

Lord Beaverbrook High School

9019 Fairmount Dr. S.E., Calgary, AB T2H 0Z4 t | 403-259-5585 f | 403-777-7949 | LordBeaverbrook@cbe.ab.ca

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

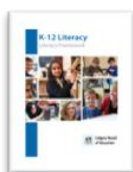
Introduction

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 Development Plan – Year 2 of 3

School Goal

Student academic achievement will improve through the implementation of Fair, Transparent, and Equitable Assessment practices.

Outcome:

The implementation of Outcomes Based Assessment practices across all disciplines to support fair, transparent, and equitable assessment practices.

Outcome Measures

- Grade 10 Credits Earned
- Grade 10 Student Perception Data and CBE Student Survey Data
- Teacher perception data - Implementing Fair, Transparent and Equitable Assessment
- Alberta Education Assurance Measures – access to supports, student engagement and education quality.

Data for Monitoring Progress

- Grade 10 Credits Earned
 - Indicating successful implementation of OBA.
- Teacher Survey
 - OBA Understanding
 - Comfort Mapping System Outcomes
 - Proficiency Scale Understanding
 - Assessment Principles Understanding
- Student Survey
 - Students reporting how to improve in mathematics.
 - Students knowing how to improve in writing skills.
- Parental Feedback
 - OBA reporting clarity and detailed insights into student progress.
- Perceived Real-World Value of Subjects
 - student perceptions of the real-world value of math and English Language Arts.

Learning Excellence Actions

- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale in all grade 10 courses.
- Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the

Well-Being Actions

- Implement student informed and targeted well-being initiatives, while providing personalized support through counselors and wellness teams.
- Promote inclusive school culture through peer mentorship, student-led clubs, and events focused on diversity and cultural understanding to

Truth & Reconciliation, Diversity and Inclusion Actions

- Collaborate with EAL and Indigenous specialists to provide targeted support for students.
- Deliver ongoing professional development on culturally responsive teaching.
- Promote cultural diversity and inclusivity initiatives to strengthen student belonging.



- assessment information gathered
- Provide timely, consistent, and constructive feedback

- increase students' sense of belonging.
- Regularly, use student survey data and feedback to assess and refine well-being programs, ensuring alignment with both well-being and academic success goals.

Professional Learning Outcome-Based Assessment (OBA) Refinements:

- **Focus:** Continue refining assessments emphasizing effective use of the Proficiency Scale to ensure transparent, equitable assessments.
- **Key Actions:**
 - Review and Refinement of Assessments: Ongoing review and updates to align with the Proficiency Scale for clarity and fairness.
 - **Design of Personalized Tasks:** Develop personalized, outcome-aligned tasks for students to ensure assessments are individualized and inclusive.
 - **Calibration of Assessments:** Collaborate with staff to explore and review student work using the Proficiency Scale, fostering a shared understanding of fair and equitable assessment practices.

Structures and Processes Structured Calibration and Assessment Alignment:

- **Calibration Meetings:** Regular, structured meetings where teachers collaborate to align their expectations and grading practices across classrooms, ensuring consistency in assessments and grading.
- **Outcome-Based Assessment (OBA):** Implementation of OBA principles with a clear Reporting and Expectations Timeline to provide transparency in student progress, and to continuously refine assessments using the Proficiency Scale.

Collaborative Response to Support At-Risk Students:

- **Collaborative Response Structures:** Utilize processes to identify and support students at risk, ensuring they receive timely interventions. These processes involve collaboration among teachers, EAL specialists, Indigenous Education Specialists, and other support teams.
- **Data-Informed Interventions:** Use data from CBE Literacy and

Resources

CBE Literacy and Mathematics Frameworks:

- **Focus:** Support for literacy and numeracy development aligned with Outcome-Based Assessment (OBA).
- **Resources:** Tools from the CBE frameworks to ensure students achieve excellence in core subjects while meeting proficiency standards.

