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Calgary Board of Education

Alternative High School
5003 20 Street SW, Calgary, AB T2T 5A5 t | 403-777-7730 f | 403-777-7739 e | alternative@cbe.ab.ca

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

School Improvement Results Report 2025-26

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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal
Student confidence and skills in mental health literacy will improve.

Outcome:
Through whole school, classroom-based and personalized routines and strategies for self-regulation and executive functioning, students will improve in mental health literacy, understanding of themselves as learners, and in academic success.

Outcome Measures

- *Course completion (English Language Arts (ELA), Social, Math and Science)*
- *Diploma exam results (ELA, Social and Math)*
  - *Acceptable standard, standard of excellence and students scoring A or B (65% or better).*
- *School Connectedness and Belonging data from CBE and Assurance Surveys*
  - *CBE "I am proud to be a part of my school", I'm an ally to people who look, behave, speak and/or identify differently than me."*, " "My teachers check in with me about my well-being" and "There are high expectations for me to be successful in my learning".*
  - *Assurance "At school, I feel like I belong"*, "I feel safe at school"*, "I feel welcome", Students care about each other", and I am encouraged to try my best".*
- *Regulation Data from CBE Student and Assurance Surveys*
  - *CBE "I have strategies to help myself…", "I think it's important to help other students", "I can adapt to new situations even when under stress or pressure."*, "I feel confident I can overcome challenges in my learning."* and "When I'm upset with someone I try to understand their point of view".*
  - *Assurance "Students respect each other."*
- *Learning data from CBE survey*
  - *CBE "My reading and writing skills help me achieve my future goals."*
  - *CBE "I can reach the level of success in mathematics I need for my future goals."*
  - *CBE Mind – To know "At my school I learn about Indigenous ways of being, belonging, doing and knowing."*

**new questions 2026-27 year*

Data for Monitoring Progress

Internal tracking

- *Social Emotional Learning*
- *Completion Day reflections*
- *Time on task (regulation breaks)*
- *Referrals and Attendance Improvement Plans (AIP)*
- *Attendance improvement over time*

Formative progress

- *Professional Learning Communities*
- *Teacher use of pre/post assessments*

Perception Data

- *Student voice/mentor feedback*
- *Assurance survey student learning engagement, access to supports and services, learning excellence and safe, welcoming, caring and respectful,*






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Learning Excellence Actions

- *Utilize high-impact strategies for reading, vocabulary, and word learning across all disciplines*
- *Naming specific strategies and accommodations when using them with students to make them visible and so students can use them more independently.*
- *Utilize consistent, specific and timely formative assessment practices to move student learning forward*
- *Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale.*
- *Teachers support students in using assistive technology for supporting a variety of learner profiles and differentiated tasks.*

Well-Being Actions

- *Create learning spaces that provide learners with a safe and respectful environment*
- *Consistently collaborate with students to reflect on personal values and beliefs and identify and celebrate a variety of cultures and diverse individuals throughout the year in respectful and appropriate ways in the school*
- *Provide explicit instruction of Social Emotional Learning (SEL) Competencies (unifying approach through the CASEL Guide to Schoolwide SEL Implementation)*
- *Implement personalized routines and strategies for self-regulation and executive functioning*

Truth & Reconciliation Actions

TRC Commitment to Action

- *Empower students to take leadership roles in promoting diversity and inclusion within the school community through committees, student-led cultural events, and student-informed policies and initiatives*.
- *Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding throughout the system.*
- *Build and maintain relationships with indigenous knowledge keepers and elders.*

Professional Learning

- *Engage in professional learning to understand topics of Mental Health Literacy, Trauma Informed Practice, Social & Emotional Learning, and brain development and resilience using Alberta Family Wellness Initiative*
- *Access professional learning from system and external agencies to deepen understanding of strategies for teaching neurodivergent and English as an Additional Language students*
- *HS Outcomes Based Assessment*
- *Maatoomsii'Pookaiks*

Structures and Processes

- *Professional Learning Communities*
- *Community Days*
- *Mentor*
- *Student Learning Team to identify school-wide continuum of support strategies*
- *Staff collaboration and benchmarking*
- *Continue with the student voice forum to help gather perspectives and strategies to further the work of implementing best practices (e.g. student perceptions, resources to be used, events to be celebrated, etc.)*
- *IPPs and SSPs focused on regulation strategies and use of sensory*

Resources

- *CBE K-12 Literacy Framework*
- *CBE K-12 Mathematics Framework*
- *Assessment and Reporting in CBE Guide*
- *Assessment and Reporting in CBE Practices and Procedures*
- *CBE Student Well-Being Framework*
- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *SEL Brightspace by D2L Shell*
- *EAL Brightspace by D2L Shell*
- *"Smart but Scattered for Teens", Richard Guare*









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spaces/movement breaks/SEL competencies

School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student success in mental health literacy will improve.

Outcome one: Through whole school, classroom-based and personalized routines and strategies for self-regulation and executive functioning, students will improve in mental health literacy, understanding of themselves as learners, and in academic success.

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CBE 2024-27 Education Plan



Celebrations

- Alternative High School continues to provide a Welcoming, Respectful and Safe Learning Environment according to 91% of students. 84% of students feel like they belong, 76% feel safe and 84% feel welcome.
- Students at Alternative High School report that they receive a high quality of education (90%) and that they receive the supports they need to achieve success (89%).
- 91% of Alternative High School students believe that the skills they are developing in reading and writing will help them achieve their future goals. 83% believe they can reach the level of success they need in Mathematics to achieve their future goals.
- Alternative High School students achieved higher than the provincial average on diploma exams.
- 3-year high school completion held steady at 59% of students. The 5-year high school completion rate improved 14% to 89%, two points above the provincial average.

Areas for Growth

- Students need to build more confidence and independence in their self-regulation and executive functioning skills in order to apply them to achieve their learning goals.
- More students need to complete courses with 50% or better. Students in diploma exam courses in-class marks should be more aligned with diploma exam marks.
- 33% of Alternative High School students missed school more than 50% of the time. Overwhelmingly, these are the students who do not complete courses successfully.






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Next Steps

- Continued focus on building relationships and creating conditions where students feel safe and can regulate well enough to attend more regularly and access their learning in a meaningful way.
- Staff will deepen their understanding of student complexities and incorporate task design and assessment strategies that specifically align with student needs.
- Staff will create more opportunities for students to take ownership in identifying and solving their own challenges, and to be more confident in their own ability to manage their learning.
- Staff will specifically name strategies and accommodations as they introduce them to students to make them more visible and to help students to adopt those strategies and accommodations more independently.
- Use Completion Day data to inform Engagement Improvement and Attendance Improvement plans to support students in overcoming barriers to regular attendance and engagement.




