

## Nelson Mandela 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

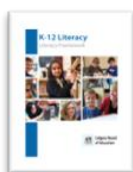
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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://nelsonmandela.cbe.ab.ca/school>





## School Development Plan – Year 2 of 3

### School Goal

To maintain or increase the percentage of students who complete High School within 5 years through improved student sense of connectedness and belonging.

### Outcome:

Improved student sense of connectedness and belonging and rate of High School completion within 5 years.

### Outcome Measures

- Part B ELA Diploma
- Part B Social Studies Diploma
- Report Card Data T1, S1, T3 Y1
- Perception Data
- Alberta Assurance Survey

### Data for Monitoring Progress

- LP Analytics Tool
- Student Perception Data
- High School Diploma Analytics Tool
- High School Outcome Data Analytics
- Student Well-Being Action Team Data
- Student Attendance Data

### Learning Excellence Actions

- Utilize high impact strategies for reading, vocabulary, and word learning across all disciplines
- Explicitly teach students how to approach and comprehend text or content in different disciplines. This includes strategies for skimming, scanning, annotating, and summarizing
- Teachers provide students opportunities to practice common literacy strategies, in addition to using more discipline specific frameworks and practices, as they read and write texts
- Teachers ensure that formative and summative assessments measure the intended learning

### Well-Being Actions

- Provide students opportunities to goal set and explore various career pathways.
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, peer feedback, and/or reflection
- Provide actionable feedback that moves learners forward.
- Provide students with low risk and supported opportunities to engage with peers and staff through extracurricular offerings.
- Build meaningful and proactive connections with feeder schools to facilitate student transition to High School.

### Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are culturally inclusive, and accessible to all learners
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts.
- Design student and staff learning tasks that intentionally activate the Spirit, Heart, Body and Mind.
- Gather diverse assessment information that aligns with the nature of the learning outcomes and is culturally inclusive and differentiated based on student need
- Empower students to have voice in learning,





outcomes and that learning outcomes are inclusive of the appropriate disciplinary literacies

- Establish a Student Diversity Council

assessment and decision-making

#### Professional Learning

- High School System Professional Learning: HS OBA Core LLs & Implementers PL Series
- Professional learning centered on establishing a whole school approach to addressing discriminatory behavior
- Maatoomsii'Pookaiks

#### Structures and Processes

- Department Calibration Meetings
- Professional Learning Communities (PLCs) – focus on designing scaffolded tasks based on content literacy across all disciplines
- Post-High School Exploration through Connect
- Daily reading and writing tasks that span content areas
- YOUnted Fridays

#### Resources

- 10-12 Universal Calibration Protocol
- Assessment and Reporting in CBE – Practices and Procedures
- CBE High School EAL Strategist
- Student Well-Being Action Team

## School Development Plan – Data Story





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**2024-25 SDP GOAL ONE:** To maintain or increase the percentage of students who complete High School within 5 years through improved student sense of connectedness and belonging

**Outcome one:** Improved student sense of connectedness and belonging

### Celebrations

- Maintained and/or improved graduation rates for the whole school and EAL cohorts
- Decreased the percentage of students who feel unsafe at school (25.0% to 20.0%)
- Significant improvement in student perception that the school responds to racism and discrimination (51.48% to 61.35%)
- Student survey responses indicate satisfaction with staff, extracurricular offerings and inclusive school community

### Areas for Growth

- Continue to improve student proficiency in students constructing meaning from text and context
- Target marginalized students to build confidence that the school will address student concerns around racism and discrimination
- Smooth the transition between Jr. High to High School

### Next Steps

- Continue to calibrate a whole school approach towards literacy development
- Establish a whole school framework for identifying, naming and addressing discriminatory behaviors
- Greater collaboration with feeder schools to enhance the transition process and build on existing work in K-9

