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Calgary Board of Education

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School Development Planning

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
Students who self-identify as Indigenous experience improved well-being and achievement

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

School Improvement Results Report | 2025-2026






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School Development Plan – Year 3 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 across disciplines to support fair, transparent, and equitable assessment practices and improve literacy achievement.

Outcome Measures
- *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 school outcome analytics*
- *High school diploma analytics*
- *Assignment stem/outcome analysis*

Data for Monitoring Progress
- *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,*

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*

Truth & Reconciliation Actions

TRC Commitment to Action Commitment: Link
- *School staff will utilize the Holistic Lifelong Learning Framework to guide and inform practice in supporting students:*
- *"Alpha teams" will communicate personal, historical, and identity characteristics for students that factor into academic achievement*
- *Teachers will instruct and assess in consideration of*






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map progress, and address areas of improvement ▪ *Reporting to outcomes in Math 20-1/-2* ▪ *Outcomes-based Assessment and Proficiency Scales in Introductory CTS (Business Studies, Personal Foods, Architectural Design, Legal Studies Intermediate, Mechanics, Photography, Sports Medicine), Biology 20, Chemistry 20, English Language Arts 10-1/-2, Fine Arts (Art 10/20, Drama 10, Instrumental Music 10, Band 15, Choral 10, Choir 15) French Language Arts 10, French 10, Mandarin 10, Mathematics 15/10C/10-3/20-3, Physical Education 10, Physics 20, Science 10/14, Social Studies 10-1/-2, and Spanish 10.*	*understanding learning needs and setting appropriate learning targets.* ▪ *Teachers design tasks and assessments and engage resources that are culturally inclusive and provide multiple points of entry or accessibility to all learners* ▪	*relevant personal, historical, and identity characteristics* ▪ *Teacher will leverage student voice to design learning connected to students' lives and experiences* ▪ *Teachers will provide multiple entry points to tasks to encourage risk-taking and build resiliency* ▪ *Teachers will develop strength-based instruction and assessment approaches that celebrate incremental growth and progress*

Professional Learning	Structures and Processes	Resources
▪ *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*	▪ *Professional Learning Communities* ▪ *Collaborative Response* ▪ *Student Learning Team* ▪ *Department Team Meetings* ▪ *Principal's Advisory Council* ▪ *Student Diversity Club*	▪ *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, Resources*






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		connected to actions above









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School Development Plan – Year 3 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
- *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"*
- *NEW Do not include OurSCHOOL as measures. Consider other measures for Student Voice*

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

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 Actions

TRC Commitment to Action
Commitment: ***Link***
- *Staff will build community togetherness and reinforce connectedness through events like Commūn-I-Tea*
- *Staff will incorporate indigenous perspectives and values in Scarlett's community by inviting Elders and knowledge keepers to share knowledge with staff and students*
- *Creation of Indigenous spaces where students and staff can engage in spiritual ways of being,*






		belonging, knowing, and doing.
Professional Learning ▪ *Maatoomsii'Pookaiks.* ▪ *Training for teachers and staff on cultural competency, implicit bias, inclusive assessment practices, and culturally-responsive teaching* ▪ *Training for teachers and staff on trauma-informed practice.*	**Structures and Processes** ▪ *Collaborative Response* ▪ *Student Learning Team* ▪ *"Alpha Teams"* ▪ *Principal's Advisory Council* ▪ *Student Senate* ▪ *Diversity Club* ▪ *Student Leadership Class.* ▪ *Student Wellness Action Team*	**Resources** ▪ *Student Well-Being Framework* ▪ *Indigenous Education Holistic Lifelong Learning Framework* ▪ *Dates of Significance* ▪ *Fostering Resilient Learners by Kristin Souers and Pete Hall.* ▪






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Student academic achievement will improve through the implementation of fair, transparent, and equitable assessment practices.

