



Jack James High School

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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.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Upon reviewing our literacy data, we identified the need for high impact strategies to support our Knowledge & Employability students in bridging their literacy gaps in their learning. At the end of the 2023-24 school year, as a school team we dug deeper into the literacy data and course completion rates, specifically in English Language Arts. Teachers then gathered in focus groups to reflect on our progress, celebrating successes and identifying additional areas for growth specifically in the areas of literacy and numeracy across all disciplines. A key focus that emerged from these discussions was the importance of providing equitable and transparent assessment opportunities for all students. This led us to identify our next area of focus to be looking at equitable assessment practices with the use of Outcome Based Assessment and how a stronger implementation of the continuum of supports can impact student academic achievement.

Well-Being

Through both CBE Survey Data and Teacher observations we identified a need to improve student resiliency, especially in how students engage with

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



challenges in their learning. Teachers observed that many students require substantial support to persevere and often struggle to find strategies on their own. Specifically, Career and Technology Studies (CTS) teachers noted that students face difficulties in demonstrating employability skills, particularly in courses involving a workplace practicum, where overcoming problems independently remains a challenge. In our data, we saw growth in the area of Mathematics where students enjoyed working on challenging problems.

Sample of Student Survey Questions on Resilience

School Year	Statement	Percentage of Agreement	Percentage of Agreement Increase(+) Decrease (-) compared to 2022-23
CBE Survey 2023-24	I ask for help when I need it.	78.53%	+6.45%
CBE Student Survey 2023-24	I have confidence in myself as a student.	53.85%	-3.36%
OurSchool Survey 2023-24	Keeps going even when challenged	53.48%	N/A
CBE Student Survey 2023-24	I enjoy working on challenging problems in mathematics.	50%	+9.26%

Our second SDP goal will be looking with a focus on statements of inclusion, belonging, and feeling welcomed. Our school has seen a decrease or plateau across all three surveys in these areas.

School Year	Statement	Percentage of Agreement	Percentage of Agreement Increase(+) Decrease (-) compared to 2022-23
Assurance Survey 2023-24	I feel welcome	68%	-5%
CBE Survey 2023-24	I feel welcome at school.	59.46%	-3.33%
Assurance Survey 2023-24	I feel like I belong	55%	-6%
OurSchool Survey 2023-24	I feel like I belong at school	36.56%	+0.4%
OurSchool Survey 2023-24	I feel included at school	47.12%	N/A

However, there is room for celebration as we noticed in OurSchool Survey, 87.31% of students reported having trusted friends. Similarly, in the CBE Student Survey, 91.35% of students indicated that teachers want them to succeed, and 87.5% felt that teachers care about them. We aim to leverage





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

these strong student-teacher relationships to foster a sense of community and belonging within our school, extending this connection to the wider community to support lifelong learning and healthy connections to help students thrive.

Truth & Reconciliation, Diversity, and Inclusion

Our school community consistently has a high percentage of students who identify as Indigenous, currently at 31%. We strive to provide meaningful representation of Indigenous culture within our school. An area of strength that we saw in our data is through the CBE Student Survey where 89.29% of students reported opportunities to learn from the land, and 77.14% indicated they learn from Indigenous Elders and Knowledge Keepers. Although the percentage of students agreeing with 'I can see my culture reflected in my school' increased by +6.11% from the previous years, it remains low at 65.57%. As a school community we continue to reflect on ways we can support all learners see themselves and their culture represented in our school.

Moving forward, we will continue to engage in learning through all four domains—Spirit, Heart, Body, and Mind. With the support of our Indigenous Student Graduation Coach and the Indigenous Education Team, we aim to build upon the high expectations our teachers have for students to refine our assessment processes to ensure refining our equitable opportunities in task-design and assessment is available for all students to empower them to achieve their potential.





School Development Plan – Year 1 of 3

School Goal

Students' academic achievement will improve through implementation of both equitable assessment practices and a comprehensive continuum of supports

Outcome:

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

Outcome:

Students' resiliency in learning will increase through intentional use of the continuum of supports.

