



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

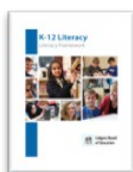
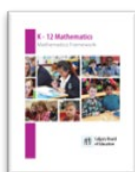
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Diefenbaker SIRR 2024-25 .docx](#)





School Development Plan – Year 2 of 3

School Goal

Student academic achievement will improve to further enhance the 3-year High School Completion .

Outcome:

The percentage of students acquiring credits for registered courses will improve.

Outcome Measures

- *Alberta Education Assurance Measure Results Report: 3-Year High School Completion and Diploma Excellence*
- *School Authority Report - Diploma Examinations Results*
- *Report Card Data and course completion data*
- *Grade eleven course completion rates.*
- *K & E Certificate completion rate*
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Data for Monitoring Progress

- *Credit Recovery and Credit Rescue Tracking*
- *Course Mark Analytics – Term 1, 2 and 3*
- *Teacher perception data - Implementing Fair, Transparent and Equitable Assessment*
- *EAL Benchmarks data Analytics*
- *High School Diploma Analytics*
- *Indigenous Student Data*
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Learning Excellence Actions

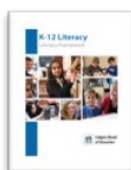
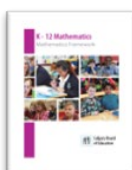
- *Consistent use of clear learning intentions aligned with identified course outcomes and Outcomes Based Assessment*
- *Clear assessment rubrics developed by grade teams with criteria and indicators that are connected to OBA(PLCs)*
- *Create and implement tiered tasks and assessment that help students assess their next steps in learning*
- *Collaborative task design which supports students with varied EAL levels. (PLCs)*
- *Supporting appropriate student placement in leveled courses in all grades*

Well-Being Actions

- *Providing students opportunities to demonstrate their understanding through reassessment in Tutorials and end of semester assessment times*
- *Continue to utilize our grad list to check high school completion for all students and develop a plan for those needing additional support.*
- *Fair and reasonable assessment timelines implemented for all students.*
- *Process and structures are in place to support students who need additional time to complete tasks that reflect their learning/understanding*
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Truth & Reconciliation, Diversity and Inclusion Actions

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- *Collaborative Response structures and processes are used to identify students at risk to provide additional support*
- *Implement culturally responsive pedagogy across all disciplines*
- *Implement strategies in all disciplines to support EAL learners accessing the curriculum.*
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**Professional Learning**

- *System Professional Learning - Outcome-Based Assessment - re view and continue refinements of assessments to support improved use of the Proficiency Scale in targeted courses.*
- *Design of Tiered tasks that map with the outcomes (PLCs)*
- *Calibration through the exploration of student work to the Proficiency Scale to implement Fair, Transparent and Equitable Assessments*
- *Professional Development to support students with low literacy ability.*
- *K & E PD for targeted teachers*
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Structures and Processes

- *Structured Friday afternoon professional learning focused on Outcomes Based Assessment and blueprinting of summative assessment across all disciplines*
- *Collaborative Team Meetings to identify students at risk and create a plan of support for students to improve their learning*
- *Identify and intervene with students who struggle with regular attendance.*
- *Early identification and implementation of Attendance Improvement Plans(AIP)*

Resources

- *CBE Assessment & Reporting*
- *Making Teaching & Learning Visible*
- *High School Proficiency Scale*
- *EAL Benchmarking Tool*
- *Grading for Equity Book by Joe Feldman*
- *System EAL specialist*
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School Development Plan – Year 2 of 3

School Goal #2

Students' experience of feeling safe and welcome at school will increase

Outcome:

Students' sense of belonging and safety at school will improve

Outcome (Optional)

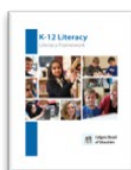
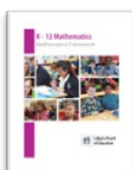
All students will experience inclusive learning and teaching that reflects and celebrates diverse cultures and identities

Outcome Measures

- *Alberta Education Assurance Measures survey: Welcoming, Caring, Respectful and Safe Learning Environment*
- *OurSCHOOL Survey – Well-Being*

Data for Monitoring Progress

- ***Data for Monitoring Progress***
- *OurSCHOOL Fall and Spring survey results*
- *Survey – Well-Being - "I feel Safe at School"*
- *Survey – Well-Being - "School is a place I feel I belong"*
- *CBE student survey*





- *PowerSchool Incident Report and Log entry reports*
- *Attendance Data Analytics – EAL and students who self-identify as indigenous cohort*
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Learning Excellence Actions

- The Principal Advisory Committee will help identify areas where students do not feel safe.
- Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances
- *All working and learning environments will promote equity, diversity and inclusion*
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Well-Being Actions

