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Calgary Board of Education

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

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 | 2025-2026






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School Development Plan – Year 3 of 3

School Goal
The percentage of students acquiring credits 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 (Optional)
Maintain or increase the percentage of 4th and 5th year High School graduates.

Outcome Measures

- *Diploma Examination Results for ELA 30*
- *Alberta Education and Childcare Assurance Measure Results for High School completion*
- *Graduation Rates*
- *CBE Student Survey*

Data for Monitoring Progress

- *Credit Recovery and Credit Rescue*
- *Tracking Collaborative Response Academic Concerns & Impact of Actions*
- *High School Diploma Analytics*
- *Well Being Student Perception Data*
- *Number of students completing CTS and Complementary credits*
- *Number of students completing Career Directions Transitions and Career Directions Expansions courses*
- *Number of students Participating in Social Emotional Learning Lunch and Learn Sessions*
- *Monitoring student progress in Understanding and Expressing Knowledge of Text in ELA*
- *Teacher self-reflection data from calibration Professional Learning Communities*
- *Attendance Data and Student Reach Out Meeting Data*

Learning Excellence Actions

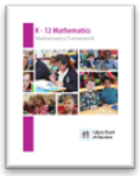
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High

Well-Being Actions

- Provide students with opportunities for continued learning, agency in assessment, and reassessment

Truth & Reconciliation Actions
TRC Commitment to Action

- Teachers design culturally responsive tasks and assessments, accessible to all learners across all disciplines.






School Proficiency Scale.
- Design learning tasks based on curricular outcomes, student interests, real-life experiences and culturally relevant content to facilitate engagement.
- Help learners to build knowledge and skills in order to demonstrate learning outcomes while completing courses in a timely manner.
- Teachers use differentiated assessment.
- Offer various assessment options by giving students voice and choice.
- Provide timely, consistent and constructive feedback.

to encourage engagement and motivation in learning.
- Increase the capacity of staff in the realm of neurodiversity and executive functioning to action professional learning in student assessment practice.

- Ensure students have access to accommodations when needed to remove barriers to learning.
- Continue to provide students with authentic learning opportunities to 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: OBA
- System CTS professional learning day
- School Based Professional learning led by staff members, school psychologists, and system Specialists (K&E, Core Curriculum, EAL).
- Maatoomsii'Pookaiks Professional Learning Day

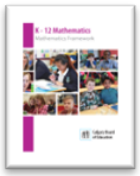
Structures and Processes

- Formalized student leadership groups that foster agency and voice.
- Collaborative Response structures and processes.
- Professional Learning Communities.
- 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
- CBE Holistic Life-Long Learning Framework
- Well-Being Framework
- Literacy Framework
- Mathematics Framework
- Indigenous Student Graduation Coach
- Companion guides to Frameworks
- CBE Holistic Attendance Approach
- The Disengaged Teen Book by Andersen and Winthrop



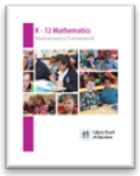






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School Development Plan – Data Story

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CBE 2024-27 Education Plan



2025-26 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 high school completion data highlights a significant improvement in student completion rates over the three-year period.
- Discovering Choices programs. Every site demonstrated improvement in the 5-year high school completion rate, contributing to an overall increase from 34.4% to 43.2%. These results reflect the impact of targeted support, task design and outcomes-based assessment, flexible programming, and relationship-based approaches that help students persist toward high school completion.

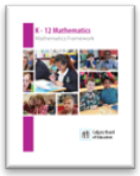
Alberta Education Assurance Measure – Overall Summary Student Growth and Achievement:

5-Year High School Completion Rate by Site

Site	Previous Year	Current Year	Change
Discovering Choices	39.1%	46.6%	**+7.5**
Discovering Choices II	33.4%	39.3%	**+5.9**
Start Outreach	21.7%	35.8%	**+14.1**
Westbrook Outreach	43.4%	50.9%	**+7.5**

5 year High School Completion Rate (Four-Site Average)

Measure	Percentage
Previous Year Average	34.4%
Current Year Average	43.2%
Improvement	+8.8 percentage points






