



## LESTER B. PEARSON 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 Alberta Education Assurance Measures results.

## Data Story

### Learning Excellence

We primarily used SIS Data Analytics, Diploma results, Our School Survey, and CBE Survey results to measure growth for learning excellence.

### GRADE LEVEL SUCCESS:

| Analytics Report      | 2022-2023 | 2023-2024 | Difference<br>2023 to<br>2024 |
|-----------------------|-----------|-----------|-------------------------------|
| Grade 10 Success Rate | 84.0%     | 84.1%     | + 0.1%                        |
| Grade 11 Success Rate | 82.3%     | 84.9%     | +2.6%                         |
| Grade 12 Success Rate | 85.0%     | 82.7%     | -2.3%                         |

The above table identifies how many students passed their courses. We were able to improve grade level success in grades 10 and 11, but grade 12 success rate decreased by 2.3%.

### 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



## GRADUATION RATE

| Alberta Education Assurance Measures | 2022-23 | 2023-24 | Difference |
|--------------------------------------|---------|---------|------------|
| 3 Year Completion Rate               | 69.2%   | 64.7%   | -4.5%      |
| 5 Year completion Rate               | 87.2%   | 85.4%   | -1.8%      |

The above data illustrates that student graduation rate decreased in both the 3- and 5-years completion rate categories. Credit data indicated that many grade 11s entered grade 12 with 65 credits. Our goal is for grade 11 students to enter their grade 12 year with a minimum of 75 credits. This can be achieved through credit rescue/recovery and appropriate course selection.

## CBE Analytics: Mathematics 10C Success

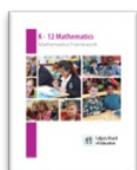
|          | 2022-23 | 2023-24 | Difference |
|----------|---------|---------|------------|
| Math 10C | 69.4%   | 82.5%   | +13.1%     |

Our Mathematics 10C course mark has increased. For the 2023-24 school year, we provided additional mathematics programming (Math 15/Math 10C) to help fill in numeracy learning gaps which yielded the above increase of 13.1% from 2022-23 to 2023-24 school year.

## DIPLOMA COURSE MARK RESULTS

| Alberta Education Assurance Measures | 2022-23    |           | 2023-24    |           | Difference |           |
|--------------------------------------|------------|-----------|------------|-----------|------------|-----------|
|                                      | Acceptable | Excellent | Acceptable | Excellent | Acceptable | Excellent |
| English Language Arts 30-1           | 92.2%      | 14.7%     | 94.2%      | 17.4%     | +2.0%      | +2.7%     |
| English Language Arts 30-2           | 95.8%      | 9.4%      | 90.2%      | 10.9%     | -5.6%      | +1.5%     |
| Mathematics 30-1                     | 86.8%      | 36.3%     | 75.3%      | 24.7%     | -11.5%     | -11.6%    |
| Mathematics 30-2                     | 74.2%      | 8.1%      | 69.6%      | 4.3%      | +4.6%      | +3.8%     |
| Social Studies 30-1                  | 100%       | 34.9%     | 98.8%      | 30.0%     | -1.2%      | -4.6%     |
| Social Studies 30-2                  | 93.7%      | 24.1%     | 87.5%      | 12.5%     | -6.2%      | -11.6%    |
| Biology 30                           | 82.9%      | 29.5%     | 92.6%      | 38.9%     | +9.7%      | +9.4%     |
| Chemistry 30                         | 92.3%      | 47.3.6%   | 95.6%      | 42.6%     | +3.3%      | -4.7%     |
| Physics 30                           | 86.7%      | 66.7%     | 75.0%      | 50.0%     | -16.7%     | -16.7%    |
| Science 30                           | 93.1%      | 10.3%     | 86.7%      | 20.0%     | -6.4%      | +9.7%     |

Diploma course marks indicate that we have dropped in certain areas such as Mathematics 30-1 excellent standards by 11.6%, Social Studies 30-2 excellent standards by 11.6%, and Physics 30 excellent standards by 16.7%. Through outcomes-based assessments, we will be able to improve learner excellence. CBE Student Data Analytics indicates an overall increase in student excellence for Social Studies by +1.35% from 2022-2023.





## Well-Being

## Our School Survey:

| Year     | Diversity & Inclusion | School Connectedness & Belonging | Regulation | Resilience & Mental Health |
|----------|-----------------------|----------------------------------|------------|----------------------------|
| 2023     | 65.02%                | 61.49%                           | 54.49%     | 59.56%                     |
| 2024     | 69.27%                | 63.31%                           | 60.55%     | 63.64%                     |
| Variance | +4.24%                | +1.82%                           | +6.06%     | +4.08%                     |

The above data reports that Lester B. Pearson school has improved students' well-being in all four areas: diversity and inclusion, school connectedness and belonging, regulation, resilience and mental health. The largest increase is in the area of regulation with +6.06% variance. We will continue to capitalize on our Connect classes to enhance student well-being.

