



## 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.

[School Improvement Results Report 2024-25](#)

### 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

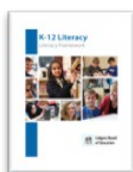
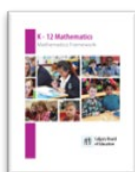
Strong student achievement for lifelong learning and success

#### 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 Plan – Year 2 of 3

## School Goal

Student academic achievement will improve through the implementation of Fair, Transparent, and Equitable Assessment practices.

## Outcome:

Consistent understanding and implementation of Outcomes Based Assessment practices to support fair, transparent and equitable assessment practices.

## Outcome Measures

- Teacher perception data - Implementing Fair, Transparent and Equitable Assessment
- School Authority Report - Diploma Examinations Results (ELA 30-1/30-2)
- Stem and outcomes analytics (ELA 30-1/30-2)
- Report Card Data and course completion data (ELA 30-1/30-2)
- Alberta Education Assurance Measure Results Report: 3-Year High School Completion

## Data for Monitoring Progress

- Course Mark Analytics - Term 1 and 3
- EAL Benchmarks data Analytics
- Teacher Self-Assessment Tool – Assessment and Reporting in CBE, as well as Thinking Routines
- Student exit slips (perception of proficiency question)

## Learning Excellence Actions

- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale
- Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered
- Provide timely, consistent, and constructive feedback to help students understand their progress and areas for improvement

## Well-Being Actions

- Provide students with opportunities for continued learning and reassessment
- Additional time and alternate locations are provided to all students to reduce anxiety to complete assessments to ensure that the achievement of the intended learning goal is met
- Support students in setting appropriate learning targets and provide explicit instruction and coaching in self-and peer-assessment processes and strategies

## Truth & Reconciliation, Diversity, and Inclusion Actions

- Teachers design tasks and assessments that are diverse and culturally inclusive, accessible to all learners
- Implement culturally responsive pedagogy across all disciplines
- Ensure students have access to accommodations when needed to remove barriers to learning, without consequence to grades

## Professional Learning

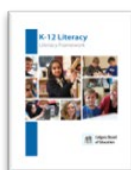
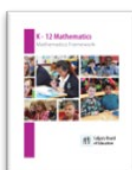
- System Professional Learning - Outcome -Based Assessment - review and continue refinements of

## Structures and Processes

- Discipline and Grade PLCs focused on calibration of assessments that help teachers align their

## Resources

- Assessment & Reporting in CBE



assessments to support improved use of the Proficiency Scale

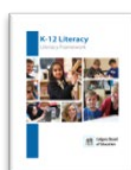
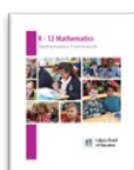
- Task design that maps the outcomes
- Calibration through the exploration of student work to the Proficiency Scale to build collective understanding of Fair, Transparent and Equitable Assessments

expectations and grading practices, across classrooms

- Collaborative Response structures and processes are used to identify students at risk to provide additional support

Assessment & Reporting in CBE | Practices & Procedures

- EAL Benchmarking Tool
- Wayi Wah! Indigenous Pedagogies by Jo Chrona
- Grading for Equity Book by Joe Feldman
- Grading from the Inside Out by Tom Schimmer
- Rebooting Assessment by Damian Cooper



# School Development Plan – Year 2 of 3

**School Goal:**

Students' sense of belonging and connectedness will improve.

**Outcome:**

Students will build trusting relationships within the school community.

**Outcome Measures**

- Alberta Education Assurance Measures Survey: Welcoming, Caring, Respectful and Safe Learning Environment (Compassion and Empathy Measures)
- OurSCHOOL Survey – Heart to Belong, School Connectedness and Spirit to Be
- CBE Survey

**Data for Monitoring Progress**

- Attendance Data Analytics
- Commet Council Feedback
- Connect student survey

**Learning Excellence Actions**

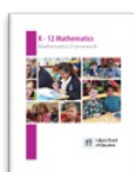
- Work with school-based student and teacher well-being group to develop structures and learning experiences that support connectedness between grade groups in color communities
- Explicit instruction of Social Emotional Competencies and executive functioning through weekly Connect
- Student mentorship group identifies safe social and physical spaces in the building

**Well-Being Actions**

- School wide Connect (Homeroom) structure that supports student well-being through the building of meaningful relationships. This work is guided by the Holistic Lifelong Learning Framework
- Teachers, students, and administrators attend High School Symposium for well-being
- Collaboratively address the identified areas of focus to create welcoming, caring, respectful and safe social and physical spaces
- Student mentorship group provide voice and leadership for school-based initiatives

