

Ernest Manning 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

Aligned with the CBE 2024-2027 Education Plan, the following data domains were analyzed to support goal development. These domains include data related to Learning Excellence, Well-Being, advancing Truth and Reconciliation, Diversity, and Inclusion to inform practice. Specific areas of focus included:

Learning Excellence

Alberta Education Assurance Measures – Overall Summary

Student Growth and Achievement

Measures	2023 -24	2022-23	Pre 3 Year Average
3-Year High School Completion	93.0%	90.4%	89.8%
5-Year High School Completion	93.8%	93%	91.5%
Education Quality	87.8%	87.0%	88.0%
Access to Supports and Services	81.8%	85.3%	81.3%

There is a 2.6% increase in the number of students who complete high school within 3 years and a 0.8% increase in those who complete within 5 years. This growth represents an overall increase of nearly 4% in the total number of students successfully completing high school.

A deeper dive into the data suggests that students who do not complete high school within the 3-year period are unlikely to complete within 5 years. Further

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



analysis indicates that non-completion often begins with students who struggle to master course content in grade 10 and 11. Additionally, we observed a 3.5% decrease in students and parents reporting access to supports and services, as well as a 0.8% decline in stakeholder perception of education quality.

Therefore, our focus as a school community is to create conditions that allow students to demonstrate their mastery of learning through various means and modalities. We aim to ensure students are aware of available supports and that these supports are flexible, adapting based on feedback from students, parents, and teachers. Finally, we will design tasks that engage learners in ways that are relevant, explicitly aligned with the program of studies, accurately reflect their learning, and provide actionable feedback to guide the next steps in their learning journey

Well-Being

As a school community, there has been a strong emphasis on creating a safe and welcoming learning environment for all students. A foundational element of this effort has been supporting teachers in implementing universal supports, which consist of effective, research-based classroom instruction designed to benefit all students. These universal strategies align with and advance student social, emotional, and academic growth, with the goal of enhancing student efficacy and engagement.

Data sources include the Alberta Education Assurance Measure Results Report on welcoming, safe, caring, and respectful learning environments, the CBE Student Survey on well-being, and the OurSCHOOL survey on well-being.

Key highlights from the CBE Student Survey related to student academic success include:

Student Survey Information	2023 -24	2022-23
<i>"My reading and writing skills help me achieve future goals"</i>	82.35%	83.1%
<i>"I can reach the level of success in mathematics that I need for my future goals"</i>	86.2%	89%
<i>"I have strategies that to help myself that I use if I feel stressed at school"</i>	70.5%	66.3%





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

Key data from the *Alberta Education Assurance Measures* included:

Measures	2023 -24	2022-23	Pre 3 Year Average
Citizenship	79.8%	78.1%	75.5%
Safe and Caring Learning Environments	85.6%	84.6%	84.3%
Education Quality	87.8%	87.0%	88.0%
Access to Supports and Services	81.8%	85.3%	81.3%

Truth & Reconciliation, Diversity, and Inclusion

At Ernest Manning High School, students and staff actively engage in unlearning colonial perspectives and re-learning practices that support reconciliation, promote equity, combat racism, and encourage positive citizenship. Teachers across departments work to incorporate traditional knowledge and incorporate land-based learning to support the success of all students.

Ernest Manning High School is a diverse community, with approximately 21% of students identifying as English as an Additional Language (EAL) learners. A key focus remains on fostering cross-cultural competencies and understanding among both students and staff.





School Development Plan – Year 1 of 3

School Goal

Students will develop an increased ability to demonstrate mastery in learning outcomes through multiple modalities aligned with the five guiding principles of assessment that are fair, transparent and equitable.

Outcome:

The implementation of Outcomes-Based Assessment within and across disciplines in all grades 10 and 11 courses, aligned with the guiding principles of assessment that are fair, transparent, and equitable, will allow students to demonstrate an increased mastery of learning.

Outcome Measures

- School Authority Report – High School Completion Rates and Quality of Education
- Report Card data Term 1 & 3 and course completion data
- Teacher perception data – Outcomes-Based Assessment 5 Principles of Assessment Perception Survey (Oct/Apr data pull)
- Alberta Education Assurance Measure: 3-Year & 5-Year High School Completion Rates

Data for Monitoring Progress

- High School Diploma Analytics
- Alberta Education Assurance Measure Results Report: Quality of Education
- Course mark analytics – Term 2 and 4
- Assignment Stem/Outcome analysis
- Teacher Self-Assessment Tool – Assessment and Reporting in CBE
- Assignment Stem/Outcome analysis
- Perception data from students (CBE Student Survey, OurSchool survey)

Learning Excellence Actions

- Consistent use of clear learning intentions aligned with identified course outcomes and outcomes-based assessment connected to the High School Proficiency Scale
- Teachers, within the company of peers, will calibrate assessment criteria and task design
- Teachers will provide timely, consistent and constructive feedback to help students

Well-Being Actions

- Structure tasks and assessments to ensure tier I strategies, such as providing visible learning target and exemplars, to reduce anxiety and ensure learning goals are 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 culturally inclusive and accessible to all learners
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind





understand their progress and areas for improvement

- Provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation of learning
- With students, co-construct assessment criteria, provide exemplars, and encourage students to use multiple modes to demonstrate learning outcomes

- Explicitly support student meta-cognition and reflection post-task to support greater learner reflection and efficacy
- Attend School Well-Being Action Team High School Student Well-Being Pre-Learning and Symposium focused on enhancing a Culture of Well-Being through specific actions related to school data
- Continue to create safe places, including the Learning Commons, to support students to regulate throughout the school day, easing levels of anxiety and improving overall Well-Being of students

- Ensure students have access to accommodations when needed to remove barriers to learning, without consequence to grades
- Continue to design tasks and assessment opportunities that incorporate land-based and traditional ways of knowing
- Dates of significance are recognized and celebrated for all students
- Diversity Council meets bi-weekly to discuss cultural practices and events to ensure all voices are heard and cultures are represented

Professional Learning

- System professional learning – Outcomes-Based Assessment – review and continue refinements of assessments to better allow students to demonstrate mastery of learning
- Collaboratively blueprint and co-construct learning tasks that allow students to demonstrate mastery of learning through multiple modes

Structures and Processes

- Structured common and team-based professional learning opportunities, including Friday afternoon focused on blueprinting and calibration that align expectations and grading practices within departments and whole-school
- Cross-curricular Collaborative Response structures and processes that are utilized to identify

Resources

- Assessment and Reporting in CBE
- Assessment and Reporting in CBE | Practices and Procedures
- Making Teaching and Learning Visible
- EAL Benchmarking Tool
- Grading for Equity Book by Joe Feldman





- Calibration through department and multi-disciplined Collaborative Response teams to build collective understanding for fair, transparent, and equitable assessments

common tier I and II intervention strategies to support student mastery of learning

- Student Well-Being Action Team refines actions based on school specific well-being data and supports a culture of well-being by executing Student Well-Being Action Plan and Photovoice Journal (Year 2)

- Collaborative Response: Three Foundational Components That Transform How We Respond to the Needs of Learners Book by Hewson et al
- Brightspace by D2L – Diversity and Inclusion

Quick Reference Guide

Glossary

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.





Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.

Monitoring Progress (continued): The School Development Plan works in concert with your Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.

Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.





Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(*including the Reporting and Expectations Timeline*\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