## CBE Student Survey: Heart Data (At Least One Adult I Really Connect With)

| 2022   | 2023   | 2024   | Variance 2023/2024 |
|--------|--------|--------|--------------------|
| 65.26% | 67.96% | 68.42% | +0.46%             |

CBE's Heart data indicates an increase of 0.46% from 2023 to 2024.

## Parent Involvement (Alberta Education Assurance Measures):

| 2022-23 | 2023-24 | Variance |
|---------|---------|----------|
| 63.9%   | 69.5    | +5.6%    |

Parents have steadily continued to be engaged in their child's learning and being partners with the school in their child's learning journey. We have increased parent involvement by 5.6%.

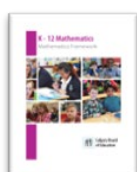
## Truth &amp; Reconciliation, Diversity, and Inclusion

## Graduation Rate for

## English as an Additional Language Learners (EAL) and Indigenous Students

| Alberta Education Assurance Measures   | 2022-23 | 2023-24 | Variance |
|----------------------------------------|---------|---------|----------|
| English as an Additional Language 3 Yr | 59.8%   | 47.0%   | -12.8%   |
| English as an Additional Language 5 Yr | 78.3%   | 86.3%   | +8.0%    |
| Indigenous 3 Yr                        | 16.8%   | 52.7%   | +35.9%   |
| Indigenous 5 Yr                        | 78.5%   | 65.3%   | -13.2%   |

The above data indicates that our EAL learners require additional time to meet graduation requirements. We have a variance increase of 8.0% for EAL learners graduating within 5 years of high school.





## CBE 2024-27 Education Plan

Our year over year graduation rate for Indigenous students have improved by 35.6%. Through heart, mind, body and spirit we will work with Indigenous students with the goal of high school completion in three years (5 year completion rate is very low). Supports for Indigenous students will include building positive relationships, improve students' sense of belonging and closing learning gaps through appropriate programming and the implementation of credit recovery/rescue.



### 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

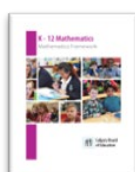
Students and employees thrive in a culture of well-being

- 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

Student academic achievement will improve through the implementation of equitable assessment practices.

## Outcome:

The implementation of outcomes-based assessment practices to support equitable strength-based assessment practices across all disciplines.

## Outcome Measures

- School Authority Reports – Diploma examination results alignment with Diploma course school awarded marks
- Alberta Education Assurance Measures
- CBE Course Mark Analytics
- OurSchool Survey

## Data for Monitoring Progress

- Credit Recovery/Rescue Data Terms 2 & 4
- PowerSchool Mark Analytics
- High School Diploma Analytics
- Alberta Education Assurance Measure Results Report: 3 and 5-year high school completion
- Teacher and student perception data on implementing outcomes-based assessments (measured at T2 & T4)
- EAL Benchmarks Data Analytics

## Learning Excellence Actions

- Provide timely and constructive feedback to inform students on their progress and areas for improvement
- Clear learning intentions in task design and assessment aligned with program outcomes and competencies
- Provide exemplars to build students' understanding of the High School Proficiency Scale

## Well-Being Actions

- Provide opportunities for continued learning and reassessment to encourage student engagement and motivation in learning
- School-wide homeroom (Connect) structure to support student well-being through the building of meaningful relationships
- Implement universal supports to foster wellness and to improve student success

## Truth & Reconciliation, Diversity and Inclusion Actions

- Implement culturally responsive pedagogy across all disciplines
- Continue to build bridges between Indigenous Ways of Knowing with all students.
- Implement multiple cultural methods of metacognition that activates the Spirit, Heart, Body and Mind

## Professional Learning

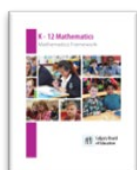
- Continue department PLC on calibrating task and assessment outcomes in accordance

## Structures and Processes

- Regular cross disciplinary collaborative response team meetings to address key

## Resources

- EAL strategist support
- Assessment and Reporting in CBE –





with the Program of Studies and the High School Proficiency Scale

- High School Outcomes Based Assessment Core LLs and Implementers PL Series
- Cross department collaborative response on student achievement

challenges and track progress

- Regularly scheduled department based professional learning teams to guide implementation and extension of OBA learning series

Practices and Procedures

- Student Well-Being Framework & Companion Guide
- Assessment and Reporting Guide for Curriculum Areas
- Indigenous Education Holistic Lifelong Learning Framework
- Social Emotional Learning (SEL) for Well-Being Brightspace