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Celebrations

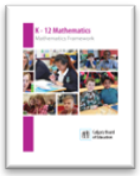
- The June 2026 ELA Diploma results reflect a continued culture of high achievement and student success. Across both English Language Arts 30-1 and 30-2, students demonstrated exceptionally strong performance, with achievement rates remaining consistently high.
- In ELA 30-1, all 15 diploma writers achieved an Acceptable Standard (100%), maintaining the achievement rate seen in June 2025 and improving from an already strong performance in June 2024. Standard of Excellence rates also remained impressive, with 4 of 15 students (27%) achieving the Standard of Excellence, demonstrating that a significant proportion of students are performing at the highest level.
- In ELA 30-2, student achievement continued to be a notable strength. 50 of 51 students (98%) achieved the Acceptable Standard, reflecting a sustained commitment to student success and academic growth. While the cohort size decreased from the previous year due to labor action, achievement rates remained exceptionally strong. At the Standard of Excellence, 5 students (10%) attained the highest level of performance.
- Over the past three years, the school has maintained remarkably high rates of achievement, with Acceptable Standard results consistently ranging from 97% to 100% across all ELA diploma courses. These results speak to the dedication of students, the expertise of teachers, and the effectiveness of instructional supports that help learners achieve success. The sustained high achievement demonstrates a collective commitment to ensuring students are prepared for diploma examinations and future pathways.
- Overall, the June 2026 results are a celebration of excellence, consistency, and student achievement, reinforcing the school's ongoing commitment to high-quality teaching and learning.

June Diploma Writers

ELA Diploma Exam	June 2024	June 2025	June 2026
ELA 30-1 Acceptable	11/11	24/24	15/15
ELA 30-1 Excellence	1/11	5/24	4/15
ELA 30-2 Acceptable	30/30	117/117	50/51
ELA 30-2 Excellence	10/30	14/117	5/51

Celebrations

- Over the past three years, students have demonstrated meaningful growth in several key self-regulation indicators. The most significant gain is seen in students' ability to control their temper, which increased from 59.6% in Fall 2023 to 68.2% in Fall 2025. Students also reported stronger abilities to remain calm when things do not go their way, increasing from 59.1% to 60.5% over the same period.






- Over the past three years, indicators related to attention and engagement have also demonstrated consistent growth. The percentage of students who reported being able to stay focused even when less engaged improved steadily from 36.0% in Fall 2023 to 42.5% in Fall 2025, while students' ability to stay focused on tasks when activities or expectations change increased from 53.5% to 54.9%. These gains suggest that students are developing greater perseverance and adaptability when faced with challenging learning demands.

- Students continue to demonstrate growth in important self-regulation and executive functioning skills. The percentage of students who reported that they think about how to complete a task before rushing into it, increased from 55.4% in Fall 2024 to 57.2% in Fall 2025; reflecting strengthened planning and decision-making skills. Additionally, 59.8% of students reported that their behaviours are controlled under pressure, maintaining the significant gains achieved in previous years. These results highlight students' increasing ability to approach challenges thoughtfully, regulate their responses, and apply strategies that support success in both learning and everyday situations.

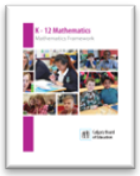
- Overall, the data suggests that efforts to support student self-regulation, emotional well-being, and learning readiness are having a positive impact. Students are reporting stronger emotional control, improved focus, and greater capacity to manage challenges, providing evidence that school-based supports and responsive programming are helping students develop the skills needed for success in both learning and everyday situations.

OurSCHOOL Survey: Regulation

Question Asked:	Fall 2023	Fall 2024	Fall 2025
Able to control temper	59.6%	64.8%	68.2%
Able to remain calm even when things don't go my way	59.1%	54.8%	60.5%
Able to stay focused even when less engaged	36.0%	39.55%	42.5%
Able to stay focused on tasks, even when task changes	53.5%	53.9%	54.9%
Behaviours are controlled even under pressure	50.8%	60.7%	59.8%
Instead of rushing, I first think about how to complete a task	61.1%	55.4%	57.2%

Areas for Growth

- In both ELA 30-1 and ELA 30-2, focus continuing to strengthen student performance in form and structure, and thought and understanding, with a focus on increasing the proportion of students achieving the standard of excellence.
- In both ELA streams, improve reading comprehension and critical analysis skills to maintain strong overall diploma exam performance.






- Increase student awareness of potential future career pathways and how programming choices can support their goals, with the aim of strengthening engagement in both core and complementary curriculum courses.
- Strengthen executive functioning skills, including planning, organization, time management, and independent learning habits, to further support student success and course completion through Lunch and Learn and Career and Transition Courses.
- Ensure consistent implementation of Task Design and Outcomes-Based Assessment practices across all disciplines and sites to provide equitable learning and assessment experiences for all students.

Next Steps

- Expand the use of authentic, relevant, and flexible learning tasks that increase student engagement and encourage persistence in learning.
- Continue strengthening self-regulation, emotional well-being, and coping strategies through targeted support and explicit instruction.
- Continue to utilize student achievement, diploma, course completion, and well-being data to identify students requiring targeted intervention and responsive support.
- Further develop personalized pathways and flexible learning opportunities that support both four-year and five-year graduation outcomes while maintaining high levels of academic achievement.
- Implement Career and Transitions learning for new students.
- Focus on improving engagement and attendance through weekly Collaborative Response structures.

