



William Aberhart 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 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.

Data Story

Learning Excellence

Alberta Education Assurance Measures - Overall Summary Student Growth and Achievement

	2022-23	2023-24	Change
3 year High School Completion	91.7%	92.7%	+1.0%
Diploma: Acceptable	92.2%	94.0%	+1.8%
Diploma: Excellence	35.3%	39.5%	+4.2%

In reviewing the Student Growth and Achievement Domain of the Assurance Education Measure Results Report (2024), there is an increase of 1.0 percentage points in the 3-Year High School Completion percentage. There is an increase of 1.8 percentage points in Diploma Acceptable and an increase of 4.2 percentage points in Diploma Excellence.

Upon further analysis of local school data for grades 10 and 11, we discovered that a growing number of students are showing a dip in their achievement from Grades 10 to 11. This led us to dig deeper and reflect on teaching and assessment practices across all disciplines. We will continue to focus on building teacher capacity in Outcome Based Assessment with narrow focus on designing learning tasks with clear Learning Intentions and Success criteria.

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



Teachers will carefully design and adjust quality assessments to better understand student progress and needs. They will use these assessments to inform more targeted and effective task design. Teachers will be intentional in applying proficiency scales as a tool to enhance student learning, ensuring that each student receives the appropriate level of challenge and support to succeed.

Well-Being

OurSCHOOL survey results have shown a decrease in student anxiety and depression levels while goal orientation and life satisfaction has improved.

	ABE 2023	ABE 2024	Canadian Norm
Anxiety	31%	25%	31%
Depression	29%	21%	34%
Goal Orientation	60%	67%	61%
Life Satisfaction	69%	76%	64%

OurSchool Survey improvements in social-emotional outcomes (OurSchool Survey) while our teachers and students continue to improve their understanding through Outcomes Based Assessment (and proficiency scale).

While we are pleased with the above Well Being results, we continue to be committed on ensuring a welcoming, safe, caring, respectful and safe learning environment while improving our students sense of well-being. Please refer to the 2023-24 School Improvement Results Report on our school website.

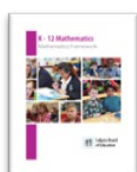
Truth & Reconciliation, Diversity, and Inclusion

The diverse demographics of our school provide a unique opportunity to celebrate inclusion in all its forms. Our school population is comprised of 11% of English as a second language students, 3% are the students who self-identify themselves as Indigenous and 4% of the student population who identifies with special education codes and varies in their needs.

	Indigenous	ABE
3 year High School Completion	90.0%	92.7%
Diploma: Acceptable	90.9%	94.0%
Diploma: Excellence	39.4%	39.5%

Our Assurance Education Assurance summary results indicate that our students who self- identify as Indigenous are achieving in the same range as compared to all students.

Attendance data also shows the absenteeism for both EAL Indigenous and specialized student cohort groups higher as compared to all students.





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

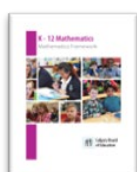
Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Upon deeper analysis of our data, we find much to celebrate. Through the careful analysis of both academic and student perception data, we have observed a number of celebrations. In the coming school years, we will continue to refine our structures and processes, focusing on further improving graduation rates for these student groups.

We remain committed to addressing the evolving needs of our learners by collaborating closely with system EAL specialists and Indigenous Education Specialists. This collaboration allows us to implement culturally responsive teaching practices, creating an inclusive and engaging learning environment that supports the unique backgrounds and experiences of all our students.

With that in mind we continue to identify key areas that guide us toward further improvement for these cohorts, ensuring that every student receives the support and opportunities they deserve





School Development Plan – Year 1 of 3

School Goal

To ensure that all students, regardless of their language of instruction (English, French) achieve academic excellence through a culture of well-being in an inclusive, welcoming, caring, respectful and safe learning environment.

Outcome

Student achievement will improve through the implementation of Outcomes Based Assessment in conjunction with the use of the Proficiency scale.

Outcome Measures

- Diploma Examination Results
- 3 Year High School Completion Rate (Alberta Education Assurance Measure)
- Report Card Data
- Results for students who are English as an Additional Language compared to school population
- Results for students who self-identify as Indigenous as compared to the school population compared to school population

Data for Monitoring Progress

- Diploma Analytics
- Outcome Data Analytics
- Qualitative perception data with regards to the implementation of OBA using the Proficiency Scale from all stakeholders (students, teachers, parents)
- EAL Benchmark Analytics
- DELF participation for French Immersion students
- Students receiving Bilingual Certificate and/or Letter of Achievement

Learning Excellence Actions

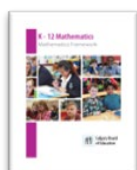
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale.
- Effective calibration practices across all disciplines to support fair, transparent, and equitable assessment practices.
- Timely, consistent, and constructive feedback to help students understand their progress and next steps in learning.
- Leading and collaborating across the schools to ensure system cohesion.

Well-Being Actions

- Provide students with opportunities for continued demonstration of learning throughout semester.
- Support students in setting and understanding appropriate learning targets.
- All students provided strategies to support resiliency and help reduce anxiety related to assessments.
- Ensure students have access to appropriate accommodations when needed to remove barriers to learning.
- Providing students flexible opportunities for learning and reassessment in Tutorials & W.E.L.L. time.

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are culturally inclusive, and accessible to all learners.
- Collaborative processes to ensure we know and care for each of our Indigenous learners.
- Implement culturally responsive pedagogy across all disciplines.
- Design student and staff learning tasks that intentionally activate the Spirit, Heart, Body, and Mind.
- Diversity club to support student sense of well-being





Learning Excellence Actions continued

- NLA - Interactive teaching strategies (to motivate students by providing authentic scenarios for communicating in French and/or an additional language)

Well-Being Actions continued

- Improve student ownership across school through Student Voice, Council, and Well-Being teams.

Truth & Reconciliation, Diversity and Inclusion Actions continued

- Gather diverse assessment information that aligns with the nature of the learning outcomes and is culturally inclusive and differentiated based on student need.

Professional Learning

- System Professional Learning: HS OBA Core Admin, LLs & Implementers PL Series.
- System Professional Learning - Outcome-Based Assessment - review and continue refinements of assessments to support improved use of the Proficiency Scale.
- Design of personalized tasks that map that map the Alberta Education Programs of Studies to the System Outcomes
- Calibration through the exploration of student work to the Proficiency Scale to build collective understanding of Fair, Transparent and Equitable Assessments.
- Support teachers engaging in the development and marking of Diploma Exams.

Structures and Processes

- Structured Friday afternoon PLC's focused on OBA and calibration of assessments that help teachers align their expectations and grading practices, across classrooms.
- Homeroom structure that supports student well-being and sense of belonging
- Language Program. Monitoring Program and collaboration with feeder schools around the French Immersion Program.
- Ensure the French Immersion program is accessible to all learners by providing different courses and streams (-1, -2) in FLA, Math and Social Studies.
- Collaborative Response structures and processes are used to identify students at risk to provide additional support.
- Language Program Monitoring Program (if we do this) and collaboration with feeder schools around the French Immersion Program

Resources

- Assessment & Reporting in CBE
- Assessment & Reporting in CBE | Practices & Procedures
- Making Teaching & Learning Visible
- CBE Standards of Practice French Immersion & Bilingual Programs and Culture Courses Document
- EAL Benchmarking Tool.
- Alberta Education Assessment Standards & Exemplars and Marking Guides and Rubrics
- NLA resources - The Neurolinguistic Approach: Intensive and Post-Intensive French
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