



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

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Alberta Education Assurance Measures - With the implementation of Outcome-Based Assessment (OBA), we expect the total average credits earned by grade 10 students to increase from semester to semester, and year over year, as OBA enhances the likelihood of students succeeding in their classes.

Total Average Credits:

At the end of 2022/2023 – 37.65 credits

At the end of semester 1 of 2023/2024 – 19.44 credits

At the end of 2023/2024 – 38.24 credits

We surveyed teachers in both the fall and spring to understand their perspectives on key Outcome-Based Assessment (OBA) areas. This included their understanding of OBA, comfort with mapping system outcomes to tasks, familiarity with the Proficiency Scale, and grasp of the five Assessment Principles. Here are the insights gathered from the 2023-2024 academic year.

	OBA Understanding	OBA Understanding	Comfort Mapping System	Comfort Mapping System	Proficiency Scale Understanding	Proficiency Scale Understanding	Assessment Principles Understanding	Assessment Principles Understanding
	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)	Fall (%)	Spring (%)
Beginning	2	7	4	0	16	14	12	10
Developing	26	24	32	15	35	36	33	28
Exemplary	24	31	25	42	9	9	7	14
Proficient	48	38	39	42	38	40	47	48

Improvements: From fall to spring, there was a notable improvement in teachers' understanding of outcomes-based assessment (OBA), with several moving from "Developing" to "Proficient." Additionally, more teachers reported increased comfort in mapping tasks to system outcomes, particularly in core subjects.

Areas for Improvement: Despite progress, some teachers remained at the "Developing" stage in their understanding of the high school proficiency scale. There is also a need for further growth in understanding the guiding principles of assessment, as many teachers did not advance beyond the "Developing" stage.

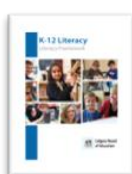
Grade 10 student perception data indicated that students appreciated being assessed using the outcomes-based approach because it provided clear expectations and helped them understand what they needed to achieve. This method allowed students to focus on mastering specific skills and knowledge, with multiple opportunities to demonstrate their learning. Additionally, they benefited from more targeted feedback, which helped them identify areas for improvement. By aligning assessments with predefined outcomes, students experienced a more transparent and fair evaluation process, increasing their motivation and confidence in their ability to succeed.

Anecdotally, grade 10 parents appreciated the clarity of OBA reporting, as it provided more detailed insights into their child's progress and areas of growth.

Data from the CBE student survey shows an increase from 2022/2023 to the end of 2023/2024 in students knowing how to improve in mathematics and writing, which may be linked to OBA's focus on clear, actionable learning outcomes.

	I know what to do next to improve in mathematics	I know what to do next to improve my writing skills
End of 2022/2023	72%	70%
End of 2023/2024	80%	78%

OBA highlights the real-world value of math and language arts by aligning assessments with practical skills, yet student perceptions of their usefulness remained unchanged on the Alberta Education Assurance Measures report from 2022/23 to 2023/24.



Math is useful 63%
English Language Arts is useful 76%

Well-Being

The results of the CBE Student Survey indicate the overall percentage of students who report experiencing a sense of connection and belonging, feeling emotionally regulated at school, and demonstrating positive resilience and mental health indicators are shown here:

	Regulation (%)	Mental Health (%)	Belonging (%)
2022/2023	71.03	73.79	70.69
2023/2024	73.41	70.33	74.25

We aim to achieve stabilization of these results, followed by a sustained period of continuous improvement in students' sense of connection, emotional regulation, resilience, and mental health indicators.

Truth & Reconciliation, Diversity, and Inclusion

In recent years, our school community has seen significant growth in both its population and diversity. This growth is reflected in the increasing number of students learning English as an Additional Language (EAL) and a rising proportion of students who identify as Indigenous. In response to these changes, we are dedicated to meeting the evolving needs of our learners by collaborating closely with system EAL specialists, Indigenous Education Specialists, and our Indigenous Graduation Coach. Together, we strive to implement culturally responsive teaching strategies that promote an inclusive and dynamic learning environment, ensuring that the unique backgrounds and experiences of all students are recognized and supported.

Key Priorities Moving Forward:

Key priorities are focused on supporting the diverse and growing student population by providing targeted assistance to EAL and Indigenous students, fostering a culturally responsive and inclusive learning environment. This involves strengthening collaboration with EAL specialists, Indigenous Education Specialists, and Indigenous Graduation Coaches, while ensuring staff receive ongoing professional development to effectively address the unique needs of all learners. The goal is to create a school culture promoting diversity, equity, and a strong sense of belonging for every student.

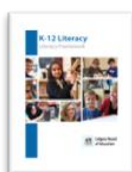
School Development Plan – Year 1 of 3

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

- Grade 10 Credits Earned
- Grade 10 Student Perception Data and CBE Student Survey Data
- Teacher perception data - Implementing Fair, Transparent and Equitable Assessment
- Alberta Education Assurance Measures – access to supports, student engagement and education quality.