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

Celebrations

- *Educational quality, citizenship and safety results are excellent at the school.*
- *Diploma results in all subjects are very high both for the acceptable standard and for excellence.*
- *Results for all our learners in literacy, as assessed by in class assessment and in diploma exams, such as in English Language Arts, is excellent for regular learners; for EAL and Indigenous learners, results have been very high overall. We continue to seek success for all of our students as we have an increasingly complex learner population*
- *Student engagement has significantly improved from the past reported by both parents and students.*

Areas for Growth

- *The 5-year graduation rate could be improved; however, our three-year and four-year graduation rate is excellent. Our dropout rate is very low. The five-year rate may be low due to the difficulty of tracking these students, especially if they go to another country to pursue University (i.e., USA), which we know anecdotally. Our graduation rate overall is excellent.* Directly connected to the Outcome(s) for this Goal in your 2025-26 SDP.
- *Students in English 30-2 and Social 30-2 are beginning to see a downward trend in terms of success at meeting acceptable standard and excellence.*

Next Steps

- *For students taking programming in -2 classes we are working on improving outcomes for students. We have implemented an integration of EAL benchmarked students' level 3 and 4 into regular classes with a new approach and additional training for these teachers to improve outcomes with this added complexity.*






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CBE 2024-27 Education Plan



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- *We have added a complexity teacher and Education Assistant to the school this year. We will track how we can improve outcomes for our most complex learners (behavioural, trauma, mental health needs).*
- *Tracking how the addition of a second resource teacher assists us in ensuring all students experience success.*
- *New Peer Tutoring programming is being implemented at Dr. E.P. Scarlett High School that all students can access.*
- *Using assignment stem/outcome analysis in each subject matter to determine next steps in teaching.*
- *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 progress, and address areas of improvement*






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2025-26 SDP GOAL TWO: *Students' experience of feeling safe, welcome, and secure at school will increase.*

Outcome one: *Students' sense of belonging will improve.*
Outcome two: *Students will feel less anxious about school.*

Celebrations

- *We have seen a 2% increase from the year before to improving students feeling safe in school and coming to and from school as reported in the "Our School Survey". We had 66% in 2025 while in 2023 we had 59%. The Canadian norm is 59%. In 2022 we had 60% feeling safe. Over the last number of years, we have seen improvement over 5%. Directly connected to the Outcome(s) for this Goal in your 2025-26 SDP*
- *We have seen a 6% decrease in reducing student anxiety. We had 35% reporting anxiety in 2023 to 28% reporting student anxiety in 2024 with the Canadian norm being 31% as reported by students in the "Our School Survey". In 2025 we had 29% reporting high levels of anxiety. In 2022 40% of students reporting high levels of anxiety.*
- *Student's sense of belonging has improved by 3% as reported in the "Our School Survey". We had 70% reporting a positive sense of belonging at Scarlett in 2025 while 70% reported this the year before. The Canadian norm is 62%. In 2022, we had 67% who had a positive sense of belonging at Scarlett.*

Areas for Growth

- *We need to be sure that we maintain these improvements. We want to see continuous improvement over time to all our survey data and address needs as they emerge with strong connections to Student Services and school programming.*

Next Steps

- *We have implemented a monthly homeroom in period 2. Students told us they wanted to have homeroom done by a teacher who teaches one of their classes. This we hope will continue to improve sense of belonging. Homeroom will give students a chance to share more about how they learn best and learn overall skills for learning.*
- *Tracking how additional classes, such as the second Mechanics classroom, and new options, like Photography and Mandarin Language and Culture, have improved a sense of belonging at school.*
- *We plan to add a new way for students to share their viewpoints on school culture and how the school is managed by bringing together the leaders of*






all our student clubs and athletic teams into a "Student Senate" that will allow the administration to speak directly to students about issues that matter to them.

- *Provide students with opportunities for continued learning and reassessment to motivate student learning and lessen anxiety about "moment in time" performance.*
- *Providing accommodation for students, such as additional time, that helps students to meet learning goals and to alleviate anxiety about results.*
- *Teachers design tasks and assessments and engage resources that are culturally inclusive and provide multiple points of entry or accessibility to all learners.*