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Support students in accessing Ohkanaomowoo (Holistic Wellness Room) at all times throughout the day
- Implement culturally responsive pedagogy across all disciplines
- Creation of a Diversity Club to support students' sense of belonging and well-being
- Develop relationships with elders and knowledge keepers and invite them to be involved in school activities and support the imagining of indoor and outdoor spaces
- Create opportunities for students to engage in restorative circles to address issues related to bias, discrimination, and inequality



### Professional Learning

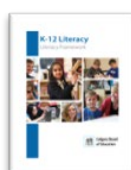
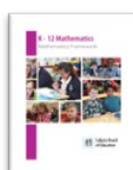
- At least one staff member will share celebrations of connectedness and belonging during monthly staff learning time
- Two staff members attend High School well-being symposium and share learning with full staff
- Modeling Indigenous ways of being in our school community life

### Structures and Processes

- Collaborative Response structures and processes identify students at risk
- CSSAC and teacher/student Well-Being Action Team respond to the needs of the school in a way that addresses student well-being
- School based Professional Learning Committee meets regularly to plan learning related to SDP goals.
- Holistic Well-Being Learning Leader, teacher group, and Assistant Principal meets twice monthly to plan next steps in response to current feedback
- Weekly smudging and monthly gathering circle

### Resources

- Indigenous Education Holistic Lifelong Learning Framework
- Well-Being team
- School Connectedness Helps Students Thrive
- Walk around companion tool
- Dates of significance
- Greater Good in Education
- CASEL
- CMHA Community Helpers



# School Development Plan – Data Story

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## CBE 2024-27 Education Plan



### Learning Excellence

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### Well-Being

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### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

**2024-25 SDP GOAL ONE:** Student academic achievement will improve through the implementation of Fair, Transparent, and Equitable Assessment practices.

**Outcome one:** Consistent understanding and implementation of Outcomes Based Assessment practices to support fair, transparent and equitable assessment practices.

## Celebrations

- 90% of students perceive that teachers have high expectations for their learning (an increase of 5 percentage points over the previous year).
- In semester one, 50% of students achieved between 80% and 100% in Math, Science and Social Studies (Proficiency 2, Exemplary 1 or Exemplary 2).
- 89.4% of students at Robert Thirsk achieve graduation requirements in three years. This is well above the provincial average.
- Indigenous students continue to increase the number of credits earned – averaging over 101 credits at the end of their grade 12 year.

## Areas for Growth

- The number of students who achieved Exemplary declined from semester one to semester two.
- There has been a decline in the teacher perception of education quality (84% of teachers are satisfied with the quality of education students are receiving at Robert Thirsk High School - decreased from 92% in 2024).
- The number of students achieving acceptable standard on English Language Arts Diplomas remains below the provincial average.

## Next Steps

- Implement a diagnostic reading assessment at the Grade 10 level
- Targeted professional learning with our leadership team, to support leading with discipline teams
- Adjusted our school structure to support students getting help with their schoolwork outside of the regular school timetable
- Provide structures and processes for ongoing learning and reassessment opportunities for students



## 2024-25 SDP GOAL TWO: Students' sense of belonging and connectedness will improve

Outcome one: Students will build trusting relationships within the school community

### Celebrations

- Increase in the percentage of students who perceive that teachers care for them (CBE Survey: Fall 68%, Spring 86%).
- 77% of students identify at least one adult at school who they really connect with (CBE Survey: 4% increase)
- 20% increase in the percentage of students who feel like they belong (CBE Survey/Assurance Survey: Fall 50%, Spring 70%)
- Increase in the number of students who feel welcome (CBE Survey/Assurance Survey: Fall 69%, Spring 76%)

### Areas for Growth

- Decrease in the percentage of students who perceive students care for each other (Assurance Survey: 2023 63%, 2025 46%)
- Decrease in the percentage of students who perceive teachers check in with them often about their well-being (CBE Survey: 2024 64%, 2025 56%)
- Only 34% of students perceive they get along well with their friends (OurSchool Survey)

### Next Steps

- Connect planning teamwork to provide flexible learning experiences that meet the needs of the various Connect classes
- Student leadership groups working to create opportunities for deeper connections within community
- Build capacity of staff to support well-being conversations beyond Connect class
- Designate spaces for regulation and support

