



Joane Cardinal-Schubert 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

The focus of the 2023-24 Joane Cardinal-Schubert High School (JCS) school development plan was [Student Well-Being](#), with a particular focus on developing a network of academic and personal supports across all grades 10-12 in an attempt to improve academic achievement and graduation rates.

Learning Excellence

As a result of the interventions implemented through the 2023-24 school year student academic averages improved in mathematics (+0.78%), science (1.2%) and social studies (0.28%).

We also saw incompleteness rates decrease in all four academic core areas and in all grade levels with the exception of Grade 10 math.

- ELA: A decrease from 4.28% to 3.98% **(-0.3%)**
- Math: A decrease from 7.81% to 7.55% **(-0.26%)**
- Science: A decrease from 11.18% to 7.32% **(-3.86%)**
- Social Studies: A decrease from 3.75% to 2.96% **(-0.79%)**

Of particular interest, a more granular analysis of the completion rates of students registered in courses outside their normal grade alignments indicate an incompleteness rate greater than 25% in 11 of the 18 courses offered (61% of courses). (i.e. Grade 11 students registered in math 10-3 experienced an incompleteness rate of 31.03%). This information will help define our work in the years ahead.

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

- 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

Although many positive academic trends emerged from the expansion of student supports in 2023-24, general student three-year and five-year graduation rates continued to decrease. This continues to be a concern and is intended to be a continued focus.

- Three-year graduation rates (-3.1%)
- Five-year graduation rates (-2.7%)

Well-Being

Interventions designed and implemented to support student well-being in 2023-24 were seen to have a positive impact on rates of belonging, anxiety and depression among students. Using year to year comparison data from the OurSchool Student Survey the following trends were identified:

- An increase in student (sense of) belonging (+6%)
- A decrease in self-identified anxiety (+7%)
- A decrease in self-identified depression (+15%)

Additional questions included in the OurSchool student survey also indicated that stress experienced at school was having a lower impact on students. Students identified lower academic avoidance behaviours associated with stress (-6.5%), as well as a lessened belief that stress experienced at school was impacting their overall achievement (-3%).

Student Services referral data also showed an increase in year to year referral rates and thus an increase in students accessing "Student Learning Team" supports. Through the entirety of semester one in 2023-24, 15 students were referred and thus accessed services through the JCS continuum of supports process. As of October 8, 2024 this number has already been surpassed with 19 students accessing supports and more to be expected through the remaining twelve weeks of the semester.

Truth & Reconciliation, Diversity, and Inclusion

The JCS Indigenous student cohort has experienced an increase in graduation rates even as general student graduation rates trended downwards in 2023-24.

- FNMI three-year graduation rates increased (+0.9%) to 84.2%
- FNMI five-year graduation rates increased (+2.1%) to 90.7%

Through the creation of a more robust student support network in 2023-24 a greater assortment of indigenous student supports have resulted. These efforts have led to increased numbers of transition meetings with grade 10 and 12 indigenous families, as well as an increase in student referrals to the newly created JCS Indigenous Student Learning Team. As of October 2024, five students have been referred to this team and are currently accessing supports. These results are a positive trend upwards as limited focused student support resources were available prior to the initiatives put in place as part of the 2023-24 school development plan.



School Development Plan – Year 1 of 3

School Goal

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

Outcome 1: Improving Student Access to Tiered Academic and Personal Supports

Student well-being will improve.

Outcome 2: 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

- Design and implement a whole-school collaborative response model.
- Create a new Student Learning Centre designed to support at-risk students
- The creation of a Math15 program along with resources and professional learning for staff.

Well-Being Actions

- Refine current at-risk student referral process.
- Use of Raven Time to engage students in learning opportunities related to mindset and the positive role of stress in our lives.
- New student advisor portfolio focused on directly supporting EAL and FNMI students and families.

Truth & Reconciliation, Diversity and Inclusion Actions

- Development of a Tiered Continuum of Supports based on the *Holistic Lifelong Learning Framework*.
- Creation of an Indigenous Student Learning Team and referral process.
- Creation of an indigenous transition plan for all grade 10 & 12 students and families.


Professional Learning

- Well-Being Professional Learning Opportunities: Growth Mindset.
- Professional Learning: Collaborative Response
- Professional Learning: Continuum of Supports
- Academic Professional Learning: Math 15 Curriculum.
- Indigenous Professional Learning: Maatoomsii'Pookaisks

Structures and Processes

- Refine new Student Learning Team (SLT) referral, review and intervention model.
- Implement new whole school collaborative response process.
- Expansion of student referral system to external partner agencies including ALT, AIFY, Bridges and YMCA.
- 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 a collaborative response leadership committee.
- Portfolio design for new Learning Leader of EAL/Second Languages
- Portfolio design of new student advisor for EAL and FNMI students.

Resources

- CBE Education Plan (24-27)
- 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)
- Collective Efficacy (Donohoo, 2017)