual needs; and targeted processes and interventions to address attendance concerns.

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





School Development Plan – Year 1 of 3

School Goal

Students' will have an improved sense of belonging as a result of feeling safe and welcome at school.

Outcome:

Student attendance will improve.

Outcome (Optional)

Student perception data related to feeling welcome and included at school will improve.

Outcome Measures

- Alberta Education Assurance Measures survey: Welcome, Caring, Respectful and Safe Learning Environment
- CBE Student Survey Data
- OurSCHOOL Survey Data

Data for Monitoring Progress

- PowerSchool Attendance Data Analytics
- School Data Dashboard Attendance Data – Students who self-identify as Indigenous Cohort
- School Data Dashboard – Perception Data of Well-Being and Holistic Lifelong Learning Framework

Learning Excellence Actions

- Learning Leader Team develops school wide attendance approach for students.
- Staff will implement the school wide attendance approach throughout the year.
- Administration will support staff in communicating with parents and guardians in a positive way to support student attendance.
- Student Well-Being Action Team will propose a variety of initiatives that will contribute to student well-being and student voice.

Well-Being Actions

- School wide Attendance policy and approach that follows the Holistic Life Long Learning Framework approach in communicating with families and students.
- Teachers, Administrators and Students attend the Pre-Learning and High School Symposium for Well-Being
- Student Well-Being Action Team provides voice and leadership for school-wide initiatives based on High School Symposium
- Continue and improve on culturally inclusive celebrations throughout the year. (Culture Week, Black History month, Indigenous Family Tea night)

Truth & Reconciliation, Diversity and Inclusion Actions

- Gather students voice and feedback regarding attendance and strategies that would support them to attend.
- Whole school Four Key Questions reflection activity from "Conversations with Leaders" video, Senator Murray Sinclair.




Professional Learning

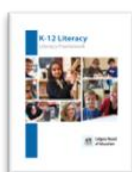
- Maatoomsii'Pookaiks | Children First Professional Learning Day – November 8
- Trauma Informed Practice – Brain Game Professional Development for all staff – November 29th
- Elder Teachings with Elder Johnathon Red Gun

Structures and Processes

- Supporting family involvement: opportunities to build relationships beyond parent conferences are planned, student successes are shared with families.
- Communication plans: a communication plan is developed where preferred modes of communication are used for parents/guardians that factors in barriers that may exist, such as access to technology, see Communicating Student Assessment
- Leverage various community based partnerships and supports to improve student well-being.

Resources

- Trauma-informed practice: commitment to understanding trauma-informed practice and intergenerational trauma. Teachings shared by Cree & Métis Elder Kerrie Moore in video Intergenerational Trauma and Connecting to Spirit
- Response to Intervention (RTI) – Attendance – Learn Alberta Resource
- Holistic Collaborative Response to Attendance Document and linked resources – Insite Page



**School Goal**

The percentage of students acquiring course credits towards high school completion will increase.

Outcome

Improved High School completion and course completion rates through the implementation of fair, transparent and equitable assessment practices.

Outcome (Optional)

Improved High School completion and course completion rates through the implementation of targeted accommodations and learning supports for students.

Outcome Measures

- School course completion rates
- School Authority Report – Diploma Examinations Results
- Alberta Education Assurance Measures
- School Data Dashboard – Perception Data

Data for Monitoring Progress

- PowerSchool - Course Mark Analytics
- High School Data Analytics
- Alberta Education Assurance Measures: 3- and 5-year High School Completion Rates
- Teacher Self-Assessment Tool – Assessment and Reporting in the CBE
- School Data Dashboard – Perception Data for receiving feedback and connection to text.

Learning Excellence Actions

- Teachers use various assessment types and mitigate distorting factors to ensure fairness and accuracy in the assessment information gathered.
- Teachers will provide timely, consistent and constructive feedback to help students understand their progress and areas for improvement
- Teachers will support all students in accessing the tier one supports needed to be successful in their classes.

Well-Being Actions

- Students will review the continuum of supports and highlight tier one supports that would support their learning, this will be shared with their teachers.
- Provide students with multiple opportunities to reassess and complete learning tasks throughout the semester.
- Provide students with differentiated types of assessment to demonstrate their understanding of the targeted outcomes.

Truth & Reconciliation, Diversity and Inclusion Actions

- Ensure students will have access to accommodations when needed to remove barriers to access learning, without impacting grades.
- Teachers will design tasks and select texts that are culturally inclusive.

Professional Learning

- Calibration through the exploration of student work to the Proficiency Scale to build collective understanding of Fair,

Structures and Processes

- Collaborative Response structures and processes are used to identify students at risk to provide additional supports.

Resources

- Communicating Student Assessment - Resource Page (Insite)
- Book - *Grading for Equity* by Joe Feldman





Transparent and Equitable Assessments.

- Outcomes Based Assessment Learning Series for Learning Leaders and Teachers.
- Revise and refine assessments to align with outcomes.
- Support teachers in understanding and using a variety of accommodations and learning tools to support student learning.

- All teachers will teach a grade 10 course to be able to collaborate with colleagues in designing and revising learning tasks and assessments for OBA courses.
- Schedule Student Learning Team meetings in the mornings to allow teachers to collaborate and learn about accommodations and strategies to best support student engagement and learning.

- English as an Additional Language (EAL) Benchmarking Tool
- EAL Strategist Support Model
- Inclusive Education Bright Space D2L Resources
- EAL Toolbox Bright Space D2L Resources
- School created Indigenous Learning Bright Space D2L Resources

