

Bowness 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

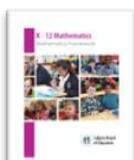
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

<https://bowness.cbe.ab.ca/documents/67ef1458-e485-48ea-ba21-ae6bece8c78b/Bowness-SIRR-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Student academic achievement will improve through assessment practices that make explicit connections to the intended learning goals and actively engage students in the assessment process.

Outcome:

The expanded implementation of Outcomes-Based Assessment practices and use of the Proficiency Scale across all disciplines and grade levels will support student engagement.

Outcome Measures

- Alberta Education Assurance Measures Survey Report (AEAMSR):
 - Student Engagement - “What I learn is meaningful” or “interesting to me.”
 - “Welcoming, Caring, Safe, Respectful Learning Environments” (WCRSLE) Data
- CBE Student Survey:
 - Student Engagement
 - Truth & Reconciliation, Diversity and Inclusion Data
- OurSchool Survey - Well-being Data
- Assessment & Reporting in the CBE “Teacher Self-Assessment Tool” - Outcomes-Based Assessment implementation data

Data for Monitoring Progress

- Alberta Education Assurance Measure Results Report: High School Completion
- Internally generated and delivered “BHS Student Outcomes Engagement Survey” to assess student understanding of curricular outcomes
- Credit Recovery and Credit Rescue Tracking
- High School Diploma Analytics – how many did not earn credits and which outcomes they are not performing well on
- Report Card data and course completion data
- Graduation and Diploma Completion rates

Learning Excellence Actions

- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale
- Teachers use a variety of assessment modes and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered
- Provide timely, consistent and constructive feedback to help students understand their progress and areas for improvement

Well-Being Actions

- Provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation in learning
- Create opportunities for student voice in assessment practices that develop a sense of ownership, self-advocacy and personalization in their learning
- Promote existing student Learning Supports for academic success and social-emotional well-being to improve student understanding of resources available.

Truth & Reconciliation, Diversity and Inclusion Actions

- Identify places across curriculum where Indigenous ways of being, belonging, doing and knowing can be woven into teacher practice and then design new learning tasks
- Make Departmental TRC commitments more visible throughout the year via actions and displays that highlight important dates in Indigenous calendars.
- Ensure all students see their culture reflected in our school by implementing culturally responsive pedagogy and highlight dates important to school's cultural demographic.



**Professional Learning**

- System Professional Learning - Outcome-Based Assessment - continued refinements of assessments to support improved use of the Proficiency Scale
- Continue to review and redesign tasks that map with the outcomes and assessments that engage students by including them in the development process of some assessments
- Calibration through the exploration of student work to the Proficiency Scale to build collective understanding, now moving into upper-level courses.

Structures and Processes

- Collaborative Response Meetings and processes that help staff develop communal Tier 2 supports and best practices.
- Professional Learning Cycles focused on calibration of assessments that help teachers align their expectations and grading practices across classrooms as integration and use of the Proficiency Scale for assessment expands to more courses.
- Collaborative Response processes are used to identify students at risk to provide additional support and potential referral to School Learning Teams which meet weekly in (Tier 3) meetings called "Alpha Triage" supports and beyond (Tier 4).

Resources

- Assessment & Reporting in CBE
- Assessment & Reporting in CBE | Practices & Procedures
- Assessment & Reporting in CBE | Teacher Self-Assessment Tool
- Making Teaching & Learning Visible
- EAL Benchmarking Tool
- Indigenous Education Holistic Lifelong Learning Framework
- Power Teacher Pro and Insite
- Student Well-Being Framework



School Development Plan – Data Story

2024-25 SDP GOAL: Student academic achievement will improve through assessment practices that make explicit connections to the intended learning goals and actively engage students in the assessment process

Outcome: The implementation of Outcomes-Based Assessment practices across all disciplines will support student engagement.

Celebrations

- High School completion rates are still high and considered good (AEAMR)
- Diploma Acceptable Standard and Standard of Excellence are still very high and considered excellent (AEAMR)
- Diploma Acceptable Standard and Standard of Excellence are both improved and excellent and good respectively for our Indigenous Student Cohort (AEAMR)
- Well-being measures are all above national norms and all show improving trends (OurSchool Survey)

Areas for Growth

- Improving Student Engagement
- Improving student perception of Education Quality and Learning Supports
- Building a Welcoming, Caring, Respectful, and Safe Learning Environment for all

Next Steps

- Continuing to implement Outcomes-based Assessment, completing its implementation at the 10 Level Course and beginning implementation in upper-level courses
- Continued efforts to make curricular outcomes useful and meaningful to students to improve engagement
- Make students aware of under-utilized Learning Supports through Homerooms
- Promote Indigenous Ways of being, knowing and belonging through TRC commitments and Indigenous Education Committee work at adopting significant dates from Indigenous calendars.

