



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.

[CBe-learn Sr High 2024-25 SIRR](#)

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, Diversity and Inclusion

Students and employees experience a sense of belonging and connection





School Development Plan – Year 2 of 3

School Goal

To improve high school course completion rates

Outcome:

Enhanced digital literacy across all disciplines

Outcome Measures

- Diploma Examination Results – ELA Part B, SS Part B, Math Part B
- In Person Assessment Results
- Report Card Data Semester 1 and 2
- Assignment Stem/Outcome Analysis
- Referrals for student non-engagement
- Graduation rates
- Course completion rates
- Credit accumulation rates per semester & year

Data for Monitoring Progress

- Internal Course end surveys
- Student engagement in courses-referrals
- Feedback from teachers-mark updates
- Teacher Course Review and Reflection
- Student Well Being Team Student Survey

Learning Excellence Actions

- Consistent course design standards: outlines, assessment weightings, rubrics
- Phased adoption of outcomes-based assessment
- Common vocabulary and processes in Announcements and Live Sessions
- Frequent school messaging to reinforce practices/procedures
- High-impact strategies for digital literacy
- Revamp Essentials Course
- Course content organized to reflect Tier 1 strategies
- Teaching effective AI strategies to support student learning

Well-Being Actions

- Attending the High School Pre-Learning Student Well-Being Symposium
- Student Well Being Action Team and Attendance at High School Student Well-Being Symposium
- Create online learning spaces that provide learners with a safe and respectful environment
- Create a culture that values the thinking process and strategies.
- Create an environment where mistakes are valued.

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide professional learning and resources to build and apply culturally responsive teaching and learning.
- Utilize scaffolding strategies to support diverse learners.
- Empower students to have choice and voice in learning and assessment.
- Consistent standards in course design including style sheet, font size, placement of key items within a course, volume of information.
- Consistent opportunity to access support such as Get It Done Day
- Personalization of messaging to individual students.
- In the D2L High School News Shell Highlight different cultural celebrations





Professional Learning

- Attendance at system OBA series
- Involvement with system SEL, Student Leadership and Student Wellbeing Action Team
- Discipline specific Professional Learning Communities to explore data driven solutions
- Whole school professional learning directed towards
 - Assessment
 - Accessibility
 - Cultural awareness
 - Online Best Practices

Digital Literacy

Structures and Processes

- Course level engagement process
- Focus on digital accessibility, starting with Outcomes Based Assessment (OBA) courses
- Early in-person assessments to identify students needing extra support
- Flexible Assessment Centre for all courses
- Collaborative response structures, including SLT meetings, to identify students needing support early
- Targeted support for transitioning students to high school, including 1:1 learning support, learning strategies course enrollment, and scheduled onsite “Get-it-done” days

Resources

- Government of Alberta: High School Completion Strategic Framework
- Book: This is Disciplinary Literacy -Reading, Writing, Thinking and, Doing by Leah Cossett Lent
- Insite EAL resources
- Insite English Language Arts resources
- Online Learning School and School Leader Authority Guide (Alberta Education)
- CBE Resources:
 - Student Well-Being Framework A Culture of Well-Being
 - Indigenous Education Holistic Lifelong Learning Framework
 - CBE Literacy Framework
 - Assessment and Reporting Guide

CORE specific Assessment and Reporting Guides





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2024-25 SDP GOAL ONE: To improve high school course completion rates

Outcome: Enhanced digital literacy across all disciplines

Celebrations

- Improvement in students' digital literacy was demonstrated through a greater ability to independently use digital tools.
- Higher course completion rates were reported in multiple courses throughout the school year, most notably Math 30-3, Math 20-2, and Social 20-1.
- Increased teacher engagement in professional learning achieved through a shift to small group formats. This yielded higher levels of participation and collaboration.
- Math - students are now more in line with written response scores compared to provincial averages.
- Social Studies and ELA students are showing better results on the written section of the diploma exam as teachers become more comfortable with calibration to common standards.
- Increase in our 4 -year and 5 -year high school completion rate; 3-year completion rate was maintained.
- "Acceptable standard" on diploma exams has improved consistently over the past two years
- "Excellence" category on diploma exams has increased by 1.1%
- Education quality for Teaching and Learning was maintained as a high level of achievement

Areas for Growth

- ELA: more attention will be given to reading comprehension
- Math 30-2 – task redesign
- Social Studies: a greater focus will be placed on scaffolding lessons on analysis of sources
- Health and Wellness – Continue to build on social-emotional well-being among students with a focus on positive relationships and sense of belonging.
- As a staff, we will continue to build on our understanding of quality online courses using the Alberta Education's Quality Indicators for Online Learning Programs [\[Link\]](#)

Next Steps

- In ELA, new courses will be designed with greater levels of instruction on how to read deeply for meaning.
- In Social Studies, videos will be embedded in 10 and 30 level courses to help students better understand deeper questions they could ask about sources.





- In Math, we are improving course content to address the concerns with math directing words and students' abilities to communicate their problem-solving skills clearly and effectively.
- To increase social-emotional well-being, teacher will continue to build on increasing teacher presence in courses to help strengthen positive relationships and a sense of belonging.
- Teachers will work in both large and small groups to come up with ways in which we can further align courses with Alberta Education's Quality Indicators for Online Courses.

