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Calgary Board of Education

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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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

School Improvement Results Report 2025-26

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 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 Results Report*
  - *"At school I feel like I belong"*
  - *"At school I feel welcome"*
- *CBE Student Survey*
  - *"My teachers check in with me often about my well-being."*
  - *"I feel included at school"*
- *CBE Well-Being Survey*
  - *"There is at least one adult at school who I really connect with"*
- *School Data Dashboard – Attendance Data*

Data for Monitoring Progress

- *PowerSchool Attendance Analytics*
- *School Data Dashboard Attendance Data – Self-identified Indigenous Cohort*
- *School Data Dashboard Perception Data – Well-Being and Indigenous Education Holistic Lifelong Learning*
- *Collaborative Response data*
- *SLT and ALT referrals*
- *Student Support Plans*
- *Attendance Improvement Plans*

Learning Excellence Actions

- *Implementation of school-wide attendance approach with increased school-home communication*
- *Creation of department-specific inquiry cycles to identify and strengthen adult practices that promote student engagement and well-being aligned with the SDP*
- *Capacity-building for Indigenous ways of being, knowing and doing*
- *Promotion of Academic Success Time to students and families*

Well-Being Actions

- *Recognition of CBE dates of significance throughout the year led by the Diversity and Inclusion Club.*
- *Student Well-Being Action Team provides voice and leadership for school-wide initiatives*
- *Principal Advisory Council provides voice and opportunity for student input on school initiatives.*
- *Provide opportunity for deeper understanding of contextual factors impacting attendance and achievement*

Truth & Reconciliation Actions

TRC Commitment to Action

- *Create a Circle Room to incorporate Indigenous ways of being, knowing, and doing into learning activities*
- *Design a primary Indigenized space (Lodge) that incorporates student voice, promotes academic and cultural well-being, and strengthens reciprocal relationships*
- *Host Commun-I-Teas and seek opportunities to understand the lived experiences of our Indigenous families*









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Professional Learning

- *Maatoomsii'Pookaiks System-Wide Professional Learning Day*
- *Trauma-Informed Practice Learning Opportunities (EAMS)*
- *SEL Professional Learning Series*
- *Cross-Curricular Collaboration*
- *Provide training for staff on Ladder of Inference, Circle of Influence, cultural responsiveness, 4 R's of Indigenous Education*
- *High School Student Well-Being Symposium and Pre-Learning*
- *Staff Well-Being Committee*

Structures and Processes

- *Restructured Collaborative Response, PLC, and department meetings*
- *Communication plans*
- *Community-based partnerships*
- *Referral process for Resiliency Centre*
- *Student Learning Team and Area Learning Team process*
- *Student advisory committees selection panel*
- *Weekly attendance review with alpha teams (Assistant Principal and Counsellor)*
- *Indigenous Holistic Student Tracker*
- *Lodge Attendance Tracker*

Resources

- *CBE Student Well-Being Framework*
- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *CBE Holistic Collaborative Approach to Attendance (Insite)*
- *Attendance Continuum of Supports (Insite)*
- *"Leading a Whole School Approach to Attendance" (Insite)*
- *Grading from the Inside Out – Tom Schimmer*
- *"Jagged Worldviews Colliding" (article) – Dr. Leroy Little Bear*









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School Development Plan – Year 3 of 3

School Goal
The percentage of students acquiring course credits toward 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 Results Report – Access to Supports and Services*
- *CBE Student Survey*
  - *"I know what to do next to improve my writing skills"*
  - *"I know what to do next to improve my understanding of what I read"*
  - *"I know what to do next to improve my understanding of mathematics"*

Data for Monitoring Progress
- *PowerSchool – Course Mark Analytics and High School Data Analytics*
- *Alberta Education Assurance Measures: 3-Year and 5-Year High School Completion Rates*
- *School Data Dashboard – Perception Data for receiving and knowing how to implement feedback.*
- *PLC data reflecting student responses to feedback*

Learning Excellence Actions
- *Creation of Department Development Plans to ensure fairness and accuracy in assessments*
- *Provide timely, consistent, and constructive feedback to help students understand their progress and explicitly teach how to use feedback to increase understanding of the next steps to improve learning.*
- *Provide additional support through Academic Success Time both before and after school*
- *Refine school-wide PLC approach aligned with system direction*