Data for Monitoring Progress

- Grade 10 Credits Earned
 - Indicating successful implementation of OBA.
- Teacher Survey
 - OBA Understanding
 - Comfort Mapping System Outcomes
 - Proficiency Scale Understanding
 - Assessment Principles Understanding
- Student Survey
 - Students reporting how to improve in mathematics.
 - Students knowing how to improve in writing skills.
- Parental Feedback
 - OBA reporting clarity and detailed insights into student progress.
- Perceived Real-World Value of Subjects
 - student perceptions of the real-world value of math and English Language Arts.

Learning Excellence Actions

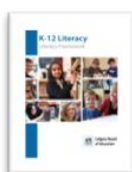
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale in selected grade 10 courses.
- Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered
- Provide timely, consistent, and constructive feedback

Well-Being Actions

- Implement student informed and targeted well-being initiatives, while providing personalized support through counselors and wellness teams.
- Promote inclusive school culture through peer mentorship, student-led clubs, and events focused on diversity and cultural understanding to increase students' sense of belonging.
- Regularly use student survey data and feedback to assess and refine well-being

Truth & Reconciliation, Diversity, and Inclusion Actions

- Collaborate with EAL and Indigenous specialists to provide targeted support for students.
- Deliver ongoing professional development on culturally responsive teaching.
- Promote cultural diversity and inclusivity initiatives to strengthen student belonging.



to help students understand their progress and areas for improvement

programs, ensuring alignment with both well-being and academic success goals over the next two to three years.

Professional Learning

Outcome-Based Assessment (OBA) Refinements:

- **Focus:** Continue refining assessments emphasizing effective use of the Proficiency Scale to ensure transparent, equitable assessments.
- **Key Actions:**
 - Review and Refinement of Assessments: Ongoing review and updates to align with the Proficiency Scale for clarity and fairness.
 - **Design of Personalized Tasks:** Develop personalized, outcome-aligned tasks for students to ensure assessments are individualized and inclusive.
 - **Calibration of Assessments:** Collaborate with staff to explore and review student work using the Proficiency Scale, fostering a shared understanding of fair and equitable assessment practices.

Structures and Processes

Structured Calibration and Assessment Alignment:

- **Calibration Meetings:** Regular, structured meetings where teachers collaborate to align their expectations and grading practices across classrooms, ensuring consistency in assessments and grading.
- **Outcome-Based Assessment (OBA):** Implementation of OBA principles with a clear Reporting and Expectations Timeline to provide transparency in student progress, and to continuously refine assessments using the Proficiency Scale.

Collaborative Response to Support At-Risk Students:

- **Collaborative Response Structures:** Utilize processes to identify and support students at risk, ensuring they receive timely interventions. These processes involve collaboration among teachers, EAL specialists, Indigenous Education Specialists, and other support teams.
- **Data-Informed Interventions:** Use data from CBE Literacy and Mathematics Frameworks, student surveys, and

Resources

CBE Literacy and Mathematics Frameworks:

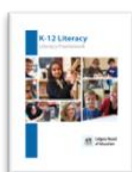
- **Focus:** Support for literacy and numeracy development aligned with Outcome-Based Assessment (OBA).
- **Resources:** Tools from the CBE frameworks to ensure students achieve excellence in core subjects while meeting proficiency standards.

CBE Indigenous Education Holistic Lifelong Learning Framework:

- **Focus:** Integration of Indigenous perspectives into the curriculum to foster culturally responsive teaching and support Indigenous students.
- **Resources:** Culturally aligned tools and guidance to embed Indigenous worldviews in teaching practices.

CBE Student Well-Being Framework:

- **Focus:** Promotion of mental health, emotional regulation, and resilience.
- **Resources:** Mental health and well-being strategies to ensure students feel a sense of



Culturally Responsive Teaching:

- **Focus:** Enhance teaching practices that incorporate Indigenous perspectives and are responsive to the diverse backgrounds of students, particularly EAL and Indigenous learners.
- **Key Actions:**
 - **Integration of Indigenous Perspectives:** Align teaching with the CBE Indigenous Education Holistic Lifelong Learning Framework.
 - **Inclusion of Diverse Learners:** Develop strategies to better support EAL and Indigenous students in the classroom through culturally responsive pedagogy.

Well-Being and Mental Health Literacy:

- **Focus:** Strengthen staff understanding and capacity to support student emotional regulation, resilience, and mental health using the CBE Student Well-Being Framework.
- **Key Actions:**
 - **Professional Learning on Well-Being:** Provide sessions to staff on mental health literacy, emotional regulation, and resilience-building strategies for students.

progress reports to identify at-risk students and inform instructional practices, ensuring targeted academic and well-being support.

Professional Learning Communities (PLCs) and Teacher Collaboration:

- **Regular Teacher Collaboration:** Through PLCs, teachers collaborate to share best practices, analyze data, and refine instructional strategies. The focus is on culturally responsive teaching, support for EAL and Indigenous learners, and alignment with school development goals.
- **Assessment Calibration within PLCs:** Teachers use PLCs to calibrate assessments, ensuring consistent grading practices and alignment with the Proficiency Scale.

