

Western Canada 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 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:

<https://westerncanada.cbe.ab.ca/documents/1ca3a445-f9b2-4f5d-9249-5a00401fe5d6/School-Improvement-Results-WCHS-2024-25.pdf>

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

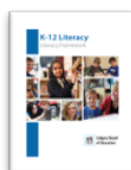
Strong student achievement for lifelong learning and success

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

Students will develop an increased ability to demonstrate mastery in learning through multiple means and mediums aligned with the 5 guiding principles of assessment and Outcomes-Based Assessment.

Outcome:

Student achievement to be guided by principles of assessment that are fair, transparent, and equitable, while allowing students to engage in re/assessment opportunities which blend course expectations with individual learner needs.

Outcome Measures

- Report Card Data
- Course completion data, particularly for gr 10
- June diploma exam results (if offered)
- Teacher confidence levels in assessment through pre and post perception data

Data for Monitoring Progress

- Credit Recovery and Credit Rescue Tracking
- Course Mark Analytics - Term 1 and 3
- Department notes on implementing Outcome based assessments and Common assessments

Learning Excellence Actions

- Continue to expand course offerings for dash-two/three and/or EAL classes (including option programming)
- Continue to adapt courses, primarily at the grade 10 level, to run with an OBA focus, with more also using the High School Proficiency Scale
- When used, maintain final exam weightings of gr 10 – 10% and gr 11 – 20%
- Provide vocabulary instruction and utilize principles of the Neurolinguistic approach (NLA) for instruction in all subject areas
- Departmental gathering by LLs in regards to assessment practices e.g. reassessment opportunities

Well-Being Actions

- Tier 1 strategies included in the design of learning tasks and assessments to support student wellbeing (e.g. extra time)
- Expansion of NEST and resource programs to support greater quantity of diverse students
- Fostering student agency in the assessment process by offering supports for students in setting appropriate learning goals and providing explicit instruction and coaching in self and peer assessment processes and strategies.
- Expansion of reassessment opportunities, either in-class, via Resource, or through the Test Centre

Truth & Reconciliation, Diversity and Inclusion Actions

- PD for staff on NLA, decolonizing assessment, and equitable practices
- Department exploration of task design using the Holistic Lifelong Learning Framework as a guide
- Ensure students have access to accommodations as needed to ensure equitable assessment practices
- Encouraging translanguaging and providing access to inclusive, linguistically and culturally diverse texts

Professional Learning

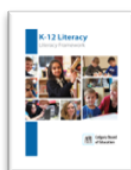
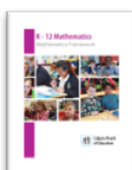
- OBA pre and post staff survey data

Structures and Processes

- Time set aside in monthly department meetings and

Resources

- CBE Education Plan 2024-2027



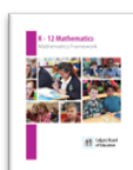


Calgary Board of Education

- *All teachers involved in OBA conversations/PD, no matter if scheduled to teach pertinent courses or not*
- *Participation in ongoing OBA working groups organized by School Improvement (principal, AP, LL's and supporting teachers)*

- *non-system PD days for OBA collaboration*
- *Internal OBA teacher working groups, meeting at least monthly; shared planning with updated assessments and alignment with PowerSchool set-up*
- *Increased emphasis on monthly PLC meeting structure and processes*

- *Assessment and Reporting in CBE*
- *Assessment and Reporting in CBE: Practices and Procedures*
- *Alberta Programs of Studies*
- *Grading for Equity Book by Joe Feldman*





School Development Plan – Year 2 of 3

School Goal

Students will have an increased sense of well-being as demonstrated by personal feelings of belonging and ability to self-regulate.

Outcome:

Increased ability for staff to support student SEL at the classroom level, resulting from ongoing professional development for staff based on the five domains of CASEL (focusing on the self-awareness and self-management domains) and monthly cross-departmental CTM sessions.

Outcome Measures

- OurSchool survey questions (specifically regarding anxiety and access to supports)
- High School completion
- Grade 10 course success rates (2+ fails)
- Guidance use metrics
- AEAMS results (specifically regarding wellbeing and access to supports)
- Attendance analytics

Data for Monitoring Progress

- Student Well-Being Action Team photo-journal
- Student voice gathering through food for thought and Student Senate meetings
- French Immersion programme evaluation results
- PLC progress notes

Learning Excellence Actions

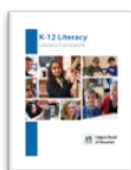
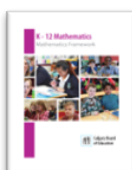
- Students and staff representatives attending the well-being symposium
- Explicit instruction regarding Social Emotional Competencies through Student well-being team initiatives, CTM and in supporting individual students
- Elder and guest speakers to share teachings about mental health and Indigenous perspectives on well-being