Well-Being Actions
- *The student-led Diversity and Inclusion team will respond to the needs and priorities identified in perception data to improve access to supports and services*
- *Provide students with differentiated types of assessment to demonstrate their understanding of the target outcomes.*
- *Empower students as owners of their learning by engaging students in goal setting, self-assessment, and reflection*
- *Review department text selection for cultural relevance and diverse perspectives*

Truth & Reconciliation Actions
TRC Commitment to Action
- *Establish consistent, predictable school routines*
- *Conduct 4S-style conversations with each Indigenous student by alpha teams at intake and within first month of semester by teachers*
- *Provide targeted supports for students through the Resiliency Centre and Lodge*
- *Provide more opportunities for students to demonstrate learning through oral literacy*






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Professional Learning

- *Build collective efficacy and understanding of Fair, Transparent, and Equitable Assessments.*
- *Outcomes Based Assessment Learning Series for Learning Leaders.*
- *PL to support intentional scaffolding of tasks and assessments in alignment with outcomes and proficiency scale.*
- *Whole-school book study: Grading From the Inside Out by Tom Schimmer*
- *The Search Institute framework for developmental relationships*

Structures and Processes

- *Collaborative team meetings*
- *Student Learning Teams*
- *Intentional structure of teacher schedules to provide opportunities for collaboration and implementation of OBA learning in task design*
- *PLC team meetings*
- *Discipline team meetings*
- *Establish a continuum of supports*
- *Creation of a D2L Brightspace for Grade 10 students*
- *Create a Resiliency Centre for credit recovery support*

Resources

- *Assessment and Reporting (Insite) - Assessing Student Learning; Communicating Student Assessment; High School Outcomes-Based Assessment*
- *Book: Grading From the Inside Out-Tom Schimmer*
- *English as an Additional Language (EAL) resources (Insite)*
- *Book: Rebooting Assessment – Cooper & Catania*
- *CBE Literacy Framework*
- *CBE Mathematics Framework*






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Students will have an improved sense of belonging because 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.

Alberta Education Outcomes

- Alberta's students are successful.
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CBE 2024-27 Education Plan



Celebrations

- Student perception data indicates *positive movement* in several areas directly connected to student engagement and persistence in learning
- Students report similar increases (2-3%) in both feeling a sense of belonging within the school and in having more positive peer interactions
- Positive gains in school climate indicators, including a 3% increase in students reporting that their teachers care about them and a 4% increase in feeling fairly treated by adults, suggest that students are experiencing stronger, more supportive relationships with staff

Areas for Growth

- Improve communication with families around assessment practices and student support, as parents' perception of teachers caring about their child is significantly lower than student-reported experience (57% vs 83%, respectively)
- Increase opportunities for family engagement and feedback, as parent survey compliance rate is approximately 1% of student population
- Develop more opportunities for positive peer interactions to continue upward trend but also address low baseline (50% of students care about each other)

Next Steps

- Strengthen OBA practices, collaboration and targeted learning supports as all 30-level, grade 12 courses transition to OBA in the following year
- Develop strategies for parent communication and engagement
- Continue relationship-centered practices that connect students with caring adults, and foster student-led initiatives to promote positive peer interactions






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2025-26 SDP GOAL TWO: The percentage of students earning 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

- Completion rates have improved 6.3%, nearly 4 times the rate of improvements in the province
- Student perceptions of teacher care (+3%), belonging (+3%), and fairness (+4%) provide evidence that students increasingly see school as a place where they can be successful
- Outcome Based Assessment practices have been implemented while students report feeling capable, connected, and supported

Areas for Growth

- Continue targeted accommodations and intervention planning
- Continue to monitor and respond to absence rates in the 10-20% rang.
- Additional Indigenous learner support for English 30 and Social 30 course completion.
- Increase monitoring of students at risk of not completing courses
- Strengthen collaborative problem-solving teams to support student success

Next Steps

- Refine OBA assessments through professional learning and PLC within core curriculum departments
- Increase transparency of learning targets and success criteria
- Expand opportunities for additional student support, reassessment and demonstration of learning




