

## 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 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](#).

### 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

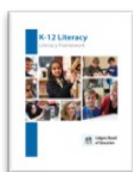
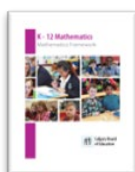
Strong student achievement for lifelong learning and success

### 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 Plan – Year 2 of 3

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### School Goal

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

### Outcome:

Students demonstrate mastery of learning outcomes as a result of the implementation of Outcomes-Based Assessment practices that are fair, transparent, and equitable across all Grades 10–12 courses.

### Outcome Measures

- School Authority Report – High School Completion Rates and Quality of Education
- Report Card data Semester 1 & 2 and course completion data
- Teacher perception data – Outcomes-Based Assessment 5 Principles of Assessment Perception Survey (Oct/Apr data pull)

### Data for Monitoring Progress

- High School Diploma Analytics
- Alberta Education Assurance Measure: 3-Year & 5-Year High School Completion Rates
- Alberta Education Assurance Measure Results Report: Quality of Education
- Course mark analytics – Term 2 and 3
- 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

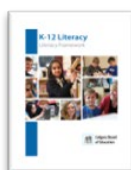
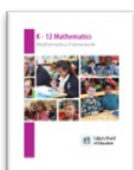
- Consistent use of clear learning intentions aligned with identified course outcomes and outcomes-based assessment connected to the High School Proficiency Scale
- Teachers, within the company of peers, will calibrate assessment criteria and task design where appropriate
- Teachers will provide timely,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

### Well-Being Actions

- Provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation of learning
- Structure tasks and assessments to ensure tier I strategies, such as additional time, to reduce anxiety and ensure learning goals are met

### 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
- Continue to design tasks and assessment opportunities that incorporate land-based





constructive feedback to help students understand their progress and areas for improvement

- With students, co-construct assessment criteria, provide exemplars, and encourage students to use multiple modes to demonstrate learning outcomes
- Support students in setting appropriate learning targets and provide explicit instruction and coaching in self and peer-assessment processes and strategies
- Explicitly support student meta-cognition and reflection post-task to support greater learner reflection and efficacy
- Ensure students have access to accommodations when needed to remove barriers to learning, without consequence to grades

and traditional ways of knowing

### Professional Learning

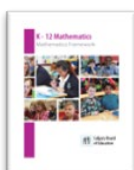
- System professional learning – Outcomes-Based Assessment – review and continue refinements of assessments to better allow students to demonstrate mastery of learning
- Collaboratively blueprint and co-construct learning tasks that allow students to demonstrate mastery of learning through multiple modes

### 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 common tier I

### 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
- Collaborative Response: Three Foundational Components That Transform How We Respond to the Needs of





and II intervention strategies to support student mastery of learning

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

Learners Book by Hewson et al

## School Development Plan – Data Story

### 2024-25 SDP GOAL ONE:

**Outcome:** 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.

#### Celebrations

##### Literacy:

- 84.5% of EMHS students positively identified that “My reading and writing skills help me achieve my future goals” on the 2024-2025 CBE Student Survey.
- 38.9% of EMHS students who completed the June 2025 ELA 30-1 diploma achieved Standard of Excellence; the provincial average was 25.4%.
- 53.3% of EMHS students successfully completed the June 2025 Social Studies 30-1 diploma achieved Standard of Excellence; the provincial average was 32.7%.

##### Mathematics:

- 87.5% of students positively identified that “I can reach the level of success in mathematics that I need for my future goals” as noted on the 2024-2025 CBE Student Survey.
- 98.7% of EMHS students who completed June 2025 Math 30-1 diploma achieved Acceptable Standard, 52.7% achieved Standard of Excellence. The provincial average was 93.6% and 42.5% respectively.



### Well-Being:

- 82.96% of students indicated that “I feel welcome at school”, as identified on the 2024-2025 CBE Student Survey.
- 82.2% of students, parents, and teachers are satisfied that students model the characteristics of active citizenship as identified on the 2025 Spring Alberta Assurance Results Report. Holistic:
- 94.3% of Ernest Manning High School students successfully complete high school in 3 years
- 94.7% of Ernest Manning High School students successfully complete high school in 5 years.
- 158 teacher actions and learner strategy implementations were identified as a result Collaborative Team Meetings (CTM) to support student learning.
- 183 student success celebrations took place during the Collaborative Team process.

### Areas for Growth

- Continue building capacity in outcomes-based assessment practices for Grades 10–12: Strengthen staff ability to design and implement assessments that align with clearly defined learning outcomes. Ensure assessments provide actionable feedback, allow multiple ways for students to demonstrate mastery, maintain fairness, and guide ongoing learning. Use assessment results to monitor student progress and inform instructional decisions.
- Enhance staff capacity to utilize Tier I and Tier II strategies: Build staff expertise in designing instruction and interventions that target specific learning outcomes. Use formative assessments and checks for understanding (Tier I) to track mastery, and provide small-group or differentiated supports (Tier II) based on data to help students achieve defined goals. Embed outcomes-based practices consistently within instruction and assessment.
- Support students at risk of not completing high school: Implement effective learner strategies and school-based supports for approximately ~5.7% of students who do not complete high school in three years, including personalized learning plans, mentoring programs, credit recovery options, flexible scheduling, remove entry-exit barriers, and targeted academic interventions.
- Advance Truth and Reconciliation initiatives: Explore ways to implement the TRC Calls to Action within the EMHS community while promoting Indigenous student academic success. Currently, 93.1% of self-identified Indigenous students complete high school within three years, reflecting a 7% decrease from the 100% completion rate in 2023–24.
- Increase EAL student success: Develop strategies to improve high school three-year completion rates for English as an Additional Language (EAL) students, currently at 89.7% for 2024–2025. Ensure students receive supports aligned to measurable learning outcomes to achieve academic success.





## Next Steps

- Design and use high-quality, outcome-aligned assessments: Teaching teams will collaboratively create summative assessments that foster a positive assessment culture, provide universal Tier I support, and target small-group interventions (Tier II) for students needing additional help. Assessments will allow students to effectively demonstrate mastery of learning outcomes.
- Use data to inform instruction: Collect and analyze student data collaboratively to guide instructional planning, ensure interventions are targeted, and monitor progress toward defined outcomes.
- Support students at risk of not completing high school: Implement targeted strategies and school-based supports for approximately 5.7% of students not completing high school within three years. Use data to refine identification processes and ensure supports directly address learning gaps.
- Advance Truth and Reconciliation initiatives: Continue implementing TRC Calls to Action within the EMHS community and support Indigenous student success through TQS 5 competencies.
- Integrate the Indigenous Education Holistic Lifelong Learning Framework: Reflect on past practices to “look back to walk forward in a good way” by embedding the Indigenous Education Holistic Lifelong Learning Framework across professional development and teaching practice. Ensure that all four domains—Mind, Spirit, Heart, and Body—are intentionally incorporated into assessment design and student learning experiences.
- Support EAL student success: Provide outcome-focused strategies and supports for approximately 10.3% of EAL students not completing high school within 3-years, using data to identify needs and guide interventions.
- Design engaging, outcome-aligned learning tasks: Through collaborative planning, teachers will continue designing tasks that are engaging, aligned to outcomes, and provide meaningful opportunities for students to demonstrate mastery.
- Continue Tier I and II universal strategies: Strengthen student mastery and co-construction of knowledge by consistently implementing Tier I and II strategies, including clear proficiency scales, success criteria, and ongoing formative assessment.

