



School Development Planning

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

Introduction

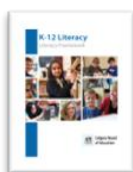
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

SIRR 2024-25





School Development Plan – Year 2 of 3

School Goal

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

Outcome:

Students will understand their current learning, based on teacher feedback through the proficiency scale, and have a clear vision for next steps in their course progression.

Outcome (Optional)

Outcome Measures

- Attendance Data
- OurSchool, Assurance and CBE Student Survey results
- Graduation Progress Reports
- Course Completion Data
- Diploma Exam Results

Data for Monitoring Progress

- Attendance Data weekly tracking
- Indigenous Teacher/Student relationship tracking each semester
- Pass/Failure lists at each term
- Graduation Tracking Spreadsheet
- Course completion data
- PLC/Collaborative Response Notes
- Feedback embedded in PowerSchool for each learning task
- Monthly progress report from Learning Leaders on Outcomes-based Assessment

Learning Excellence Actions

- Consistent use of clear learning intentions aligned with identified course outcomes and connected to the Proficiency Scale
- Regular check in/tracking with Guidance Counsellors to plan and discuss graduation progress
- Teacher calibration through the exploration of student work as it relates to the Proficiency Scale in order to achieve cohesive, sound exemplars and assessment practices

Well-Being Actions

- Providing a continuum of supports, through weekly Student Learning Team (SLT) and bi-weekly Global SLT
- Teacher, Students and Administrators attend “Creating through Connecting” -Student Well-Being Symposium
- School wide homeroom structure to support student well-being focused on Social Emotional Learning (SEL)
- Student Well-Being Action Team provides voice and initiatives for the school-wide

Truth & Reconciliation, Diversity and Inclusion Actions

- Implementation of plan (with professional learning) to support students' sense of belonging and well-being – Falcons for Anti-Racism, Reconciliation and Equity (FARE)
- Create strong connections with Elders and Knowledge Keepers and invite them to be involved in school activities
- Drumming workshops to understand significance of drumming and use as a tool to support learning





in alignment with system expectations.

- *Providing students opportunities to demonstrate their understanding through, tutorials, reassessment and course completion in the Success Centre*
- *Monthly Collaborative Response Meetings to personalize instruction*
- *Blueprinting task design to align with Outcomes-Based Assessment*
- *Completion of EAL Benchmarking twice a year*

activities based on High School Symposium Learning

- *Everybody Plays Program with Ever Active Schools (Student Leadership Training, X-Country Skiing and Biking)*
- *Implementing a wide-array of extra-curricular activities/clubs to engage students*

Indigenous ways of knowing

- *Construction of drums*
- *Offer staff PL specifically focused on diversity, social justice, and multicultural worldviews utilizing CBE's Diversity and Inclusion Resources, to enable teachers to promote representation and inclusion of diverse backgrounds and experiences in their classrooms.*
- *Annual Black History activities and school-wide assembly*
- *CSSAC – Students and administration attending sessions*

Professional Learning

- *Outcomes-Based Assessment sessions offered by the System; review and continue*
- *refinements of assessments to support use of the Proficiency Scale*
- *Targeting literacy of EAL students via the Neurolinguistic Approach*
- *Diversity and Inclusion professional learning using the locally developed FARE program*
- *Collaborative Teams meetings focused on developing teaching strategies to improve academic achievement*
- *Professional Learning Community (PLC) to focus on improved task design and implementation*

Structures and Processes

- *Weekly attendance pull to identify our most at-risk attendance students*
- *Ongoing embedded Professional Learning Community (PLC) work during monthly meetings and PL days*
- *Weekly Student Learning Team (SLT) meeting with our Guidance Team member to meet with students and implement continuum of supports*
- *Weekly administration meeting to plan and prioritize the next 2 weeks*
- *Bi-Weekly Indigenous Team meetings to support our Indigenous Learners*
- *Collaborative Team Meetings addressing learning excellence*

