Discovering Choices

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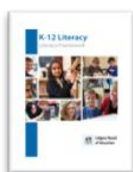# School Development Planning

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 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.

https://discoveringchoices.cbe.ab.ca/documents/93276acd-0dcd-4457-b2d9-c7f0a5ee45c5/School-Improvement-Result-Report.pdf

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
The percentage of students acquiring credits for registered courses towards High School completion will increase with the improvement of fair, transparent and equitable assessment practices.

Outcome:
The implementation of Task Design and Outcomes Based Assessment practices across all disciplines.

Outcome:
Maintain or increase the percentage of 4th and 5th year High School graduates.

Outcome Measures
- *Diploma Examination Results for ELA 30*
- *Alberta Education Assurance Measure Results for High School completion*
- *Teacher Perception Data for fair, transparent and equitable assessment practices.*
- *Graduation Rates*

Data for Monitoring Progress
- *Credit Recovery and Credit Rescue Tracking for ELA 30*
- *Tracking Collaborative Response Academic Concerns & Impact of Actions*
- *High School Diploma Analytics*
- *Student Perception Data*
- *Number of students completing CTS and Complementary credits*

Learning Excellence Actions

- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale.
- Design learning tasks based on curricular outcomes, student interests, real-life experiences and culturally relevant content to facilitate student engagement. Help learners to build knowledge and skills in

Well-Being Actions

- Provide students with opportunities for continued learning, agency in assessment, and reassessment to encourage engagement and motivation in learning
- Increase the capacity of staff in the realm of neurodiversity and executive functioning to action professional

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design culturally responsive tasks and assessments, accessible to all learners across all disciplines
- Ensure students have access to accommodations when needed to remove barriers to learning
- Continue to provide students with authentic learning opportunities to

order to demonstrate learning outcomes while completing courses in a timely manner.
- Teachers use differentiated assessment
- Develop clear assessment cycles and meaningful tasks that align academic goals with learners' personal circumstances.
- Offer various assessment options by giving students voice and choices
- Provide timely, consistent and constructive feedback

learning in student assessment practice

meet with and learn from Elders, Knowledge Keepers and Community members.
- Develop staff understanding around decolonizing educational practices
- Employ professional learning opportunities from **Maatoomsii' Pookaiks**

Professional Learning
- High School System Professional Learning: HS OBA Core LLs, & Implementers Series
- Professional learning led by staff members
- Maatoomsii'Pookaiks

Structures and Processes
- Formalized student leadership groups that foster agency and voice
- Collaborative Response structures and processes
- Professional Learning Communities
- Structured discipline specific time
- Psychology Lunch and Learns
- Regular meetings with the DC Indigenous Education Committee

Resources
- Assessment & Reporting in the CBE
  - Assessment & Reporting in the CBE | Practice and Procedure
  - 10-12 Universal Calibration Protocol
  - Wayi Wah! Book by Jo Chrona
  - CBE Holistic Life-Long Learning Framework
  - Indigenous Student Graduation Coach
  - Companion guides to Frameworks
  - CBE Holistic Attendance Approach

School Development Plan – Data Story

2024-25 SDP GOAL ONE: The percentage of students acquiring credits for registered courses towards High School completion will increase with the improvement of fair, transparent and equitable assessment practices.

Outcome one: The implementation of Task Design and Outcomes-Based Assessment practices across disciplines.

Outcome two: Maintain or increase the percentage of 4th and 5th year High School graduates.

Celebrations

Our student data shows a positive shift in our high school completion trends. The 4-year completion rate increased significantly, rising from 94 students to 146 students. This means more students are completing high school within 4-year timeframe. As a result, the 5-year completion rate shows a decrease, from 164 students to 116 students, not because fewer students are graduating, but because more students are completing on time and no longer contributing to the 5-year rate.

The decline in our 5-year rate reflects a strong improvement in our 4-year completion success.

For the June 2025 ELA diploma for 30-2: 100% of our writers achieved the acceptable standard in all classes at all locations. The standard deviation was below Provincial average and for the written Part A exams, students achieving Proficient range in all three written tasks was consistently above provincial average.

For the June 2025 ELA 30-1 diploma, 100% of our writers achieved the acceptable standard in all classes at all locations. The standard deviation was below the Provincial average and for the written Part A exam: students achieving Proficient range in all three written tasks was consistently above provincial average.

Alberta Education Assurance Measure – Overall Summary Student Growth and Achievement

Measures	2023-2024 # of Students (inclusive of all 4 DC sites)	2024-2025 # of Students (inclusive of all 4 DC sites)
4-years High School Completion	94	146
5-years High School Completion	164	116

- Overall, the June 2025 ELA Diploma Exam results show strong growth in both participation and achievement across streams. In ELA 30-1, the number of students writing increased from 11 to 24, with the acceptable standard remaining at 100% while the standard of excellence rising from 9% to 21%. In ELA 30-2, participation grew substantially from 30 to 117 students, with the acceptable standard remaining at 100%, and the standard of excellence shifting from 33% to 12%. Together, these results highlight increased student engagement, more students reaching the diploma level, and continued strong achievement across both ELA streams.

June 2025 Diploma Writers

ELA Diploma Exam	June 2024	June 2025
ELA 30-1 Acceptable	11/11	24/24
ELA 30-1 Excellence	1/11	5/24
ELA 30-2 Acceptable	30/30	117/117
ELA 30-2 Excellence	10/30	14/117

- Across our core subject areas, student achievement demonstrated positive growth, with notable improvements in English Language Arts and Social Studies. Performance in Mathematics and Science remained consistent, reflecting stable outcomes in these disciplines.

Final Course Grades June 2025

Core Subject	2023/2024	2024/2025
ELA	74.7%	77.4%
Math	82.6%	80.0%
Science	78.6%	78.0%
Social Studies	72.1%	75.1%

- We are proud to celebrate the growth in our students' self-regulation and executive functioning skills. From Fall 2023 to Fall 2024, we saw encouraging improvements in key areas such as emotional control and managing pressure, with a 5.2% increase in students able to control their temper and a nearly 10%

rise in those maintaining composure under stress. While some areas showed slight declines, overall trends reflect a positive trajectory in students' ability to stay focused and think through tasks thoughtfully. These results affirm our ongoing commitment to fostering resilience and self-management across our learning community.

OurSCHOOL Survey: Regulation

Question Asked:	Fall 2023	Fall 2024
Able to control temper	59.6%	64.8%
Able to remain calm even when things don't go my way	59.1%	54.8%
Able to stay focused even when less engaged	36%	39.55%
Able to stay focused on tasks, even when task changes	53.5%	53.9%
Behaviours are controlled even under pressure	50.8%	60.7%
Instead of rushing, I first think about how to complete a task	61.1%	55.4%

Areas for Growth

- Continue to develop teacher understanding of the principles of assessment and outcomes-based assessment, including the High School Proficiency Scale.
- In both ELA 30-2 and 30-1, improving scores in form and structure, and thought and understanding.
- In both ELA 30-2 and 30-1, improving reading comprehension scores to increase the standard of excellence.
- Increase student awareness of potential future career pathways and how programming choices can support them to increase engagement in both core and complementary curriculum courses.

Next Steps

- Ground PLC work in focusing on specific outcomes that need improvement.
- In ELA 30-2 and 30-1, intentional tasks designed to improve close reading skills and improve the use of organizational logic.
- Revisit our Psychology Lunch and Learn topics to include focus and engagement and alignment with our continuum of supports.
- Connect ELA subject teachers to Complementary subject teachers to design integrated tasks and projects.