CBE Indigenous Education Holistic Lifelong Learning Framework:

- **Focus:** Integration of Indigenous perspectives into the curriculum to foster culturally responsive teaching and support Indigenous students.
- **Resources:** Culturally aligned tools and guidance to embed Indigenous worldviews in teaching practices.

CBE Student Well-Being Framework:

- **Focus:** Promotion of mental health, emotional regulation, and resilience.
- **Resources:** Mental health and well-being strategies to ensure students feel a sense of belonging and



Culturally Responsive Teaching:

- **Focus:** Enhance teaching practices that incorporate Indigenous perspectives and are responsive to the diverse backgrounds of students, particularly EAL and Indigenous learners.
- **Key Actions:**
 - **Integration of Indigenous Perspectives:** Align teaching with the CBE Indigenous Education Holistic Lifelong Learning Framework.
 - **Inclusion of Diverse Learners:** Develop strategies to better support EAL and Indigenous students in the classroom through culturally responsive pedagogy.

Well-Being and Mental Health Literacy:

- **Focus:** Strengthen staff understanding and capacity to support student emotional regulation, resilience, and mental health using the CBE Student Well-Being Framework.
- **Key Actions:**
 - **Professional Learning on Well-Being:** Provide sessions to staff on mental health literacy, emotional regulation, and resilience-building strategies for students.

Mathematics Frameworks, student surveys, and progress reports to identify at-risk students and inform instructional practices, ensuring targeted academic and well-being support.

Professional Learning Communities (PLCs) and Teacher Collaboration:

- **Regular Teacher Collaboration:** Through PLCs, teachers collaborate to share best practices, analyze data, and refine instructional strategies. The focus is on culturally responsive teaching, support for EAL and Indigenous learners, and alignment with school development goals.
- **Assessment Calibration within PLCs:** Teachers use PLCs to calibrate assessments, ensuring consistent grading practices and alignment with the Proficiency Scale.

Integration of Indigenous Education and Well-Being:

- **Holistic Integration:** Embed Indigenous perspectives and well-being practices into teaching and learning, guided by the CBE Indigenous Education Holistic Lifelong Learning Framework and Student Well-Being Framework.
- **Well-Being Focus:** Promote emotional regulation, resilience, and mental health, supported by structured professional learning focused on well-being and culturally responsive teaching.

support for their social and emotional needs.

Professional Development Resources:

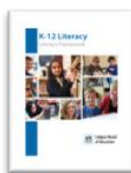
- **Focus:** Continuous professional learning on culturally responsive teaching, effective assessment practices, and strategies for supporting diverse learners, including EAL and Indigenous students.
- **Tools:** Ongoing workshops and training that promote inclusivity and strengthen teaching efficacy.
- **Key Texts:** "Grading for Equity" by Joe Feldman, "Repair Kit for Grading" by Ken O'Connor.

Assessment and Reporting Tools:

- **Focus:** Ensuring transparency and alignment with outcomes-based assessment.
- **Resources:** Support for implementing the CBE Reporting and Expectations Timeline and best practices for grading and assessment.
- **Key Tools:** EAL Benchmarking Tool, assessment practices from CBE's "Making Teaching & Learning Visible," and other best practices outlined in "Repair Kit for Grading" (3rd Edition) by Ken O'Connor.

Data Process Resources for School Development Planning:

- **Focus:** Tools to track and analyze progress toward school development goals.



Literacy and Mathematics Frameworks:

- **Focus:** Improve instructional strategies through alignment with the CBE Literacy and Mathematics Frameworks.
- **Key Actions:**
 - **Enhanced Instruction:** Provide professional development to refine literacy and mathematics teaching strategies to boost student achievement in core subjects.

Collaborative Professional Learning Communities (PLCs):

- **Focus:** Facilitate ongoing professional learning where teachers collaborate to share best practices and analyze data for instructional improvement.
- **Key Actions:**
 - **Teacher Collaboration:** Use PLCs to review student performance data, refine teaching methods, and ensure alignment with the school's development goals.