Outcome Measures

- Report Card and course completion data
- Teacher Perception Data- Implementing Fair, Transparent, and Equitable Assessment using Outcome Based Assessment
- Students' responses on CBE Student Survey questions focused on resiliency (example questions: "I have confidence in myself as a student", "I ask for help when I need it")
- Students' responses on OurSCHOOL survey (example questions "Doesn't give up when trying to reach goals" and "keeps going even when challenged")
- CBE Assurance Survey

Data for Monitoring Progress

- Tracking credit recovery efforts at the end of each semester
- Teacher Self-Assessment Tool- Assessment and Reporting in CBE
- Course Mark Analytics – Term 1 and Term 3
- Teacher (pre- and post-) perceptions of their confidence in their understanding and implementation of the Continuum of supports in their specific teaching discipline
- Employability Outcomes in CTS disciplines
- Student Perception Data
- School-wide literacy (comprehension and writing) and numeracy data measures
- 2024-2025 We Walk Together Indigenous Student Holistic High School Data and Evidence

Learning Excellence Actions

- Teachers use various assessment types and mitigate distorting factors to ensure fairness and accuracy in their assessment of student learning
- Utilize high impact strategies to build and develop literacy and numeracy skills
- Provide students with learning opportunities that mirror the reasons, texts, and application of thinking skills that would be found in disciplines to support

Well-Being Actions

- Provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation
- Use intentional growth mindset language when providing both oral and written feedback to students and their parents/guardians
- Considers the learning needs of individual students and adjusts the intended mode, when necessary, to ensure that students have the opportunity to successfully

Truth & Reconciliation, Diversity and Inclusion Actions

- Ensure students have access to accommodations when needed to remove barriers to learning, without consequences
- Teachers design tasks and assessments that are culturally inclusive and accessible to all learners
- Design student and staff learning tasks that intentionally activate the Spirit, Heart, Body, and Mind





achievement and lifelong
learning

demonstrate their
understanding

Professional Learning

- High School System Professional Learning: HS OBA Core LLs & Implementers PL Series
- Professional learning on our school's Collaborative Response Model with explicit focus on the continuum of supports
- Calibration through the exploration of student work to the Proficiency Scale to build collective understanding of Fair, Transparent and Equitable Assessments
- Professional Development around culturally responsive assessments and task-design

Structures and Processes

- Collaborative Response Model
- Provide access to tools, manipulatives, and technology that support students' diverse learning needs
- Regularly scheduled whole school meetings (staff meetings, Professional Learning Communities, and Collaborative Response time) to review professional learning and adapt to school context
- Visual rubrics available in classrooms to support student understanding of what their next steps will be in their learning

Resources

- Knowledge and Employability Specialist
- CBE Well-Being Framework and Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
- Indigenous Student Graduation Coach through the Indigenous Education Team
- Assessment and Reporting in the CBE
- Curriculum Comparison Documents (Diploma and K&E courses) to support teacher assessment practices
- CBE Mathematics: Equity Identity Guide

School Development Plan – Year 1 of 3

School Goal

Students will experience an increase in their sense of belonging and connection

Outcome

Students will build trusting relationships within the school community (peer-peer, staff-student, student-community)

Outcome Measures

- Attendance data
- Alberta Education Assurance Measures survey: Welcoming, Caring, Respectful and Safe Learning Environment
- CBE student Survey- Well-Being
- OurSCHOOL Student Survey- Well-Being

Data for Monitoring Progress

- Area Learning Team Referrals
- Student Attendance/ Engagement in extra-curricular opportunities
- Referrals with partner agencies
- Student Perception Data





- 2024-2025 We Walk Together Indigenous Student Holistic High School Data and Evidence Spreadsheet

Learning Excellence Actions

- Work with students to develop structures to support connectedness within the school community and bridge this connection the greater community
- Provide students with curricular experiences that create awareness of career pathways linked to their personal interests
- Identify strategies from the continuum of supports that will support students' lifelong learning success
- Use of our current opportunities for parent/guardian engagement to showcase student learning

Well-Being Actions

- Advertise, encourage and support students to engage in and/or access available clubs, teams, and safe spaces throughout the school year
- Cultivate meaningful connections with families/communities through key forms of school engagement (Conferences, open house, celebrations, Indigenous Family Nights, Parent Council, and Community Fairs)

Truth & Reconciliation, Diversity and Inclusion Actions

- Empower students to take leadership roles in promoting diversity, equity and inclusion within the school community through student-led committees and initiatives
- Continue to strengthen and enhance relationship with students, families/caregivers and partners to increase cultural understanding and opportunities
- Students will experience a wide variety of choice inside the building for extracurricular activities

Professional Learning

- Continued Professional learning in the Spirit and Heart domains
- Professional learning with a focus on student belonging
- Build teacher capacity in providing culturally responsive classroom environments

Structures and Processes

- Collaborative response meetings- holistic strategies are shared to support student learning, behavioural and mental health needs
- Weekly Case Consult meetings
- Intramural and Student Clubs
- School Learning Team Meetings

Resources

- Indigenous Education. Lifelong framework
- Indigenous Education Lifelong Companion
- Well-Being Framework
- Well-Being Companion
- John Howard Society Restorative Justice resources
- Well-Being Symposium

