



Crescent Heights High School

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School Development Planning

Introduction

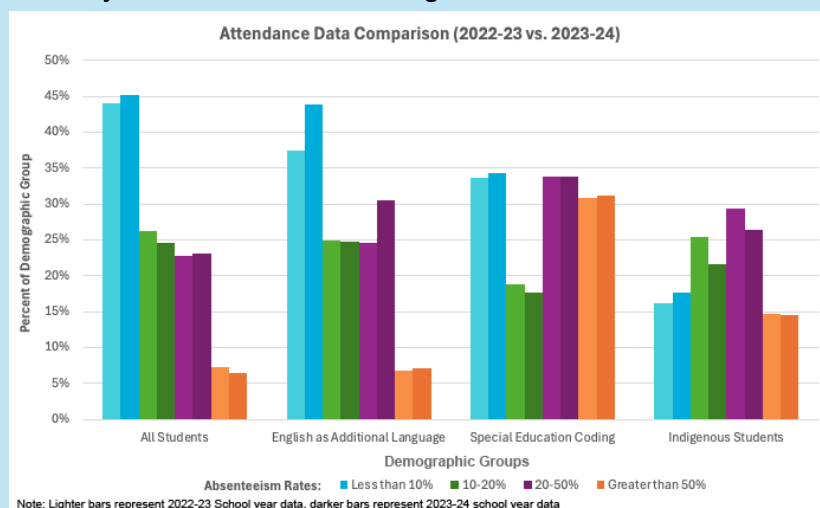
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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

Attendance Data

Our attendance data from the 2022-23 school year compared to the 2023-24 school year showed the following:



All demographic groups improved with a higher percentage of students with less than 10% absenteeism thanks to decreasing numbers in higher absenteeism ranges, save for one exception. This exception indicates a need to focus on supporting English as Additional Language Learners to reduce the number of students with 20-50% absenteeism rates within that population.

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 Student Survey 2023 Show the Following Trends:

Only about 61% of CHHS students feel confident in their abilities as students. This relatively low percentage suggests that a significant portion of the student population may lack self-assurance in their academic capabilities.

A slightly higher percentage, around 72%, of students feel comfortable asking for help.

While this is a positive indicator of students' willingness to seek help, it still leaves over a quarter of the students who might be hesitant to reach out when they need support. Strengthening teacher-student relationships and creating a more supportive classroom environment could address these barriers.



Truth & Reconciliation, Diversity, and Inclusion

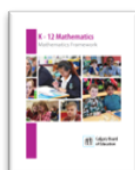
Our school community has experienced a decline in enrollment while simultaneously experiencing an increase in diversity over the past few years. A significant increase in the number of students who are learning English as an Additional Language (EAL) has enriched our classrooms. The number of students who self-identify as Indigenous as well as the number of students who are supported with a Special Education code, has remained relatively constant. In response, we remain dedicated to meeting the evolving needs of our learners by collaborating closely with system specialists and strategists. This collaboration supports us to implement culturally responsive teaching and assessment practices, fostering an inclusive learning environment that supports the unique backgrounds and experiences of all our students.

Demographic Data:

2024/2025	Gr 10	Gr 11	Gr 12	Total
School Population	521	532	547	1600
EAL Students	145	165	139	449 (28.06%)
Indigenous Students	22	20	19	61 (3.8%)
Spec. Ed. Students	117	121	110	348 (21.75%)

Celebration:

Upon deeper analysis of our data, we find much to celebrate in terms of our diverse student population. Our CBE Student Survey showed that 94.27% of our EAL students and 93% of our students who self-identify as Indigenous, believe school is a place where extra-curricular activities are safe and accessible 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

Learning Excellence

Alberta Education Assurance Measures shows the following trends:

	2020-21	2021-22	2022-23	2023-24
3-Year Completion	89%	87.9%	86.6%	85%
Diploma Acceptable			79%	83.1%
Diploma Excellence			22.4%	24%