Resources

- *CBE Learning and Assessment documents*
- *Dates of Significance CBE Calendar*
- *CBE Diversity and Inclusion D2L Modules*
- *Well-Being D2L Modules*
- *U of C Diversity Modules*
- *Culturally Responsive Teaching and the Brain*
- *John Howard Society*
- *REAL ME Program*
- *YMCA Alternative Suspension*
- *All in For Youth*
- *Ever Active Schools*
- *Two Wheel View*
- *Calgary Bridge Foundation tutors*
- *CASEL (Collaborative for Academic, Social Emotional Learning) Framework*





*and student well-being
across departmental
teams*

- *CSSAC (Chief Superintendent Student Advisory Council) and Well-Being Action Team respond to the needs of the school in a way that addresses areas of equity and diversity Professional Learning on Diversity and Inclusion*

School Development Plan – Year 2 of 3

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student academic achievement will improve through the implementation of Outcomes-Based Assessment through the use of fair, transparent, and equitable assessment practices.

Outcome one: The rate of progression of English as an Additional Language (EAL) students from level 3 to level 4 will improve with a whole school approach to assessment using the proficiency scale to give students consistent and effective feedback on where they are in their learning journey and what their next steps are to improving their learning.

Outcome two: Student sense of belonging will increase.



Celebrations

- *Maintained 3-year graduation rate at 62.0% despite our population of 59% EAL learners who often require additional time to graduate, demonstrating resilience and commitment to student success.*
- *Grade 11 and 12 students reported increased feelings of being welcomed, indicating our well-being initiatives and inclusive practices are positively impacting our senior students' experience.*
- *Diploma Examination Excellence rate improved from 17.5% to 18.1%, showing that our focus on outcomes-based assessment is supporting students in achieving higher levels of academic performance.*
- *Student perception of inclusion increased from 61% to 68%, a significant 7 percentage point gain reflecting the impact of our FARE (Falcons for Anti-Racism, Reconciliation, and Equity) initiative and culturally responsive practices.*
- *Students seeing their culture reflected increased from 54% to 62%, an 8 percentage point improvement demonstrating our commitment to diversity and inclusion is making a visible difference in student experience.*

Areas for Growth

- *Building consistent understanding and use of the proficiency scale across all courses to ensure students receive clear, actionable feedback that helps them identify their current level and next steps in learning.*
- *Improving course completion rates from 88.3% to support more students in successfully completing their courses and progressing toward graduation, particularly our EAL learners who require additional time and support.*
- *Increasing student ability to use assessment feedback for self-reflection and goal-setting, as only 86% of students agree that assessments help them reflect on their understanding, leaving room to support the remaining 14% of students.*
- *Addressing the decline in "Welcoming, Caring, Respectful and Safe Learning Environment" from 74.5% to 63.3% in the Assurance Survey to ensure all students feel safe and supported in their learning environment.*
- *Supporting diploma examination acceptable standard achievement, which decreased from 79.1% to 76.7%, requiring refined assessment practices and targeted interventions for students approaching final assessments.*



Next Steps

- *Implement consistent teacher calibration sessions focused on the proficiency scale across all departments to ensure students receive uniform, clear feedback that explicitly identifies their current achievement level and actionable next steps.*
- *Expand Success Centre programming and tutorial supports to provide more opportunities for students to demonstrate understanding, complete reassessments, and receive personalized instruction aligned with outcomes-based assessment principles.*
- *Strengthen EAL Benchmarking practices by conducting assessments twice yearly and using results to inform differentiated instruction and targeted support for language learners progressing through proficiency levels.*
- *Enhance homeroom Social Emotional Learning (SEL) programming using CASEL framework insights from the High School Symposium to build stronger student connections and address the decline in perceptions of a welcoming and safe environment.*
- *Develop targeted intervention strategies for students at risk of not completing courses by utilizing monthly Collaborative Response Meetings and weekly Student Learning Team meetings to personalize supports and increase course completion rates.*

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