Truth & Reconciliation, Diversity, and Inclusion:

- **Focus:** Strengthen staff understanding of Truth & Reconciliation principles and diversity/inclusion practices to create an inclusive school environment.

Data-Driven Decision-Making:

- **Informed Instructional Practices:** Regular use of data from CBE frameworks, student achievement data, and well-being surveys to drive decision-making and ensure continuous improvement in teaching practices.
- **Monitoring and Adjustments:** Annual review and adjustment of school development goals based on data analysis to align with the CBE Education Plan for learning excellence, well-being, and inclusion.

Collaboration with Specialized Support Teams:

- **Targeted Student Support:** Ongoing collaboration with EAL specialists, Indigenous Education Specialists, and Indigenous Graduation Coaches ensures targeted interventions and supports for diverse learners.
- **Academic and Well-Being Focus:** These collaborative efforts are aligned with both academic achievement and the well-being of students, fostering an inclusive and supportive learning environment.

Alignment with the CBE Education Plan:

System-Wide Alignment: Ensure that school actions and initiatives are consistently aligned with the 2024-2027 CBE Education Plan, focusing on system priorities such as

- **Resources:** Data from CBE frameworks to monitor academic performance, student well-being, and equity in grading practices. Utilize tools like the EAL Benchmarking Tool for student tracking and progress measurement.

CBE Education Plan (2024-2027):

- **Focus:** Aligning school improvement initiatives with system-wide goals for learning excellence, well-being, and inclusion.
- **Guidance:** Strategic roadmap from the CBE Education Plan to direct the alignment of instructional strategies, well-being programs, and continuous improvement in diverse learner outcomes.

Equitable Grading Practices:

- **Focus:** Ensure assessments are fair, transparent, and equitable across all student populations.
- **Key Resources:** "15 Fixes for Broken Grades" from Ken O'Connor's "Repair Kit for Grading" and "Grading for Equity" by Joe Feldman, focusing on creating grading systems that reflect true student achievement without bias.



- **Key Actions:**

- **Inclusion Training:** Offer professional learning focused on respectful integration of Indigenous education and culturally inclusive practices across teaching and learning.

Teaching and Learning with Technologies:

- **Focus:** Empower staff to effectively use technology to enhance teaching and learning.
- **Key Actions:**
 - **Digital Literacy:** Support staff with professional learning on using digital tools and technologies that align with personalized and inclusive learning approaches.

Data-Informed Instructional Practices:

- **Focus:** Strengthen data usage to inform and adjust teaching strategies, improving student outcomes in alignment with CBE frameworks.
- **Key Actions:**
- **Data Utilization:** Train staff on using student surveys, assessment results, and CBE frameworks to inform instruction and support continuous improvement.

learning excellence, student well-being, and inclusion.



School Development Plan – Data Story

Celebrations: Learning Excellence

- The average credits earned by Grade 10 students increased from 37.65 in 2022/2023 to 40.88 in 2024/2025, indicating improved course completion and success under Outcome-Based Assessment.
- 80% of students now report knowing what to do next to improve in mathematics and 79% in writing, showing sustained growth in clarity of learning expectations.
- Teacher proficiency in understanding OBA rose from 24% in Fall 2023 to 57% in Spring 2025, reflecting successful professional learning and implementation.
- Grade 10 students and parents report increased satisfaction with the clarity and fairness of assessment practices under OBA, contributing to higher motivation and engagement.

Areas for Growth: Learning Excellence

- Continue to build teacher capacity in applying the Proficiency Scale and the Five Assessment Principles to ensure consistency and depth in assessment practices.
- Enhance student understanding of the real-world relevance of English Language Arts, as perceptions of usefulness declined from 76% to 74% over three years.
- Support students in connecting programming choices to future career pathways to increase engagement in complementary courses and long-term planning.
- Strengthen student ability to transfer mathematical and literacy skills across disciplines through interdisciplinary learning experiences.

