

## Crescent Heights High School

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### 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 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.

### [School Improvement Results Report](#)





## School Development Plan – Year 2 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 student goal setting based on Outcomes Based Assessment practices across all disciplines will increase.

### Outcome:

Students' language acquisition will increase through engaging and targeted task design.

### Outcome Measures

- Diploma Examinations Results
- EAL Benchmarking Indicators
- Alberta Assurance Survey
- CBE Student Survey

### Data for Monitoring Progress

- School Awarded Marks
- Course Success Data
- Teacher Perception Data (pre & post)
- CBE EAL Benchmarking Indicator Analytics
- Attendance Data
- Student Perception Data (pre & post)

### Learning Excellence Actions

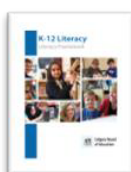
- Offer multiple assessment opportunities and providing accommodations
- Develop engaging, targeted language acquisition tasks that help students develop writing skills
- Create opportunities for students to set meaningful learning goals
- Align classroom assessments with Outcomes Based Assessments and the proficiency scale
- Offer student voice and choice in assessment, allowing them to actively participate in setting and working towards their personal goals

### Well-Being Actions

- Incorporate regular, low-stakes formative assessments that focus on feedback and growth with a connection to student goals
- 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
- Staff will use student goals to support students in feeling known and understood

### 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
- Ensure that student goals for marginalized populations are culturally and academically appropriate
- Staff working with a student will be aware and support to achieve their goals.




**Professional Learning**

- High School Outcomes Based Assessment Champion Series
- Proficiency Scale Inservice for Teachers
- EAL Strategist implementation in integrated classrooms
- Indigenous Ways of Knowing and Learning capacity building for teachers

**Structures and Processes**

- Use of Homeroom to review student goals
- Share student goals with teachers
- CSSAC and Well-Being Action Team responding student needs
- Professional Learning Communities that focus on Outcomes Based Assessment and the Proficiency Scale
- Collaborative Response Teams
- Homeroom D2L Shell

**Resources**

- Assessment and Reporting in CBE – Practices and Procedures
- High-Quality Summative Assessment 10-12
- Well-being Symposium
- CBE Student Well-Being Framework & Companion Guide
- K-12 Literacy Framework
- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- My Blueprint
- EAL Strategist/Pilot LL System Supports



# School Development Plan – Data Story

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**2024-25 SDP GOAL ONE:** Student academic achievement and sense of inclusion will improve through the implementation of fair, transparent, and equitable assessment practices.

**Outcome one:** Thoughtful implementation of task design to support Outcomes Based Assessment practices across all disciplines.

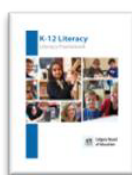
**Outcome two:** Improve language acquisition for all language learners through improved task design and continued implementation of Outcomes Based Assessment practices.

## Celebrations

- Students are demonstrating improved mastery of core concepts as shown by an increase in the Excellence category on Diploma examinations
- Graduation rate, along with the Diploma Acceptable and Excellence results for Indigenous students, has shown significant improvement.
- Student citizenship results on the Assurance Measures Survey have increased
- Welcoming, Caring, Respectful and Safe Learning Environments have shown steady growth over the past three years
- All Grade 10 available OBA courses are implementing Outcomes Based Assessments and the Proficiency Scale.

## Areas for Growth

- Increase student learning engagement across all grades
- Address the decline in overall graduation rate through targeted interventions and support
- Improve awareness to increase students' access to support and services
- Strengthen parental involvement through more active engagement and collaboration with School and Parent Councils
- Expand the implementation of Outcomes Based Assessment and the Proficiency Scale to some grade 11 courses
- Students supported in setting and working towards goals is an identified area of need in perception data.





### Next Steps

- Provide students with opportunities for student agency through goal setting to increase learning engagement
- Enhance current structures to identify students who would benefit from additional academic support and provide opportunities for success through credit recovery and flexible learning pathways for high school completion
- Increase communication frequency and methods to ensure students are aware of and can access support and services
- Continue the implementation of Outcomes Based Assessment practices to strengthen students' understanding of success criteria and self-assessments
- Enhance parental involvement through regular communication, shared planning, and joint initiatives with School and Parent Councils.

