



John G Diefenbaker 2024 - 2025

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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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

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

Learning Excellence

Alberta Education Assurance Measures - Overall Summary Student Growth and Achievement

Measures	2023-24	2022-23	Pre 3 Year Average	
3-Years High School Completion	82.5%	83%	85.8%	
5 year High School Completion rate	94%	91.8%	90.4%	
Diploma Acceptable	N/A	84.7%	84.7%	
Diploma Excellence	N/A	32.5%	32.5%	



There is a decrease of 0.5% points in the 3-Year High School Completion and no change in Diploma Excellence in Student Growth and Achievement the section of Assurance Measure Results. A deeper dive into the data suggests that students who do not complete their high school studies within the 3-Year period do not complete within five years. Further analysis suggests that the root of non-completion may begin with students having the academic skills to graduate but require additional time due being newcomers to Canada or other life barriers preventing competition in three years. The ability to graduate in five years indicated that Diefenbaker prioritizes enrolling students in courses they require for graduation that do not exists in other institutions after high school such as EAL and CTS courses.

Teachers will carefully design and adjust quality assessments to better understand student progress and needs. They will use these assessments to inform more targeted and effective task design.

Well-Being

All three student survey results point in the direction of the need to pay close attention to creating a safe and welcoming learning environment. The results below in all three surveys help us to determine a specific focus on inclusion and feeling safe. Student Surveys include – Alberta Education Assurance Measure Results Report on welcoming, safe, caring, respectful, safe learning environments, CBE student survey on well-being and OurSCHOOL survey on well-being.

Student Surveys	2023-24	2022-23
There is one adult I connect with	64%	58%
I feel welcome at school	77%	74%
I feel like I belong	69%	69%
I feel safe at school	51%	63%

Our focus will be on understanding what makes students feel unsafe in our building and to build a support plan to enhance our safe and caring school.

Truth & Reconciliation, Diversity, and Inclusion

Our school has seen a recent shift in designated communities. The diverse demographics of our school provide a unique opportunity to celebrate inclusion in all its forms. Our school population is comprised of 22% of English as an Additional Language students, 5% are students who self-identify themselves as Indigenous. 20% of the student population is identified with a special education code(s) with significantly varying needs. Our grade twelve cohort of self-identified Indigenous students is small with nine of fifteen students having graduated in the class of 2024. We have developed targeted support plans for the next cohort of students.

Our Assurance Education Assurance summary results show a drop of 4% points in 3-year high school completion for the students who self-identify as Indigenous, and 2.5 % points



increase for EAL students. Attendance data also shows the absenteeism for the Indigenous student cohort groups is significantly more as compared to all students.





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion





School Development Plan – Year 1 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

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

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.

Truth & Reconciliation, Diversity and Inclusion Actions

- 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.





Professional Learning

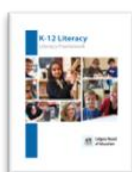
- System Professional Learning - Outcome-Based Assessment - review and continue refinements of assessments to support improved use of the Proficiency Scale in targeted courses.
- Design of Tiered tasks that map with the outcomes (PLCs)
- Calibration through the exploration of student work to the Proficiency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

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





School Development Plan – Year 1 of 3

School Goal

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

Outcome

Students' sense of belonging and safety at school will improve

Outcome

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

- 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

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*

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

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





leadership for school-wide initiatives based on High School Symposium Learning

- Utilize Indigenous Graduation Coach to support Indigenous learners.

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 Collaborative Response
- Teachers will engage in

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](#)

