



Dr. E.P. Scarlett 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

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

Measures	2023-24	2022-23	Prev. 3 Year Avg.
3-Year High School Completion	90.1%	92.9%	91.6%
Diploma Acceptable	93.1%	92.3%	92.3%
Diploma Excellence	40.8%	36.3%	36.3%

3-Year High School Completion is high for the school as a whole, and the students' Diploma Exam performance in meeting both the Acceptable Standard and the Standard of Excellence are strong.

Closer analysis of local school data for Grade 10 students reveals substantial declines compared with historical averages in Math 15/10-3/10C and Science 14/10. These circumstances provide the opportunity, and necessity, of maximizing the impact of high-yield instructional, assessment, and reporting strategies. We will focus on building teacher capacity in Outcomes-Based Assessment and the 5 Guiding Principles of Assessment and Reporting.

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



Teachers will redesign and adjust quality assessments to improve clarification of learning intentions and enhance student participation in the process. They will use diagnostic assessments to target needed learning intentionally, and they will employ formative assessment to enhance student learning. Teachers will build skill in the use of the proficiency scale and calibrate in-school learning outcomes through common assessments designed to help each student learn at an appropriate level of challenge and support.

Well-Being

Student survey results suggest a continued need to improve well-being of students and their feelings of safety in school, particularly in the OurSCHOOL survey and the Alberta Education Assurance Measure Results Report. While the numbers of students at the school who feel safe matches the Canadian norm (59%), and the percentage of students who agree their learning environments are welcoming, caring, respectful and safe is just below the Alberta average (74.6% and 75.2%, respectively), the number of our students who report moderate or high levels of anxiety (35%) is significantly higher than the Canadian norm (31%). This anxiety gap increases as students' progress in grades, where the opposite trend is observed in Canadian students overall.

Mental health and academic success are intricately linked, and in our school the two appear to have decoupled, requiring a response. We will engage students in opportunities to improve their sense of belonging. Students will have more ownership through the Principal's Advisory Council; they will have more opportunities for Athletics (in and out of teams), and a growing number of clubs. Student needs can be met more capably through an enhancement of our School Learning Team processes that will have teachers more directly engaged identifying and recommending students in need as an extension of our regular Collaborative Response Team Meetings. Furthermore, we will continue our improvements to the Grade 9 to Grade 10 transitions by targeting students needing more support.

Truth & Reconciliation, Diversity, and Inclusion

Increasingly diverse demographics in our school provide an opportunity to prepare for even greater needs for support for students from feeder schools in the future. Our school increased its number of students who are English as an Additional Language Learners to nearly twice last year's total, and the population of students with special education codes has grown, as have the number of students requesting access to specialized accommodations.

English as an Additional Language students who wrote diploma exams achieved similar results to the province in meeting the Acceptable Standard and achieving the Standard of Excellence. Self-identified indigenous students at our school who wrote diploma exams achieved impressively superior results compared with the province in meeting the Acceptable Standard and achieving the Standard of Excellence. However, the 3-Year High School Completion rate declined for both groups. We can celebrate these strong results overall while





acknowledging the need to continue to track individual data for these students to provide needed support.

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





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:

The implementation of Outcomes-Based Assessment practices across disciplines to support fair, transparent, and equitable assessment practices and improve literacy achievement.

Outcome Measures

Diploma Exams

- *All Diploma Exams (English Language Arts 30-1/30-2, French Language Arts 30-1, Biology 30, Chemistry 30, Mathematics 30-1/30-2, Physics 30, Science 30, Social Studies 30-1/-2.*
- *Course completion analytics*
- *Report card*
- *Diploma and school report mark alignment*
- *High school graduation rate*
- *High outcome analytics*
- *High school diploma analytics*
- *Assignment stem/outcome analysis*

Data for Monitoring Progress

Internal Tracking

- *EAL Benchmarks data Analytics*
- *High School Diploma Analytics*
- *Alberta Education Assurance Measure Results Report: 3 Year High School Completion*
- *Assignment Stem/Outcome Analysis*
- *Perception data from students*
- *Credit Recovery and Credit \ Rescue Tracking*

Formative Progress

- *Professional Learning Communities*
- *Teacher use of pre-post assessments*

Perception Data

- *CBE Student Survey – Literacy Framework – “I know what to do next to improve my reading/writing skills”*
- *CBE Student Survey – Mathematics Framework – “I am confident that I can learn mathematics”; “I know what to do next to improve in mathematics.”*

Learning Excellence Actions

- *Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria*
- *Teachers use various assessment types and common assessments to ensure fairness and accuracy in reporting achievement results*
- *Provide timely, consistent, and constructive feedback to help students understand their assessment results, map*

