



William Aberhart 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

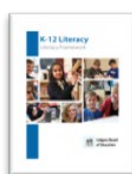
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 | 2024-25](#)





School Development Plan – Year 2 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 continued implementation and refinement of Outcomes Based Assessment in conjunction with the use of the Proficiency scale.

Outcome

Student culture and well-being measures will improve as we commit to an inclusive, welcoming, caring, respectful and safe learning environment.

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

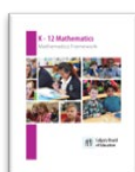
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale.
- Effective calibration practices across all disciplines to support fair, transparent, and equitable assessment practices.
- Timely, consistent,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

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 to support learning.

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.





Learning Excellence Actions continued

- Leading and collaborating across the schools to ensure system cohesion.
- NLA - Interactive teaching strategies (to motivate students by providing authentic scenarios for communicating in French and/or an additional language)

Well-Being Actions continued

- Ensure students have access to appropriate accommodations when needed to remove barriers to learning.
- Providing students flexible opportunities for learning and reassessment including during Tutorials, class and at the end of semester.
- Improve student ownership across school through Student Council, Leadership and Well-Being teams.

Truth & Reconciliation, Diversity and Inclusion Actions continued

- Design student and staff learning tasks that intentionally activate the Spirit, Heart, Body, and Mind.
- Promote Indigenous storytelling through exposure to Indigenous authors and knowledge keepers
- Diversity club to support student sense of well-being

Professional Learning

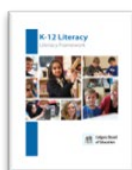
- System Professional Learning: HS OBA Core Admin, LLs & Implementers PL Series.
- System Professional Learning - Outcome-Based Assessment - review and continue refinements of assessments to support improved use of the Proficiency Scale.
- Design of personalized tasks that map that map the Alberta Education 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.

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
- Alberta Education Assessment Standards & Exemplars and Marking Guides and Rubrics.



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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2024-25 SDP GOAL ONE: 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 one: Student achievement will improve through the implementation of Outcomes Based Assessment in conjunction with the use of the Proficiency scale.

Celebrations

Academic Excellence

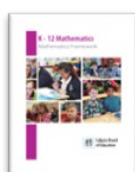
- 3-year High School Completion measure continues to be very high and improved to 93.1 from 92.7
- Diploma Excellence measure continues to be very high and improved to 41.6 from 39.5
- Diploma Acceptable measure continues to be a very high at 91.8

Well Being

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measure continues to be very high and improved to 88.3 from 86.6
- Access to Supports and Services measure improved significantly to 83.0 from 79.3

Areas for Growth

- Although the 5-year High School Completion measure continues to be very high, it showed a decrease to 94.8 from 95.3
- Although the ELA 30-1 Diploma Acceptable measure continues to be high, it showed a decrease to 91.6 from the previous 3 year average of 94.6
- The ELA 30-2 Diploma Acceptable measure is lower than expected and shows a decrease to 84.4 from the previous 3 year average of 95.2
- The SS 30-1 Diploma Acceptable measure showed a decrease to 86.7 from the previous 3 year average of 89.7





Next Steps

Academic Excellence

- Recognizing the changing demographics of our student population, we will continue to work with our EAL teams to support 4 and 5 year completion rates
- Work with our ELA and Social Studies teams to drill down to the particular outcomes that have led to a decrease in some overall measures
- Work with our Social Studies and French Language Arts teams to effectively implement the Neurolinguistic Approach so that it supports greater understanding and achievement for students.

Well Being

- Continue to solidify our approach with Outcomes Based Assessment and the use of the Proficiency Scale to improve further our Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) measures