- *School-wide Teacher Advisory (TA) structure to support student well-being through the building of meaningful relationships*
- *Teachers, Students and Administrators attend Pre-Learning and High School Symposium for Well-Being*
- *Student Leadership Team provides voice and leadership for school-wide initiatives based on High School Symposium Learning*
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Truth & Reconciliation, Diversity and Inclusion Actions

- *Creation of a Diversity Club to support students' sense of belonging and well-being*
- *Create strong connections with Elders and Knowledge Keepers and invite them to be involved in school activities*
- *Offer courses or units specifically focused on diversity, social justice, and multicultural worldviews*
- *Utilize Indigenous Graduation Coach to support Indigenous learners.*
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Professional Learning

- *Build teacher capacity to reflect on social and emotional competencies in ways that are culturally responsive*
- *Provide training for teachers and staff on cultural competency, implicit bias, equitable assessment practices, and culturally responsive teaching practices*
- *JGD admin will complete the CASEL - Fundamentals of SEL (60 min course)*
- *Implement CASEL fundamentals to support Collaborati*
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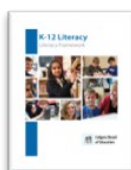
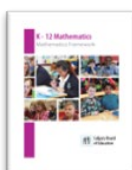
Structures and Processes

- *Collaborative Team Meetings*
- *CSSAC and Well-Being Action Team responding to needs of the school in a way that addresses student Well-Being*
- *IB learners will receive targeted well-being support. A CAS coordinator position has been added. as well as office hour available from our IB coordinator for one-on-one student support and organizing program wide well-being activities.*

Resources

- [*Student Well-Being Framework & Companion Guide*](#)
- [*Indigenous Education Holistic Lifelong Learning Framework*](#)
- [*Social Emotional Learning \(SEL\) for Well-Being Brightspace by D2L Resource*](#)
- [*Making a difference: meeting diverse learning needs with differentiated instruction – Alberta Education Publication*](#)
- [*Dates of Significance*](#)
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School Development Plan – Data Story



2024-25 SDP GOAL ONE: Student academic achievement will improve to further enhance the 3-year High School Completion

Outcome one: The percentage of students acquiring credits for registered courses will improve.

Celebrations

High School Completion rate:

- 3 year rate increased to 87.6 % from 82.5 %
- 5 year rate 90.2 %

Failure rates decreased in the following courses:

- English Language Arts 10-2: 10.9, down from 11.5%
- English Language Arts 20-2: 9.6%, down from 10.3%
- English Language Arts 30-2: 0%, down from 8.5%
- Math 30-3: 0%, down from 23%
- Math 20-2: 8.4%, down from 10.9

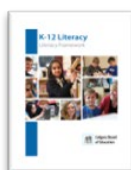
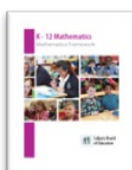
Areas for Growth

Overall Failure Rate for all -2,-3,-4 classes

- 12.60% up from 10.3%
- Failure rates increased in the following courses
- Math 10-3: 17.6% up from 9.5%
- Math 20-3: 15.8%, up from 1.5%

Next Steps

- *Increase opportunities for credit recovery within the semester*
- *Decrease class size for -2 and -3 courses*
- *Investigate strategies to increase attendance rates in key courses*
- *Reallocate resources to support struggling learners*
- Continue shifting assessment practices toward an outcomes-based approach
- Continue to add learning resources that support cultural and personal differences reflective of the student body.
- Develop strategies to increase successful high school completion rates for English as an Additional Language (EAL) students
- Teaching teams will design and use high-quality summative assessments to contribute to a positive culture of assessment





2024-25 SDP GOAL TWO: Students' experience of feeling safe and welcome at school will increase

Outcome one: *Students' sense of belonging and safety at school will improve*

Outcome two: *All students will experience inclusive learning and teaching that reflects and celebrates diverse cultures and identities*

Celebrations

- 91 % of students believe their teachers want them to be successful
- 91 % of students believe their teachers have high expectations for their learning
- 85 % of students believe learning and extracurricular activities are safe and accessible to all students
- 86 % of students believe their teachers care about them.
- 69% of students feel safe at school ,

Areas for Growth

- There has been an 6% decrease in the number of students who believe they belong at school
- Only 63% of students feel they have an adult they connect with at the school
- 50% of students have a sense of belonging at school
- Increase parental involvement in the school.

Next Steps Continue with gathering firsthand data from students through conversations, not surveys.

- Continue to respond to student identified area of the school they feel unsafe, specifically the washrooms.
- Investigate news ways to support student belonging at school.
- Continue initiatives that promote student perception of safety in the building.
- Incorporate culturally responsive teaching practices





Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [SDP Data Plan- Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