Well-Being Actions

- *Provide students with opportunities for continued learning and reassessment to motivate student learning and lessen anxiety about “moment in time” performance*
- *Provide accommodations to students, such as additional time, that help students to meet learning goals and to alleviate anxiety about results*
- *Use diagnostic and formative assessments to support students in understanding learning*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Teachers design tasks and assessments and engage resources that are culturally inclusive and provide multiple points of entry or accessibility to all learners*
- *Teachers ensure students have access to accommodations when needed to remove barriers to learning without consequence to grades*





*progress, and address
areas of improvement*

- *Outcomes-based
Assessment in English 10-
1/-2, French Language Arts
10, Math 10C/20-1,
Science 10, Social Studies*

*needs and setting
appropriate learning
targets.*

Professional Learning CBE Professional Learning Series

- *Outcomes-Based
Assessment – review and
continue refinements of
assessments to support
improved understanding
and use of the Proficiency
Scale*
- *Design of tiered tasks that
map with the outcomes*
- *Calibration through the
exploration of student work
(including the use of the
Proficiency Scale) to build
collective understanding of
fair, equitable, and
transparent assessments*

Structures and Processes School-Based

- *Professional Learning
Communities*
- *Collaborative Response*
- *Student Learning Team*
- *Department Team Meetings*
- *Principal's Advisory Council*
- *Student Diversity Club*

Resources

- *CBE K-12 Literacy
Framework*
- *CBE K-12 Mathematics
Framework*
- *Assessment and Reporting
in CBE*
- *Assessment and Reporting
in CBE | Practices &
Procedures*
- *CBE Student Well-Being
Framework*
- *CBE Indigenous Education
Holistic Lifelong Learning
Framework*
- *Making Teaching and
Learning Visible*
- *Visible Learning by John
Hattie*
- *Grading for Equity by Joe
Feldman*
- *May include Well-Being and
Truth & Reconciliation,
Diversity, and Inclusion
Resources connected to
actions above*

School Development Plan – Year 1 of 3

School Goal

Students' experience of feeling safe, welcome, and secure at school will increase

Outcome

Students' sense of belonging will improve

Outcome (Optional)

Students will feel less anxious about school



**Outcome Measures****CBE Surveys**

- *Alberta Education Assurance Measures Survey: W1: Welcoming, Caring, Respectful and Safe Learning Environments*
- *CBE Student Survey – Holistic Lifelong Learning Framework – Heart – To Belong – “I feel included at school”; “I feel welcome at school”*
- *CBE Student Survey – Emotional Health – “I have strategies to help myself that I use if I feel stressed out about school.”*
- *CBE Student Survey – Diversity and Inclusion – “My school is a place where learning and extra-curricular activities are safe and accessible to all students”*
- *OurSCHOOL Survey: Well Being: “Students with Moderate or High Levels of Anxiety; “Feel Safe Attending this School”*

**Data for Monitoring Progress
Internal Tracking**

- *Collaborative Response*
- *Student Learning Team*
- *Attendance Data Analytics*
- *Grade 9 Transition Plans*
- *Global SLT structures and process*
- *Tracking data for Resource Room use*

Learning Excellence Actions

- *Enhance Grade 9 transition procedures to improve connections between students and their school supports, guidance counselors, and administrators.*
- *Create and promote opportunities for students to participate in athletics, clubs, and school community activities.*
- *Fully implement and monitor Collaborative Response and Global Student Learning Team meetings.*

Well-Being Actions

- *Student Activity and Student Voice Learning Leader and Leadership classes will design and promote school community activities to enhance student connection.*
- *Assistant Principals and Guidance counselors in “Alpha Teams” will manage transition plans and track attendance and well-being data.*
- *Teachers will monitor students for markers of well-being and make use of Collaborative Response / Student Learning Team processes to identify needed help for students*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Diversity and Inclusion Learning Leader and Diversity Club will promote activities that enhance students’ sense of belonging and well-being.*
- *Reinforce strong connections with Elders and Knowledge Keepers and invite them to be involved in school activities*
- *Promote specific family-centered activities designed to enhance sense of community for self-identified indigenous students.*

Professional Learning

- *Maatoomsii’Pookaiks.*
- *Training for teachers and staff on cultural competency, implicit bias,*

Structures and Processes

- *Collaborative Response*
- *Student Learning Team*
- *“Alpha Teams”*
- *Principal’s Advisory Council*

Resources

- *Student Well-Being Framework & Companion Guide*





*inclusive assessment
practices, and culturally-
responsive teaching*

- *Training for teachers and staff on trauma-informed practice.*

- *Diversity Club*
- *Student Leadership Class.*

- *Indigenous Education
Holistic Lifelong Learning
Framework*
- *Dates of Significance*
- *Fostering Resilient Learners
by Kristin Souers and Pete
Hall.*

