

Centennial 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

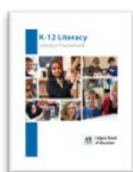
Introduction

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, accessible through this link: <https://centennial.cbe.ab.ca/documents/42c6cbc9-3b11-4044-8cad-c24d1a947cf4/School-Improvement-Result-Report.pdf>.





School Development Plan – Year 2 of 3

School Goal

Personalized learning through tiered interventions and student well-being will improve academic achievement.

Outcome:

Improved academic achievement for students in English Language Arts (ELA) and Mathematics.

Outcome Measures

- High School Completion Success Rates
- Diploma Examination Results – ELA & Math
- Report Card Data – ELA & Math
- Improved Student Attendance
- Student Feedback – Feelings of Connectedness & Belonging at Centennial

Data for Monitoring Progress

Mid-Year Data Monitoring

- PowerSchool Attendance Data
- Semester 1 Report Card Data
- January Diploma Examination Results

Year-Over-Year Data Monitoring

- Three Year High School Completion Data
- Percentage of Students Achieving Acceptable Standard and Standard of Excellence on Diploma Examinations
- Percentage of Students Achieving Over 80% on Report Cards (ELA & Math)
- Percentage of Students with Over 20% Absenteeism at Centennial High School
- Student Well-Being Survey Data

Learning Excellence Actions

- Teachers utilize the Collaborative Response Model to enhance strategies to support student learning and well-being needs
- Teachers help students approach and comprehend content in all disciplines through high impact strategies and multiple entry points to learning
- Teachers provide opportunities for students to practice learning strategies in ELA and Math
- Teachers ensure that assessment accurately measures learning outcomes and supports student development, confidence, and learning

Well-Being Actions

- Offer students varied and multiple opportunities to engage in and throughout the school community
- Provide students with actionable feedback to help enhance their confidence and move their learning and wellness forward
- Engage students as agents of their learning and well-being through goal setting, connection, and reflection

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design culturally inclusive and accessible tasks/assessments
- Teachers utilize and provide access to inclusive and diverse texts and resources
- Teachers design learning tasks with the intent to activate Spirit, Heart, Body, and Mind
- Teachers empower student voice in their learning, assessment, and decision making
- Teachers focus on ensuring that our school community is a welcoming and safe place of learning for all students





Professional Learning

- Collaborative Response professional learning and skill development
- High School assessment professional learning as relates to Outcomes-Based Assessment
- Professional learning as relates to equity
- Professional learning as relates to belonging and connectedness/wellness

Structures and Processes

- Regular cross-disciplinary Collaborative Response Team Meetings with colleagues, to discuss and collaborate on high impact learning strategies to enhance student academic success and well-being
- Professional Learning Communities (PLCs) focus on designing tasks with multiple entry points and high impact strategies
- Whole staff collaboration and engagement with regards strategies to enhance well-being, student connectedness and belonging, and our goals with regards Indigenous ways of knowing and Truth and Reconciliation
- Regular peer mentoring regarding assessment and reporting across all disciplines, as well as our work with the CBE Lifelong Learning Framework
- SWAT (Student Wellness Action Team) involvement to support student voice and agency

Resources

- Hewson and Hewson, Collaborative Response
- Assessment & Reporting in the CBE – Practices & Procedures
- Sinclair, Murray, Who We Are
- Smith, Frey, Pumpian and Fisher, Building Equity



School Development Plan – Data Story

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2024-25 SDP GOAL: *Personalized learning through tiered interventions will improve academic achievement.*

SDP Outcome: *Improved academic achievement for students in English Language Arts and Mathematics.*

Celebrations

- **Excellent Diploma Exam Results:** in each of English Language Arts (ELA) 30-1, ELA 30-2, Math 30-1, and Math 30-2, a significantly higher percentage of Centennial students scored over 80% and over 50% when compared to students CBE-wide
 - **ELA 30-1:** 13.6% of students achieved >80% and 89.5% achieved >50%, compared to 13.4% and 83.4%, respectively, CBE-wide
 - **ELA 30-2:** 21.3% of students achieved >80% and 94.7% achieved >50%, compared to 12.4% and 80.1%, respectively, CBE-wide
 - **Math 30-1:** 41.5% of students achieved >80% and 86.1% achieved >50%, compared to 36.1% and 76.8%, respectively, CBE-wide
 - **Math 30-2:** 27.5% of students achieved >80% and 84.1% achieved >50%, compared to 16.1% and 72.2%, respectively, CBE-wide
- **Improved Attendance:** Centennial student absenteeism decreased over the previous school year
 - 6.3% of students had >50% absenteeism in 2024/25, compared to 7.7% of high school students CBE-wide
 - 17.1% of students had 20 – 50% absenteeism 2024/25, compared to 17.5% of high school students CBE-wide
- **Improved 3 Year High School Completion Rate:** 84.5% of students completed high school within 3 years, an increase of 3.7% over last year and outpacing this data for both the CBE (81.6%) and province of Alberta (81.4%)
- **Improved Student Well-Being:**
 - The Spring 2025 Alberta Education Assurance Measures reveal that our school improved significantly in the measure “Welcoming, Caring, Respectful and Safe Learning Environments”, from 77.7 to 83.4
 - The CBE Student Survey showed that 66% of students feel included at school, an improvement of 7% over last year
 - The CBE Student Survey showed that 93% of students state that their teachers want them to be successful, and 91% of students state that their teachers care about them
 - The CBE Student Survey revealed that 70.5% of students express that they learn about Indigenous ways of knowing at CHS, a modest improvement of 1.5% over last school year
- **Improved Academic Success of Indigenous Students:** 16.1% of Indigenous students in ELA achieved a mark >80% last school year (an improvement of 4.8% over the previous school year); 16.3% of Indigenous students in Math achieved a mark >80% last school year (a modest improvement of 0.2% over the previous school year)



Areas for Growth

- **Report Card Marks in ELA and Math**
 - **ELA:** though 21% of students achieved >80%, an improvement of 1.6% over last year, Centennial is behind the CBE-wide data of 29% of students achieving >80%
 - **Math:** though 36.6% of students achieved >80%, an improvement of 2.3% over last year, Centennial is behind the CBE-wide data of 41.5% of students achieving >80%
- **Student Connectedness and Engagement**
 - The CBE Student Survey revealed that 59.6% of students agree that Math is a creative and interesting subject – down 0.3% from last year
 - The CBE Student Survey revealed that 75% of students report that there is at least one staff member at school who they really connect with, a drop of 2% from last school year (though still an improvement over two years ago)
- **Indigenous Students' Attendance and 3 Year High School Completion**
 - 19% of Indigenous students had >50% absenteeism, an increase of 4.2% over last school year (though still significantly below the CBE average of 29.9%)
 - 73.9% of Indigenous students completed high school in 3 years, a drop of 5.4% over the previous school year (though well above the province-wide average of 59.8%)

Next Steps

- Continue work to improve ELA and Math report card marks through enhanced engagement and tiered interventions
- Ongoing and intentional strategies to engage students, with the intent being improving attendance and connectedness
- Analyze and assess ELA and Math Diploma Exam performance and report card marks – Centennial students' report card marks are extremely accurate compared to Diploma Exam performance; our students' performance on Diploma Exams outpaces the CBE significantly – but our report card marks (though not discrepant with Diploma Exam marks at all) tend to be lower than report card marks in ELA and Math throughout the Calgary Board of Education