Integration of Indigenous Education and Well-Being:

- **Holistic Integration:** Embed Indigenous perspectives and well-being practices into teaching and learning, guided by the CBE Indigenous Education Holistic Lifelong Learning Framework and Student Well-Being Framework.
- **Well-Being Focus:** Promote emotional regulation, resilience, and mental health, supported by structured professional learning focused on well-being and culturally responsive teaching.

belonging and support for their social and emotional needs.

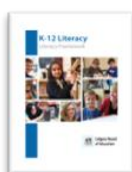
Professional Development Resources:

- **Focus:** Continuous professional learning on culturally responsive teaching, effective assessment practices, and strategies for supporting diverse learners, including EAL and Indigenous students.
- **Tools:** Ongoing workshops and training that promote inclusivity and strengthen teaching efficacy.
- **Key Texts:** "Grading for Equity" by Joe Feldman, "Repair Kit for Grading" by Ken O'Connor.

Assessment and Reporting Tools:

- **Focus:** Ensuring transparency and alignment with outcomes-based assessment.
- **Resources:** Support for implementing the CBE Reporting and Expectations Timeline and best practices for grading and assessment.
- **Key Tools:** EAL Benchmarking Tool, assessment practices from CBE's "Making Teaching & Learning Visible," and other best practices outlined in "Repair Kit for Grading" (3rd Edition) by Ken O'Connor.

Data Process Resources for School Development Planning:



Literacy and Mathematics Frameworks:

- **Focus:** Improve instructional strategies through alignment with the CBE Literacy and Mathematics Frameworks.
- **Key Actions:**
 - **Enhanced Instruction:** Provide professional development to refine literacy and mathematics teaching strategies to boost student achievement in core subjects.

Collaborative Professional Learning Communities (PLCs):

- **Focus:** Facilitate ongoing professional learning where teachers collaborate to share best practices and analyze data for instructional improvement.
- **Key Actions:**
 - **Teacher Collaboration:** Use PLCs to review student performance data, refine teaching methods, and ensure alignment with the school's development goals.

Truth & Reconciliation, Diversity, and Inclusion:

- **Focus:** Strengthen staff understanding of Truth & Reconciliation principles and diversity/inclusion practices to create an inclusive school environment.
- **Key Actions:**



Data-Driven Decision-Making:

- **Informed Instructional Practices:** Regular use of data from CBE frameworks, student achievement data, and well-being surveys to drive decision-making and ensure continuous improvement in teaching practices.
- **Monitoring and Adjustments:** Annual review and adjustment of school development goals based on data analysis to align with the CBE Education Plan for learning excellence, well-being, and inclusion.

Collaboration with Specialized Support Teams:

- **Targeted Student Support:** Ongoing collaboration with EAL specialists, Indigenous Education Specialists, and Indigenous Graduation Coaches ensures targeted interventions and supports for diverse learners.
- **Academic and Well-Being Focus:** These collaborative efforts are aligned with both academic achievement and the well-being of students, fostering an inclusive and supportive learning environment.

Alignment with the CBE Education Plan:

- **System-Wide Alignment:** Ensure that school actions and initiatives are consistently aligned with the 2024-2027 CBE Education Plan, focusing



- **Focus:** Tools to track and analyze progress toward school development goals.
- **Resources:** Data from CBE frameworks to monitor academic performance, student well-being, and equity in grading practices. Utilize tools like the EAL Benchmarking Tool for student tracking and progress measurement.

CBE Education Plan (2024-2027):

- **Focus:** Aligning school improvement initiatives with system-wide goals for learning excellence, well-being, and inclusion.
- **Guidance:** Strategic roadmap from the CBE Education Plan to direct the alignment of instructional strategies, well-being programs, and continuous improvement in diverse learner outcomes.

Equitable Grading Practices:

- **Focus:** Ensure assessments are fair, transparent, and equitable across all student populations.
- **Key Resources:** "15 Fixes for Broken Grades" from Ken O'Connor's "Repair Kit for Grading" and "Grading for Equity" by Joe Feldman, focusing on creating grading systems that reflect true student achievement without bias.



- **Inclusion Training:** Offer professional learning focused on respectful integration of Indigenous education and culturally inclusive practices across teaching and learning.

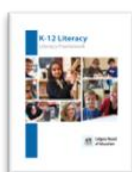
Teaching and Learning with Technologies:

- **Focus:** Empower staff to effectively use technology to enhance teaching and learning.
- **Key Actions:**
 - **Digital Literacy:** Support staff with professional learning on using digital tools and technologies that align with personalized and inclusive learning approaches.

Data-Informed Instructional Practices:

- **Focus:** Strengthen data usage to inform and adjust teaching strategies, improving student outcomes in alignment with CBE frameworks.
- **Key Actions:**
 - **Data Utilization:** Train staff on using student surveys, assessment results, and CBE frameworks to inform instruction and support continuous improvement.

on system priorities such as learning excellence, student well-being, and inclusion.



Links to Referenced Resources

- [CBE Education Plan | 2024-2027](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

