



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.

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

Data Story

Learning Excellence

Alberta Education Assurance Measures – Overall Summary Student Growth and Achievement

Measures	2023-24	2022-23	Prev. 3-year average
3-Years High School Completion	78.5%	81.3	78.4
Diploma Acceptable	87.8%	85.3%	N/A
Diploma Excellence	23.9%	22.7%	N/A
Student Learning Engagement	79%	76.3%	76.3%

There is a decrease of 0.1% compared to the previous 3-years high school completion average; however, this is a drop of 2.8% compared to the previous year's completion rates. There is accompanied by an increase in both acceptable and excellence standards on the Diploma Examination.



Upon further analysis, overall, students are engaged in their high school learning. As a result, they do well, which shows in our Diploma exam results and graduation. However, when students are disengaged, they have lower attendance results and this negatively impacts high school completion.

This led us to dig deeper and reflect on teaching and assessment practices across all disciplines. We will focus on building teacher capacity in Outcome Based Assessment with narrow focus on designing learning tasks with clear Learning Intentions and Success Criteria.

Teachers will carefully design and adjust quality assessments to better understand student progress and needs. They will use these assessments to inform more targeted and effective task design. Teachers will be intentional in applying proficiency scales as a tool to enhance student learning, ensuring that each student receives the appropriate level of challenge and support to succeed.

Well-Being

All student survey results point to a need to pay close attention to safe and welcoming learning environments. The results below from the CBE Survey highlights a need for a specific focus on inclusion and feeling safe:

CBE Student Survey: Well-Being

Student Survey	2023-24	2022-23
I feel included at school	62.79%	66.36%
I feel welcome at school	64.9%	69.16%
I feel like I belong	54.1%	75%
I feel safe at school	67.92%	76%

Our focus will be on building capacity with our staff in order to personalize task design and assessment practices so that students can contribute to, and see themselves reflected in their learning. Through home room, teachers will continue to develop relationships and connections with students, as well as provide opportunities for students to feel supported and a sense of belonging.

Truth & Reconciliation, Diversity, and Inclusion

The diverse demographics of our school provide a unique opportunity to celebrate inclusion in all its forms. Our school population is comprised of 14.5%, 6.23% are the students who self-identify themselves as Indigenous and 32% of the student population is who identifies with special education codes and varies in their needs.

Our Assurance Education summary results show an increase of 3.8 percentage points in 3-year high school completion for the students who self-identify as Indigenous, and an increase of 11.1% for our EAL students which is 3.1% below our 3-year average. Attendance data also shows the absenteeism for both our EAL and Indigenous student cohort groups is higher as compared to all students.





Upon deeper analysis of our data, we find much to celebrate. With that in mind we continue to identify key areas that guide us toward further improvement for these cohorts, ensuring that every student receives the support and opportunities they deserve.





School Development Plan – Year 1 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

- Teacher perception data – Implementing Fair, Transparent and Equitable Assessment
- School Authority Report – Diploma Examinations Results alignment with School Awarded Marks
- Report Card Data and course completion data
- High School Graduation Rates

Data for Monitoring Progress

- Student Success Centre intervention and support data (includes credit recovery credit rescue and supporting inclusive learning environments).
- Course Mark Analytics
- High School Diploma Analytics
- Alberta Education Assurance Measure Results Report: 3 Year High School Completion
- Assignment Stem / Outcome Analysis
- Perception data from students
- We Walk Together Spreadsheet

Learning Excellence Actions

- Utilize high impact assessment strategies to engage students
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale.
- Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered.
- Provide timely, consistent and constructive feedback to help students understand their progress and areas for improvement.

Well-Being Actions

- Create learning spaces that provide learners with safe and respectful environments
- Provide students with opportunities for continued learning and reassessment to encourage students' motivation and engagement in learning
- Students will be mentored by homeroom teachers and provided with skills to improve resilience in achieving academic rigour and executive functioning.
- Support students in understanding the purpose behind assessment so that they focus on the learning and

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources
- Teachers design tasks and assessments that are culturally inclusive, available to all learners.
- Support opportunities to access culturally diverse guest instructors, elders, knowledge keepers, or speakers to deliver authentic learning experiences.
- Provide inclusive environments where students have a voice and see themselves represented throughout the school.





engage in the instruction
to appreciate the learning.

Professional Learning

- System Professional Learning – Outcome Based Assessment – review and continue refinements of assessments.
- Engagement in the System Indigenous Professional Learning Day to continue our work on creating diverse and inclusive tasks and lessons.
- Calibration through the exploration of student work to build collective understanding of Fair, Transparent and Equitable Assessments.
- Development of high-quality summative tasks that align with System Outcomes.

Structures and Processes

- Structured Professional Learning Communities (PLC's) that help teachers align their expectations and grading practices, across classrooms.
- Collaborative Response structures and processes are used to identify students at risk to provide additional support.

Resources

- Assessment & Reporting in CBE
- Assessment & Reporting in CBE | Practices & Procedures
- Collaborative Response: Three Foundational Components That Transform How We Respond to the Needs of Learners – by Kurtis Hewson and Lorna Hewson
- Wayi Wayh! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education - by Jo Chrona
- The Tech Solution: Creating Healthy Habits for Kids Growing Up in a Digital World – by Shimi K. King
- School based Graduation Coach