Next Steps: Learning Excellence

- Implement full-cycle OBA in all Grade 10 courses and monitor credit accumulation trends to ensure continued growth in student success.
- Facilitate targeted professional development focused on deepening teacher expertise in the Proficiency Scale and assessment principles.
- Design integrated projects that connect core subjects with complementary courses to reinforce real-world applications and career relevance.
- Use student perception data to guide instructional adjustments, particularly in ELA, to improve relevance and engagement.

Celebrations: Well-Being

- Student emotional regulation increased from 71.03% in 2022/2023 to 77.55% in 2024/2025, indicating stronger self-management and coping skills.
- Positive mental health indicators rose significantly from 70.33% in 2023/2024 to 81.95% in 2024/2025, reflecting improved student resilience and well-being.
- Student sense of belonging has remained stable and strong, increasing from 70.69% in 2022/2023 to 74.52% in 2024/2025.
- The upward trend in well-being measures suggests that school-wide strategies and supports are positively impacting student experiences.



Areas for Growth: Well-Being

- Continue to support students in developing emotional regulation strategies, especially during transitional periods and high stress times.
- Strengthen targeted mental health supports to ensure all students, including those at risk, benefit from the overall improvements.
- Deepen efforts to foster inclusive environments that promote belonging for all students, particularly those who may feel marginalized.
- Increase student awareness of how well-being connects to academic success and future pathways to enhance holistic engagement.

Next Steps: Well-Being

- Implement regular well-being check-ins and reflection activities to monitor student emotional regulation and resilience.
- Expand access to mental health resources and support programs to sustain the gains in student mental health indicators.
- Use student voice data to co-design belonging initiatives that reflect diverse student experiences and identities.
- Integrate well-being goals into academic planning and career exploration to reinforce the connection between personal growth and future success.

Celebrations: Truth & Reconciliation, Diversity, and Inclusion

- Embracing Diversity: Our school community has grown in both size and cultural richness, with more students identifying as Indigenous and learning English as an Additional Language (EAL).
- Collaborative Supports: We work closely with system EAL supports, Indigenous Education Specialists, and our Indigenous Graduation Coach to provide personalized and culturally responsive supports.
- Inclusive Teaching Practices: Teachers are implementing strategies and tiered supports that reflect and honor students' diverse backgrounds, fostering a dynamic and respectful learning environment.
- Student Centered Culture: We are committed to recognizing and celebrating the unique experiences of every student, helping them feel seen, heard, and valued.

Areas for Growth: Truth & Reconciliation, Diversity, and Inclusion

- Expanding Indigenous Perspectives: We aim to deepen the integration of Indigenous histories, cultures, and worldviews across all subject areas, in line with TRC Call to Action #62.
- Strengthening Language Supports: Continued focus is needed to enhance academic success for EAL learners through differentiated instruction and targeted resources.
- Building Staff Capacity: Ongoing professional development is essential to equip staff with tools for anti-racism, Indigenous education, and inclusive practices (TRC Call to Action #63).
- Amplifying Student Voice: We seek to create more platforms for Indigenous and EAL students to share their stories and shape school culture.



Next Steps: Truth & Reconciliation, Diversity, and Inclusion

- Culturally Informed Curriculum: We will collaborate with Indigenous knowledge keepers to co-create learning experiences that reflect Indigenous knowledge systems (TRC Call to Action #10).
- Mentorship & Leadership: Initiatives to support Indigenous and EAL students in developing leadership skills and building community.
- Inclusive Celebrations: School wide events to honour Indigenous cultures and multilingual diversity, promoting understanding and unity.
- Community Partnerships: We will strengthen ties with local Indigenous communities and newcomer organizations to support holistic student development (TRC Call to Action #12)

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [SDP Data Plan- Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

