

**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

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 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 Development Plan – Year 2 of 3

School Goal

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

Outcome:

Student attendance will improve.

Outcome:

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

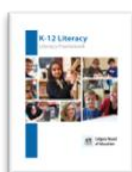
- Maatoomsii'Pookaiks | Children First Professional Learning Day
- Trauma Informed Practice – Brain Game Professional Development for all staff – February 27th
- Elder Teachings with Elder Johnathon Red Gun

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:

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

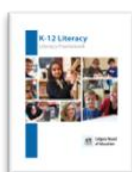
- Calibration through the exploration of student work to the Proficiency Scale to build collective understanding of Fair, Transparent and Equitable Assessments.
- Outcomes Based Assessment Learning Series for Learning Leaders and Teachers.
- Revise and refine assessments to align with outcomes.
- [Grading From the Inside Out Book Study for Learning Leaders](#)
- Support teachers in understanding and using a variety of accommodations and learning tools to support student learning.

Structures and Processes

- Collaborative Response structures and processes are used to identify students at risk to provide additional supports.
- 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 on Friday afternoon to allow teachers to collaborate and learn about accommodations and strategies to best support student engagement and learning.

Resources

- Communicating Student Assessment - Resource Page (Insite)
- Book - *Grading From the Inside Out-Schimmer*
- 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





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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

2024-25 SDP GOAL ONE: Students will have an improved sense of belonging as a result of feeling safe and welcome at school

Outcome one: Student attendance will improve

Outcome two: Student perception data related to feeling welcome and included at school will improve

Celebrations

- Positive shifts in engagement and connection to school; student absenteeism has decreased overall by 3.1% from last year
- Our students are resilient, with positive experiences relating to student resilience and mental health exceeding the average in comparable schools in Area 3 by 3.1%
- Results for Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) were maintained, demonstrating continued strength in the overall culture and climate of the school.
- EAL students engage in school consistently, exceeding the school-wide average for regular attendance by 4.75% indicating responsive and engaging programming for these learners



Areas for Growth

- Increasing regular attendance (less than 10% absenteeism) in Indigenous and Special Education cohorts, who lag behind the general school population by 28% and 11.2% respectively through the improvement of inclusive learning spaces and a whole-school focus on building meaningful relationships
- Focusing on Outcomes Based Assessment and task design to increase student learning engagement to meet the provincial average (difference of 2.6%)
- Improving relationships with Indigenous families to work toward uncovering barriers to attendance; absences without parent contact are nearly three times that of the general population



Next Steps

- Strengthen student engagement strategies in classrooms to sustain improved attendance, including relationship-building initiatives, check-ins, and culturally responsive practices.
- Enhance Outcomes-Based Assessment and task design to increase student engagement, provide meaningful feedback, and ensure alignment with learning outcomes.
- Create more opportunities for family engagement to celebrate student success, thereby creating strong relationships to address attendance

2024-25 SDP GOAL TWO: The percentage of students acquiring course credits towards high school completion will increase

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

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

Celebrations

- Graduation rates for the school have been maintained or improved, reflecting increased credit completion and student persistence.
- Grade 12 students earned more credits than the previous year (100.2 vs. 92.8), supporting successful transitions after high school and showing promising potential for 5-year high school completion
- Students are experiencing a heightened connection to texts and a keener interest in reading materials, evidenced by sustainable upward trends in perception data

Areas for Growth

- Declining rates of 5-year High School Completion (75.5%-69.8%) indicate a need for enhanced targeted supports such as credit recovery and Unique Pathways to build a strong foundation in high school completion
- One third of our students would be open to additional opportunities for actionable feedback





- Improvements to task design so that students can see how their learning is relevant to their lives as core subjects are experiencing a decline in students' perceptions of relevancy

Next Steps

- Expand targeted supports such as credit recovery programs and unique pathways to ensure students remain on track for graduation and can access personalized learning opportunities.
- Implement ongoing progress monitoring using data from assessments, attendance, and student engagement surveys to inform instructional adjustments and provide timely interventions.
- Increase opportunities for student voice to affect perception data around relevancy of core subjects, and implement effective task design to action this data