Well-Being Actions

- SEL Brightspace by D2L to inform intentional instruction of SEL strategies
- Addition of part-time Guidance counselor and implementation of full drop-in model to increase level of access and support
- Creation of Guidance D2L site; increased distribution of information regarding mental health and well-being supports in the school & community
- Student well-being action team, along with staff Well-Being committee, gathering student voice and planning initiatives guided by Well-Being Framework's 4 key themes for advancing well-being

Truth & Reconciliation, Diversity and Inclusion Actions

- Addition of EAL Learning Leader to continue restructuring of EAL program and better promote graduation in 3 years with fewer barriers to diploma completion
- Continued expansion of NEST and resource programs to create safe spaces and support greater quantity of diverse students
- Representatives included in Well-Being planning committee from each of the Black, Muslim, Latino LGBTQ2S+, and Indigenous student associations
- Provide more land-based learning opportunities (addition of Outdoor Ed)




Professional Learning

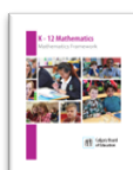
- *Monthly CTM meetings focusing on holistic student support*
- *CASEL*
- *Well-Being Symposium*
- *Indigenous PD Day and associated resources*
- *CSSAC Meetings*
- *ACPI Conference*

Structures and Processes

- *Collaborative Response structures to guide conversations and the SLT process*
- *Changes to guidance availability and booking process*
- *Decreased emphasis on final assessments at the grade 10 level*
- *Monthly meetings for Teacher Well-Being Committee and Student Well-Being Action Committee*

Resources

- *CBE Education Plan 2024-2027*
- *SEL Brightspace D2L*
- *Well-Being symposium and Comprehensive School Health resources*
- *Holistic Lifelong Learning Framework*
- *Well-Being Framework*
- *ACPI workshop slides on Belonging for Neurodivergent Students in French Immersion*



School Development Plan – Data Story

Alberta Education Outcomes

- Alberta's students are successful.
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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

2024-25 SDP GOAL ONE: *Students will develop an increased ability to demonstrate mastery in learning through multiple means and mediums aligned with the 5 guiding principles of assessment and Outcomes-Based Assessment*

Outcome one: *Student achievement to be guided by principles of assessment that are fair, transparent, and equitable, while allowing students to engage in re/assessment opportunities which blend course expectations with individual learner needs.*

Celebrations

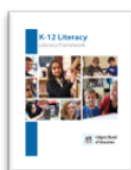
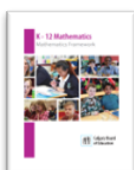
- 1.4% overall increase in education quality from 2023-2024 (88.7%) to 2024-2025 (90.1%) (Alberta Education Assurance Measures Survey)
- Expanded OBA programming across grade 10 courses, including use of proficiency scale for assessment
- 3-year high school completion rate, 5-year high school completion rate, and percentage of students receiving acceptable diploma results all maintained at “very high” achievement and “excellent” overall measure evaluation (significantly higher than provincial averages) (Alberta Education Assurance Measures Survey)

Areas for Growth

- Increase student awareness of potential future career pathways and the how programming choices can support them to increase engagement in both core and complementary curriculum courses and boost academic success
- Update grade 9 transition process to more effectively communicate programming choices to students and families
- Increase teacher confidence in using proficiency scale for assessment

Next Steps

- Continued adjustment of EAL programming pathway and expansion of EAL sheltered course offerings to support increasing number of EAL students; professional development opportunities focused on supporting EAL learners
- Continued expansion of OBA programming to the 20 level; increased use of proficiency scale
- Continued department exploration of task design using the Holistic Lifelong Learning Framework as a guide



2024-25 SDP GOAL TWO: *Students will have an increased sense of well-being as demonstrated by personal feelings of belonging and ability to self-regulate.*

Outcome one: *Increased ability for staff to support student SEL at the classroom level, resulting from ongoing professional development for staff based on the five domains of CASEL (focusing on the self-awareness and self-management domains) and monthly cross-departmental CTM sessions.*

Celebrations

- Resilience and mental health overall agreement across AEAMS, OurSchool, and CBE Student Survey increased by 7.86% from June 2024 (68.5%) to June 2025 (76.36%)
- Percentage of students who feel included at school increased by 3.66% from 2023-2024 (73.98%) to 2024-2025 (77.64%) (CBE Student Survey)
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- Percentage of parents and teachers satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning increased by 4.7% from 2024 (82.3%) to 2025 (87.0%) (Alberta Education Assurance Measures Survey)

Areas for Growth

- Percentage of students who state that their teachers check in with them often about their wellbeing has decreased by 9.6% from 2023-2024 (49.33%) to 2024-2025 (39.73%) (CBE Student Survey)
- Percentage of students who agree with the statement “I have strategies to help myself that I use if I feel stressed about school” decreased by 2.38% from 2023-2024 (73.61%) to 2024-2025 (71.23%) (CBE Student Survey)

Next Steps

- Continued expansion/adjustment of resource/NEST to meet shifting student needs, including access to IPP accommodations
- Continued adjustment of guidance/student services model to ensure all students feel able to access supports for well-being and students requiring tier 2/3 SEL support feel able to easily access it in moments of need

