

## Queen Elizabeth 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](#).





# School Development Plan – Year 2 of 3

## School Goal

Student engagement in learning will improve.

## Outcome:

Through an enhanced culture of well-being, thoughtful task design, and responsive assessment practices, students will become more engaged in their learning.

## Outcome Measures

Alberta Education Assurance Measures – Percentage of students, parents, and teachers who agree that students are engaged in their learning

Alberta Education Assurance Measures – Percentage of students who agree that what they are learning is interesting and useful to them

OurSCHOOL Survey – Open question to gather student voice on engaging tasks

CBE Student Survey Data:

- “The things I’m learning in school are interesting to me.”
- “The things I am learning in school are meaningful to me.”
- “In my classes I have the opportunity to reach interesting books.”
- “I see mathematics as a creative and interesting subject.”

## Data for Monitoring Progress

- Attendance Data
- Teacher Self-Assessment Tool – Assessment and Reporting in the CBE
- Student Monitoring Data - Collaborative Response, Weekly Meetings, SLT/ALT Referrals, System Class Data
- Perception data from students
- Middle Years Literacy Tracking Tool
- Numeracy tracking – MIPI scores Fall and Spring
- Teacher perception data in implementing outcomes-based assessments and common assessments
- Report Card analytics
- Provincial Assessment results (Diploma Exams and PAT Exams)

## Learning Excellence Actions

Teachers will consistently and clearly align their tasks with the outcomes in the program of studies

Teachers will provide clear learning targets, success criteria and actionable feedback to support learning progressions

## Well-Being Actions

Junior High SWAT (Student Wellness Action Team) will develop community building events and communications (Knightly News) to enhance students' sense of connection and belonging

High School SWAT will develop opportunities for student voice to enhance school culture and

## Truth & Reconciliation, Diversity and Inclusion Actions

TRC Commitment focus on multiple entry points for staff to design culturally responsive tasks

Continuation of the High School SWAT with a focus on building culturally responsive well-being continuum of supports





Teachers will collaborate to design high quality summative assessments

Teachers will use student voice to design “look fors” for high quality summative assessments

Teachers will use student learning data to design high quality summative assessments

strengthen student leadership opportunities

Junior High Student Support Model with dedicated Student Advisor for grades 7-9 to design and implement well-being supports

High School Support Model with dedicated Student Advisor for grade 10-12 to design and implement well-being supports

Junior High Student Support Model with dedicated Student Advisor for grades 7-9 to design and implement effective inclusion strategies

High School Support Model with dedicated Student Advisor for grade 10-12 to design effective inclusion strategies

Provide school-based opportunities for students to lead whole-school activities that highlight diversity (e.g., Culture Day)

### Professional Learning

System PD session for Middle Schools on Wellbeing and Literacy

System PD sessions for High School on Outcomes-based Assessment

Staff Non-Instructional Days focused on embedding the CBE's 5 principles of assessment and high-quality summative assessments

Masstoosii'Pookaiks-Children First Professional Learning

English as an Additional Language (EAL) Strategist embedded Professional Learning

### Structures and Processes

Grade 7 and 8 targeted literacy/numeracy block

Junior High Power Up classes

Grade 7 & 8 Learning Communities timetable structure to facilitate cross-curricular learning opportunities and strengthen connection and belonging

Macro (cross discipline teams) and micro (discipline) – Professional Learning communities (PLC)

Collaborative Team Meetings (CTM) with a focus on data driving the key issue for discussion

Layered Student Learning Team meetings including a weekly Student Advisor and Assistant Principal SLT

### Resources

Assessment & Reporting in the CBE

High Quality Summative Assessments| K-9

High Quality Summative Assessments| 10-12

High Quality Summative Assessments| Modified Programming

CBE Well-being Framework

Literacy Framework

Numeracy Framework

Holistic Lifelong Learning Framework

Teaching Students to Drive Their Learning: A Playbook on Engagement and Self-Regulation by Douglas Fisher, Nancy Frey, Sarah Ortega and John Hattie



## School Development Plan – Data Story

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### 2024-25 SDP GOAL

Outcome one: School engagement in learning will improve.

#### Celebrations

- Student overall levels of engagement have increased by 2 percentage points based on the Alberta Education Assurance (AEAM) Survey Results.
- Student levels of engagement in science have increased by 5 percentage points based on the AEAM Survey Results.
- Students at Queen Elizabeth High School report higher levels of safety, connection and belonging to school than the previous school year and greater than the national average based on the OurSCHOOL Survey results.
- Students overwhelmingly report that there are high expectations for them as learners based on the CBE Survey.
- Overall, student levels of interest in learning at school have increased by 8 percentage points based on the CBE Survey.
- Overall, students report that “the things I am learning in school are meaningful to me” has increased by 2 percentage points based on the CBE Survey.
- Teacher perception of students’ learning as engaging, interesting and meaningful has increased.

#### Areas for Growth

- 55.5% of students reported that they read texts that are interesting to them.
- Grade 7-9 students reported lower engagement in all subject areas than our high school students.
- Grade 7-9 students reported having less voice in the decision-making processes at our school.
- Build staff capacity to design culturally responsive tasks that increase engagement through student voice.
- Increase parents’ perception of their child’s engagement in learning.





### Next Steps

- Increase interest in the texts students are reading by implementing choice, voice, and culturally responsive texts through a daily junior high literacy block.
- High school students showed a greater increase and higher levels of engagement than junior high school students. Develop a junior high school principal advisory council to hear student voice.
- Increase student voice in engaging task design. Collect student voice through the CBE Survey and Student Advocacy focus groups.
- Work with Student Advocacy and Student Wellness Action Teams at the junior high and high school levels to identify culturally responsive well-being supports.
- Build staff capacity by implementing a “macro” and “micro” professional learning structure for teachers to design engaging tasks using student voice.
- Increase parents’ perception of their child’s engagement in learning through weekly Knights’ Notes Principal messages that include specific updates around the rigorous and relevant tasks students are engaging in at QEHS.

