



## Joane Cardinal-Schubert High School

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### 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.

<https://jcshs.cbe.ab.ca/documents/Joane-Cardinal-Schubert-High-School-Improvement-Result-Report-2024-25.pdf>





## School Development Plan – Year 2 of 3

### School Goal

Through improved access to tiered student supports across all grades, student academic achievement and well-being will improve.

### Outcome: Improving Student Access to Tiered Academic and Personal Supports

Student well-being will improve.

### Outcome: Increasing Academic Completion Rates

Student achievement in core subjects will increase.

#### Outcome Measures

- Internal Student Referrals: *Increased quantity.*
- OurSchool Student Survey: *Increased “sense of belonging”*
- OurSchool Student Survey: *Decreased self-identified rates of anxiety and depression.*
- Alberta Education Assurance Measure Results: *Improved responses to questions inquiring into student support access.*
- Alberta Education Assurance Measure Results: *Improved three-year and five-year graduation rates*
- Course Completion Rates: *Improved academic achievement in core subjects.*
- Course Completion Rates: *Decreased incompleteness rates in core subjects.*

#### Data for Monitoring Progress

- Internal Student Referral Data: *Granular sub division of data by purpose of referral, source of referral & student cohort.*
- OurSchool Student Survey Data: *All general student well-being measures.*
- Alberta Education Assurance Measure Results: *All Questions within the Learning Supports Domain*
- Alberta Education Assurance Measure Results: *Diploma Exam Results*
- PowerSchool Data: *Complimentary course completion rates.*
- PowerSchool Data: *Attendance rates*
- Qualitative Data from Students and Staff: *Feedback on Continuum of Supports*

#### Learning Excellence Actions

- Expansion of the Student Learning Centre designed to support K&E students.
- Expansion of the Math15 program along with resources and professional learning for staff.
- Refine existing collaborative response model.
- Design an EAL PD program for staff focused on expanding classroom strategies focused on EAL learners.

#### Well-Being Actions

- Continue to refine current at-risk student referral process.
- Refine current Raven Time activities focused on building mindsets that recognize the positive role of stress in our lives.
- Creation of an overlapping support system within the Student Learning Centre that increases individual transition points between system and classroom based support network programs.

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

- Development of a Tiered Continuum of Supports based on the *Holistic Lifelong Learning Framework*.
- Creation of a series of events targeted at building existing relationships with current Indigenous families.
- Continued development of an indigenous transition plan for all grade 10 & 12 students and families.





### Professional Learning

- Well-Being Professional Learning Opportunities: Mentor Mindset.
- Professional Learning: Collaborative Response
- Professional Learning: Continuum of Supports
- Academic Professional Learning; EAL Strategies for Implementation in Classroom Settings
- Academic Professional Learning: Math 15 Curriculum.

### Structures and Processes

- Continued refinement of Student Learning Team (SLT) referral, review and intervention model.
- Implement new whole school collaborative response process.
- Designing department based credit recovery/rescue structures.
- Use of PLC time to discuss Tier 1 and Tier 2 supports for students within differing department settings.
- Collaborative planning time
- Friday afternoon professional learning time.
- Creation of new transition process for Grade 9 students
- Creation of new EAL academic pathways to support 30year graduation rates..

### Resources

- CBE Education Plan (25-28)
- CBE Mathematics Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework
- Implementing a Continuum of Supports and Services (Alberta Education, 2022)
- Collaborative Response (Hewson & Hewson, 2022)
- 10 to 25: The Science of Motivating Young People (Yeager, 2024)



## School Development Plan – Data Story

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**2025-26 GOAL:** Through improved access to tiered student supports across all grades, student academic achievement and well-being will improve.

**Outcome one:** Student well-being will improve.

**Outcome two:** Student achievement in core subjects will increase.

### Celebrations

Due to the work engaged in throughout the 2024-25 school year the following accomplishments can be celebrated:

- *Decreased rates of self-identified anxiety and depression (+6% and +15% positive change in the trends identified between Gr10 & Gr12)*
- *Increased rates of (sense of) belonging (+1.09%)*
- *Increased completion rates in the academic core areas of study related to English Language Arts, Science and Math.*
- *Increased student support referral rates (+400%)*
- *Increased graduation rates (+4.9%)*

### Areas for Growth

Through the analysis of the data collected throughout 2024-25 the following areas of growth were identified:

- Rates of incompleteness in Knowledge and Employability (K&E) courses identify as abnormally high in comparison to other academic programs of study.
- The 3-year graduation rates of students identified with an English as an Additional Language (EAL) code are below the norm identified in other cohort areas.
- Continued higher than expected incompleteness rates in grade 10 math (Math10C).

### Next Steps

Based on new and continuing data collection samples the following strategies will be included in the 2025-26 School Development Plan:

- A greater array of EAL focused programs, including trained staff will be included in the 2025-26 student timetable.
- A focus on teaching and learning strategies specifically focused on EAL learners will be included in the staff professional development plans outlined for 2025-26.
- An initiative to build overlapping students support networks between existing K&E programs and the Student Learning Centre (SLT) will be designed and piloted in 2025-26.
- The broadening of the Math15 core preparation program for students transitioning from grade 9 to grade 10 math (Math10C).

