

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

Queen Elizabeth High School

512 18 Street NW, Calgary, AB T2N 2G5 t | 403-777-6380 e | queenelizabethjr@cbe.ab.ca

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

Learning Excellence

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

	2022	2023	2024	Alberta 2024
Students	78.6%	70.3%	71.8%	69.3%
Parents	82.8%	82%	81%	86.7%
Teacher	86.5%	90.7%	92.4%	95.1%

Alberta Education Assurance Measure - Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	2022	2023	2024	Alberta 2024
--	------	------	------	--------------



Students	82%	77.3%	78.3%	84.9%
Parents	80.3%	79.6%	76.7%	83.8%
Teachers	90.5%	91.2%	92%	93.9%

Our data shows the number of students and parents who are satisfied with the overall quality of basic education is declining. Additionally, students' perception of their engagement in learning is lower than the perceptions of parents and teachers. We see a similar trend in the Provincial data. Upon further analysis we can see that the percentage of students who strongly agree that what they are learning is both useful and interesting to them is decreasing in all subject areas. This data led us to dig deeper and reflect on task design and assessment practices across all disciplines. We will focus on building teacher capacity in high quality assessment practices with a narrow focus on designing engaging and meaningful learning tasks with explicit connections to the program of studies.

Well-Being

Student perception data is collected through various surveys throughout the school year. These surveys capture student voice, offering deeper insights into their experiences within the learning environment. Comparing the 2022 and 2023 results of the OurSCHOOL Survey we can see a slight decline in students' sense of belonging, positive relationships and feeling safe attending school. The Alberta Education Assurance Measure Survey shows that our students' perception of Welcoming, Caring, Respectful and Safe Learning Environments has increased slightly (+0.4%), but is still below the Alberta result by 2%. This data suggests that an intentional focus on building students' sense of community and engagement should help increase the students' perception of wellbeing and their sense of belonging and safety.

Truth & Reconciliation, Diversity, and Inclusion

The diverse demographics of our school provide a unique opportunity to celebrate inclusion in all its forms. Our school population is comprised of 19.07% English as Additional Language (EAL) students, 4.17% students who self-identify as Indigenous, and 27.41% of the student population identifies with special education codes and varies in their needs. Queen Elizabeth High School is home to 3 Specialized programs; the d/Deaf





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

and Hard of Hearing program (DHH), the Gifted and Talented program (GATE), and 3 sections of The Class (2 junior high and 1 high school)

"My school is a place where learning and extra-curricular activities are safe and accessible (physically, intellectually, emotionally, socially) to all students"	85.34%
"I am an ally to people who look, behave, speak and/or identify differently than me"	89.85%
"When racism and/or discrimination occurs at my school, my school takes steps to address it"	60.61%
"I see my culture reflected in my school"	49.73%

The results from the CBE Student Survey show us that students feel their school community is safe and accessible for all, and that students see themselves as allies to people who are different from them. However, the data also shows us that we have some work to do in terms of addressing racism and discrimination, and ensuring students see their own cultures reflected in the school. It is important to note that our grade 9 group had the lowest level of agreement with the last 2 statements, thus we need to pay close attention to these students as we work towards ensuring our school community is a welcoming, safe, caring, and respectful learning environment.

	Overall	Grade 9
"When racism and/or discrimination occurs at my school, my school takes steps to address it"	60.61%	56.25%
"I see my culture reflected in my school"	49.73%	39.83%





School Development Plan – Year 1 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-ended question related to engagement in learning
- CBE Student Survey data related to wellbeing, sense of belonging and feeling safe at school.

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 Outcome based assessments and Common assessments
- Report Card analytics
- Provincial Assessment results (Diploma Exams and PAT Exams)

Learning Excellence Actions

- Teachers in grade 10 and 11 core courses consistently and clearly align their tasks with the outcomes in the program of studies
- Teachers help students to see the connections between the tasks they are doing in class and 'real world' applications ("why are we doing this?")
- Teachers in all grades ensure they are grounding their assessment in the CBE's 5 Guiding Principles of Assessment.

Well-Being Actions

- Creation of a Junior High SWAT (Student Wellness Action Team) - one student rep from each Junior High homeroom
- Continuation of the High School SWAT
- Ensure a robust and diverse offering of extra-curricular opportunities for all students (clubs, athletics, community building initiatives)
- SWAT & Well-Being Symposium (Middle Years & High School)
- Building community with Homerooms (monthly team building activities)
- 'Fear is Not Love' will be giving presentations on emotional regulation and

Truth & Reconciliation, Diversity, and Inclusion Actions

- Teachers design tasks and assessments that are culturally inclusive and accessible to all learners
- Provide school-based opportunities for students to lead whole-school activities that highlight diversity (e.g., Culture Day)
- Dedicated Student Services person to be First Nation Metis and Inuit Liaison
- The Social Studies team will focus on helping students see the connection between the truth they are learning in the classroom with reconciliation/reconciliACTION in the community
- Focus on celebration of culture (books, curriculum connections, Culture Day)





- Teachers use diagnostic and formative Assessments to get to know their learners and to inform them about the next phase of the learning cycle
- Teachers use summative assessments to provide accurate communication to students and families about the proficiency of achievement in relation to the learning goal(s)
- Teachers will focus on setting clear learning intentions and providing exemplars to increase student engagement in tasks
- Teachers will provide students with voice and choice in learning activities

- coping skills to all Junior High homerooms
- 'Fear is Not Love' will be giving parent presentations on emotional regulation and coping skills to support the work in the junior high homerooms
- Frequent post-secondary and career presentations open to all students
- Teachers will provide students with voice and choice in learning activities
- Outcome Based Assessment (OBA) practices will inform personalized plans for students to rescue/recover credits

- Developing a timetable to support integration between community and specialized classes
- Expanding our ASL language and culture course offerings to continue building a d/Deaf inclusive school community
- Teachers will provide students with voice and choice in learning activities

Professional Learning

- System PD session for middle schools on Wellbeing and literacy
- System PD sessions for High School on OBA.
- Staff non-instructional days focused on moving our assessment practices forward
- System Indigenous PD Day

Structures and Processes

- Grade 9 Knight's Block targeted literacy/numeracy support
- Junior High Power Up classes
- Grade 7 & 8 Learning Communities
- Friday meeting times – Professional Learning Community (PLC), Full Staff, and Collaborative Team Meetings (CTM), and weekly Student Learning Team (SLT)
- High School OBA specific PLC.

Resources

- CBE Guide to Assessment & Reporting
- CBE Wellbeing, Literacy, Numeracy and Holistic Lifelong Learning Frameworks
- 'Engaging Middle Years Students in Learning' - Transforming Middle Years Education in Manitoba (2010)
- 'Redefining Student Accountability' - Tom Schimmer (2023)
- 'Grading for Equity' - Joe Feldman (2019)



