



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

Alberta Education Assurance Measures: Overall Summary
Student Growth and Achievement

Measures	RTHS Current	RTHS 3yr Average	AB Current	AB 3yr Average
3 Year High School Completion	88.7	87.5	80.4	82.4
5 Year High School Completion	92.7	91.7	88.1	87.3

There is an increase of 1.2 percentage points in the 3-year high school completion and 1.0 percentage point increase in the 5-year high school completion. Students at Robert Thirsk continue to excel in this area in relation to provincial results.

2023-2024 Alberta Education Assurance Measures notes a 2.3 percentage point increase in the overall students achieving acceptable standard on Diploma examinations; however, this is 4.2 percentage point below the provincial average. Overall standard of excellence also increased by 2.4

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



percentage points (2023 – 19.5, 2024 – 21.9). This result is 0.7 below the provincial results. While OurSCHOOL Survey results show a decrease in the number of students who identify being anxious, many of our students articulate anxiety during assessments. Continued focus on Social Emotional Learning and Executive Functioning will continue to support students in this area.

Education quality declined 1.5 percentage points, and is 5.3 percentage points below the 2024 provincial result. Of particular concern is that students identify quality of education to be very low. Student surveys to monitor progress in this area, as well as to the reasons students consider quality of education to be very low will support teacher professional learning communities in the 2024-25 school year.

Well-Being

Results continue to show a need to focus on developing a sense of belonging and connectedness.

Alberta Education Assurance Measures indicates 71.2 percent of our students feel that Robert Thirsk is a welcoming, caring, respectful and safe learning environment. This result continues to be below the provincial result. The CBE Survey shows an upward trend in students feeling safe attending school from 57% in October 2023 to 61% in October 2024, as well as a 4.3 percentage point increase in the number of students who identify that they have one adult at school who they really connect with.

OurSchool Survey indicates students' sense of belonging is down 2 percentage points - currently 62%. However, the CBE Student Survey indicates 74% of our students feel connected and have a sense of belonging. CBE Student Survey surveys Grade 11 and 12 students, suggesting it will take time to develop a sense of belonging with our students who have recently transitioned from Grade 9. OurSCHOOL Survey results indicate 85% of students identify that teachers care for them. Creating a sense of care between and amongst our student community will continue to be a focus. This data will inform our transition planning with feeder schools, as well as our start up activities and learning experiences for students in the first few days of school.

OurSCHOOL Survey indicates 73% of students agree or strongly agree that Connect is a safe place to develop trusting relationships with students and their teacher. This is down from the previous year (77%). School Connect planning group has focused intentionally on supporting learning related to well-being during Connect gatherings. However, student voice group feedback highlights that not all staff are taking up this work in the same way. Further student engagement in the planning process this year will support growth in this area.

Truth & Reconciliation, Diversity, and Inclusion

Robert Thirsk learning community is home to 50 students who self-identify as Indigenous, 233 students identified as English as Additional Language





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

Learners, and 389 young people supported with Individual Program Plans. During the 2023-24 school year, Connect activities and learning experiences centered around the Indigenous Lifelong Holistic Lifelong Learning Framework, as well, with the support of the Indigenous Education Team, students who identify as Indigenous, and staff, created a holistic wellness space within our community. This space is open throughout the day to support students, and under the guidance of an Elder, teachings take place regularly during lunch breaks.

OurSCHOOL Survey results show that 88% of students who self-identify as Indigenous articulate that their teachers care for them, and 91% of students articulate they have at least one adult in the building they can connect with. CBE Survey indicates that 86% of students who self-identify as Indigenous are proud to be part of their school.

OurSCHOOL Survey indicates 74% of all students identify learning about Indigenous ways of being, belonging, doing and knowing, but only 37% of students indicate learning from Indigenous Elders and Knowledge Keepers. 66% of students indicate having an understanding of their own culture, and 78% of students indicate having an understanding of other cultures. We continue to develop relationships with Elders and Knowledge Keepers and look for opportunities to support learning for all students.

Data Analytics indicates that the credit count for Students who identify as Indigenous is well above Area 1 and CBE data. A similar pattern is seen with English as an Additional Language students and students who are supported through an Individual Program Plan.





School Development Plan – Year 1 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
- Stem and outcomes analytics
- Report Card Data and course completion data

Data for Monitoring Progress

- Comet Council Feedback
- Credit Recovery and Credit Rescue Tracking
- Course Mark Analytics - Term 1 and 3
- EAL Benchmarks data Analytics
- High School Diploma Analytics
- Alberta Education Assurance Measure Results Report: 3-Year High School Completion
- Teacher perception data in implementing Outcome based assessments and Common assessments
- Teacher Self-Assessment Tool – Assessment and Reporting in CBE, as well as Thinking Routines
- Assignment Stem/Outcome Analysis
- Perception data from students

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 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*

Structures and Processes

- *Discipline and Grade PLCs focused on calibration of assessments that help teachers align their expectations and grading practices, across classrooms*
- *Collaborative Response structures and processes are used to identify students at risk to provide additional support*

Resources

- *Assessment & Reporting in CBE*
- *Assessment & Reporting in CBE | Practices & Procedures*
- *EAL Benchmarking Tool*
- *Wayi Wah! Indigenous Pedagogies by Jo Chrona*
- *Grading for Equity Book by Joe Feldman*





School Development Plan – Year 1 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*
- *Semester Report Cards*
- *Diploma Exam Results*

Data for Monitoring Progress

- *Attendance Data Analytics*
- *Comment Council Feedback*
- *Mid-term grades*
- *Staff Surveys (teacher perception of their confidence in leading this work)*
- *Student Surveys*
- *Mentor group feedback from talking circles*

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*
- *Use of Focus to support student learning success, including student choice in where to concentrate their learning focus*

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 Pre-Learning and 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

Structures and Processes

Resources





- *At least one staff member will share celebrations of connectedness and belonging during monthly staff learning time*
- *Provide training for teachers and staff on cultural competency, implicit bias, equitable assessment practices, and culturally responsive teaching practices*
- *Staff engagement in OBA Learning Sessions which are extended into discipline and grade team meetings*
- *Professional learning in the spirit and heart domains*

- *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 with Elder Gloria Manitopyes*

- *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*