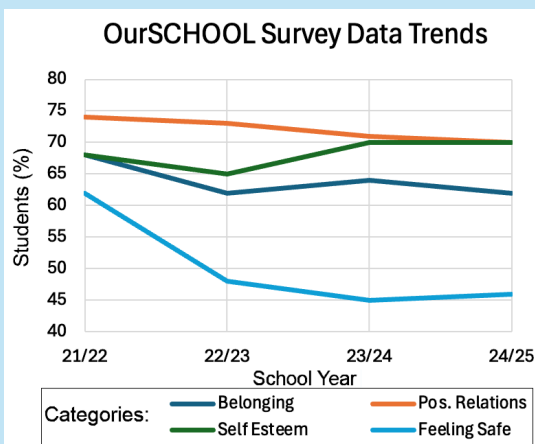
3-Year Completion Rate Decline:

There is a gradual decrease in the 3-year completion rate, from 89% in 2021-22 to 85% in 2024-25. Potential reasons could include shifting student demographics, academic or social challenges, available supports, or an increased number of students graduating in their fourth years of high school.

While the 3-year **completion rate** shows a slight decline, the increases in both **diploma acceptable** and **diploma excellence** rates suggest that those students completing within three years are achieving at a higher standard.

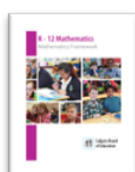
Well-Being

OurSCHOOL survey results have shown the following trends:



The data shows that our students have relatively stable positive relationships, a stable sense of belonging, and increasing feelings of self-esteem. The number of students that feel safe is significantly lower but rebounding positively from the work in the 2023-24 school year. This indicates a need to continue improving the sense of safety our students feel at Crescent Heights High School to match our other well-being data.

Celebration: After 3 years of consistent declines in students' feeling of safety, with all the work in the 2023/24 school year, we saw a slight increase in feelings of safety for our students.





School Development Plan – Year 1 of 3

School Goal

Student academic achievement and sense of inclusion will improve through the implementation of fair, transparent, and equitable assessment practices.

Outcome:

Teacher proficiency in creating tasks to support Outcomes Based Assessment practices across all disciplines will increase.

Outcome (Optional)

Students' language acquisition will increase through task design and implementation of Outcomes Based Assessment practices.

Outcome Measures

- Diploma Examinations Results
- School Awarded Marks
- Report Card Data
- Course Completion Data
- EAL Benchmarking
- OurSCHOOL Survey
- Alberta Assurance Survey
- CBE Student Survey
- Teacher Perception Data

Data for Monitoring Progress

- OurSCHOOL Survey
- CBE Student Survey
- Teacher Perception Data
- EAL Benchmarking
- Attendance Data
- School Awarded Marks

Learning Excellence Actions

Offer multiple assessment and providing accommodations

Designing tasks that support Outcomes Based Assessment and the Programs of Study

Regularly review assessment data and practices for bias and make adjustments to task design based on individual student progress.

Offer student voice and choice in assessment, allowing them to actively participate in shaping the criteria by which work will be evaluated.

Well-Being Actions

Incorporate regular, low-stakes formative assessments that focus on feedback and growth

Encourage and promote a growth mindset, helping students view learning as a process

Create clear, transparent grading rubrics and involve students in the assessment process by explaining criteria and involving them in setting goals.

Truth & Reconciliation, Diversity and Inclusion Actions

Incorporate Indigenous ways of knowing and perspectives across subject areas to ensure that Indigenous history and culture are represented in learning in a meaningful way.

Empower student leadership groups to run initiatives that foster diversity and inclusion

Build staff capacity to use fair, transparent, equitable and inclusive teaching and assessment practices





Professional Learning

- High School Outcomes Based Assessment Professional Learning
- EAL Strategist implementation in integrated classrooms
- Maatoomsii'Pookaiks Professional Learning

Structures and Processes

- CSSAC and Well-Being Action Team responding to school needs
- Department Professional Learning Communities
- Student Learning Team weekly meetings
- Posted High School Proficiency Scale in classrooms
- Purposeful Mentorship between beginning teachers and experienced teachers

Resources

- Assessment and Reporting in CBE – Practices and Procedures
- High School Task Design and Assessment Template
- High-Quality Summative Assessment 10-12
- Well-being Symposium Publications
- CBE Student Well-Being Framework
- CBE Student Well-Being Framework Companion Guide
- K-12 Literacy Framework
- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide

