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Calgary Board of Education

CBe-learn High School
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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.

CBe-learn School Improvement Results Report - 2025-2026

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
To improve high school course completion rates

Outcome:
Enhanced digital literacy across all disciplines

Outcome Measures
- *Course completion rates*
- *Credit accumulation rates*
- *Diploma examination results*
- *Student digital literacy evidence, including source evaluation and responsible AI use in course assignments.*

Data for Monitoring Progress
- *Non-engagement referrals from courses*
- *Teacher reviews and reflections*
- *Student feedback on course usability*
- *Student and teacher feedback on weekly schedules, communication and support accessibility.*
- *Student engagement and belonging feedback, including Indigenous student and family perspectives where available.*

Learning Excellence Actions
- *Continue developing school-wide expectations for course organization, calendars, assessment scaffolding, and weekly communication, to encourage students to manage their learning independently.*
- *Create explicit instructions for students to evaluate digital information including critical thinking, responsible AI use, and evaluating source credibility, and embedding this in courses*
- *Use diploma examination results to identify areas for improvement in course content, assessment, and instruction, with an emphasis on scaffolding, modelling, and formative feedback.*
- *Continue implementation of outcomes-based assessment practices with an emphasis on clear expectations, quality feedback, and multiple opportunities to demonstrate learning*

Well-Being Actions
- *Continue developing teacher presence in online courses, with the lens of increasing student belonging through personalized communication and feedback, increased audio and video interactions, and consistent opportunities for connection.*
- *Increase student confidence and self-advocacy skills by encouraging students to ask for help, modelling problem-solving strategies, and providing clear pathways to access support.*
- *Targeted support sessions for Grade 10 students and parents to develop skills for success in the online learning environment and to support high school transitions.*
- *Attending the High School Student Well-Being Symposium*

Truth & Reconciliation Actions
- CBe-learn TRC Commitment
- *Ongoing professional learning focused on Treaty 7 Nations and Indigenous Education Holistic Lifelong Learning Framework*
- *Provide land-based learning experiences to strengthen staff understanding and connections to indigenous perspectives*
- *Review engagement, communication, and support processes to increase attendance, participation and belonging for Indigenous students and families.*
- *Embed more robust authentic Indigenous perspectives into course content*






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Professional Learning

- *Digital literacy and AI: instruction on evaluating sources and responsible AI use*
- *Discipline specific Professional Learning Communities*
- *Attendance at System LL/OBA series*
- *Course design and accessibility: consistent navigation, scaffolded and accessible content, effective online communication*
- *Assessment and instructional practices: Outcomes-based assessment, rubric calibration, formative feedback, and using diploma examination results to guide instruction.*
- *Indigenous Education: Continued professional learning focused on the Indigenous Education Holistic Lifelong Learning Framework, land-based learning, and authentic connections to curriculum.*

Structures and Processes

- *Review and refine school-wide engagement monitoring and early intervention processes, emphasizing timely outreach and targeted support for Grade 10 students, and inclusive practices that strengthen attendance, participation, and belonging for Indigenous students and families.*
- *Continue collaborative response processes to identify disengaged students and coordinate individualized supports.*
- *Continue providing flexible opportunities for learning support and assessment completion.*
- *Develop and implement consistent course pacing and communication expectations across departments.*
- *Continue onsite days for students such as "Get-it-Done Days" and credit rescue*

Resources

- *CBE-supported digital tools for digital literacy, AI, accessibility, and assessment*
- *Assessment and Reporting Guidelines*
- *Outcomes-Based Assessment Guidelines*
- *Student Survey results, Diploma data, system rubrics, proficiency scales*
- *CBe-learn Digital Citizenship Plan and Truth and Reconciliation Commitment*
- *Indigenous Education Holistic Lifelong Learning Framework and CBE Indigenous Education learning resources.*
- *Wellbeing Framework*
- *Literacy Framework*
- *Mathematics Framework*
- *Professional Learning Framework*






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: To improve high school course completion rates

Outcome one: Enhanced digital literacy across all disciplines

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CBE 2024-27 Education Plan



Celebrations

- Students reported feeling comfortable using technology to support online learning (Spring 2026 Student Survey)
- Strong teacher-student relationships, supported by increased video and audio communication (Spring 2026 Student Survey)
- Improved course consistency, accessibility, and pacing supports reported in Disciplines/PLCs
- Through the Student Engagement process, at-risk students were identified, monitored, and provided with targeted supports. Consistent follow-up with students and families contributed to increased engagement and improved student participation.
- Results from the Spring 2026 Student Survey indicate an improvement in the areas of positive relationships and a sense of belonging.
- 5-year graduation rate had an increase of 9.4%

Areas for Growth

- Strengthening students' ability to evaluate online information and use AI responsibly.
- Supporting students with pacing, independent learning, and asking for help.
- Improving Diploma Examination results, particularly in Mathematics and Chemistry and Biology.

Next Steps

- Improve course consistency, pacing supports, and early intervention strategies, particularly for Grade 10 students.
- Embed digital literacy, source evaluation, and responsible AI use across courses.
- Use diploma results to guide improvements in instruction, assessment, scaffolding, and feedback in Mathematics, Chemistry and Biology.




