



Jack James High School

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School Development Planning

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

Introduction

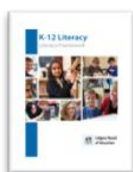
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Jack James SIRR 2024-25](#)





School Development Plan – Year 2 of 3

School Goal

Students' academic achievement will improve through equitable outcome-based assessment practices and a comprehensive continuum of support, while fostering resiliency that strengthens success in school and in life.

Outcome:

Students will demonstrate improved academic achievement through equitable outcome-based assessment practices across all disciplines.

Outcome:

Students will build resiliency and a sense of belonging by being supported through the continuum of support, gaining confidence to use resources, while maintaining their well-being and learning.

Outcome Measures

- Report Card and course completion data
- Student perceptions of their ability to shift perspective and move forward after setback based on CBE Student Survey statements focused on resiliency (example statements: "I ask for help when I need it")
- Student perceptions from OurSCHOOL Survey (Example statements: "doesn't give up when trying to reach goals" and "keeps going even when challenged")
- CBE Assurance Survey
- Teacher Perception data- Continuum of supports

Data for Monitoring Progress

- Course Mark Analytics- Term 1 and 3
- Student Perception Data from CBE Student Survey, OurSCHOOL Survey, and Assurance Survey
- School wide literacy and numeracy data measures
- 2025-2026 We Walk Together Indigenous Student Holistic High School Data and Evidence
- Extracurricular activity participation and attendance tracking data
- High School
- Attendance Data
- Staff referrals to Student Services and Admin Team Form
- Monthly Attendance Data monitoring
- School Learning Team and Area Learning Team referrals

Learning Excellence Actions

- Teachers continue to use various assessment types and mitigate distorting factors to ensure fairness and accuracy in their assessment of student learning
- Setting intentional supports for students on their Individual Program Plans specifically in these three areas: Assessment, Instructional and Environmental based on their diagnostic criteria
- Collaboratively review and edit our school's continuum of supports with a focus on Tier 1 and Tier 2 supports to foster academic success, well-being

Well-Being Actions

- Implement three distinct Leadership courses: Recreational Leadership, School Culture Leadership, and Indigenous Leadership
- Well-Being Action School Team initiatives
- Consider the learning needs of individual students and adjust the intended mode, when necessary, to ensure that students can successfully demonstrate their understanding of the outcomes
- Activate students as owners of their own learning by engaging learners in goal setting

Truth & Reconciliation, Diversity and Inclusion Actions

- Ensure equitable access to extracurricular activities and track participation rates
- Use the Search Institute 4S Document to build strong relationships with students
- Empower students to take leadership roles in promoting diversity, equity and inclusion within the school community through leadership classes, student-led committees and initiatives





and sense of belonging for each learner

- Create environment where mistakes are valued
- Create culture that values the thinking process and strategies over speed

Professional Learning

- High School System Professional Learning: HS OBA Core LLs and Implementers Professional Learning Series
- May include Well-Being and Truth & Reconciliation, Diversity, and Inclusion Professional Learning connected to actions above
- Ensure at least one staff member is trained as a Go To Educator Core Facilitator
- Engage in Professional learning on trauma informed practice.
- Professional Learning on Individual Program Plan Accommodations and completing file reviews.

Structures and Processes

- Collaborative response model
- Regularly scheduled whole school meetings (Staff meetings, Professional learning communities, and collaborative response meetings)
- School Learning team Meetings to identify and action tiers of support to further develop resilience and support mental health including social-emotional regulation done as a whole staff.
- Make exemplars and success criteria based on the Proficiency scale. Visuals of the Proficiency scale in every room tailored to each subject area.

Resources

- CBE- Well-Being Framework and Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- Indigenous Education Grad Coach through the Indigenous Education Team
- Curriculum Comparison Documents (Diploma and K&E courses) to support teacher assessment practices
- CBE Individual Program Plans Companion Guide Resource

School Development Plan – Data Story





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CBE 2024-27 Education Plan



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Well-Being

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2024-25 SDP GOAL ONE: Students' academic achievement will improve through implementation of both equitable assessment practices and a comprehensive continuum of support.

Outcome one: Students will experience an increase in academic achievement through the implementation of equitable Outcome Based Assessment practices across all disciplines.

Outcome two: Students' resiliency in learning will increase through intentional use of the continuum of support.

Celebrations

- Increase of Course Completion rates across all four Academic areas (Math, Science, English, and Social Studies) supported through equitable assessment practices and the implementation of Outcome Based Assessment
- An increase of 10% of students from our Assurance Survey who agreed with "I have opportunities at school to demonstrate what I have learned."
- Increase in student achievement and resilience in both our Math and English courses across all grade levels, which supports the increase of 3-year graduation rate (+4.6%)

Areas for Growth

- Improving student resiliency skills in being able to ask for help/support when they need it to support both their academic and well-being
- Increase student awareness of their learning and well-being needs to identify strategies/ supports from the continuum of support to increase success in high school completion

Next Steps

- Align Tier 1 and Tier 2 school-based supports across all classrooms and disciplines
- Increase capacity of students to understand themselves as learners and can advocate for their needs
- Continue to work with teachers regarding best practices and implementing system-wide OBA session work
- Utilize PLC and Department meeting time to support task design and assessment practices school-wide

2024-25 SDP GOAL TWO: Students will experience an increase in their sense of belonging and connection.



Outcome one: *Students will build trusting relationships within the school community (peer-peer, staff-student, student-community).*

Celebrations

- Over 100 students (27%) were supported, through Jack James, in connection with external agencies for support
- An increase of 8% of students agreed they are proud of being part of our school
- Decrease of number 6.05% of students with more than 50% absenteeism
- We also see that the data saying teachers care about students continues to remain high, at 91%
- Attendance data shows the number of students who have more than 50% Absenteeism has decreased by 7.25% since last year
- We also celebrated an 8% increase in students helping one another, strengthening peer connections and contributing to a growing sense of belonging

Areas for Growth

- Extra-curricular opportunities still have a pocket of students who are not being offered something of interest to them
- Seen within our perception data, below 50% of students report that making friends is easy
- Perception data showed that our student's ability to regulate decreased by 3.28% compared to the previous year.

Next Steps

- Through PLC, Department and Leadership meetings we will work on shifting schoolwide practices to prioritize belonging and resiliency, embedding these themes across classrooms and daily interactions (common language, etc.)
- Leverage data from community-based supports to strengthen our continuum of support and guide strategic decisions for student's well-being
- Expand and refine student engagement opportunities both in and out of the classroom, including our three implementing our three different types of leadership focused classes to enhance well-being, connection and academic success
- Implementation of de-tracked classes within a timetable to support student achievement in personalized ways, increasing student confidence.

