



James Fowler 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

Learning Excellence

At James Fowler High School, our commitment to Learning Excellence was anchored in implementing Outcomes-Based Assessment (OBA) to address the diverse needs of our students and promote equitable achievement. In the second year of a five-year implementation cycle, OBA strengthened our practice towards more personalized, fair, and accurate assessments by emphasizing mastery over point accumulation. This approach is enabling teachers to clearly identify each student's unique strengths and areas for growth, supporting their learning journeys across all backgrounds and experiences.

Our goal is to achieve full adoption of the proficiency scale across all grades by the fifth year, ensuring that students can readily see their progress and understand the actionable next steps to reach their goals. This strategic focus supports student engagement and encourages proactive learning behaviors, fostering an environment where every learner had the tools to succeed.

We are paying close attention to our 3-year graduation rate of 65.2%. This is impacted by our population of 59% EAL (English as an Additional Language) learners who often require additional time to graduate. This will guide our focus on refining assessment practices through OBA to improve student engagement, self-reflection, and ultimately support higher graduation rates.

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

To measure our progress, we are committed to reviewing key indicators of student achievement and engagement. This includes analyzing graduation rates, course completion, and both academic and perception data, all of which helped us tailor our approach to maximize outcomes and ensure that more students successfully complete high school.

Baseline Data Measures 2023-24

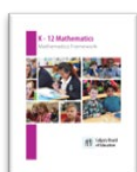
Measures	2023-24	Data Sources
Diploma Acceptable	79.1%	Assurance Measures Report
Diploma Excellence	17.5%	Assurance Measures Report
Course Completion Rate	89.7%	Course Mark Data Analytics
3-Year Graduation Rate	65.2%	Assurance Measures Report
Adoption Rate of OBA with Proficiency Scale Gr 10	93.5%	High School Outcomes Based Data Analytics Tool
Student Perception Data on OBA - <i>The assessments I do help me to reflect on my understanding</i>	79% Agree or Strongly Agree 21% Disagree or Strongly Disagree	CBE Student Survey

Well-Being

We will enhance well-being through a whole-school approach, recognizing that fostering a deep sense of belonging, inclusion, and self-efficacy is a shared responsibility. While our Well-Being Action Team will play a key role in initiating professional development and school-wide initiatives, every aspect of our teaching, assessment practices, and inclusive classrooms will contribute to promoting well-being for both students and educators.

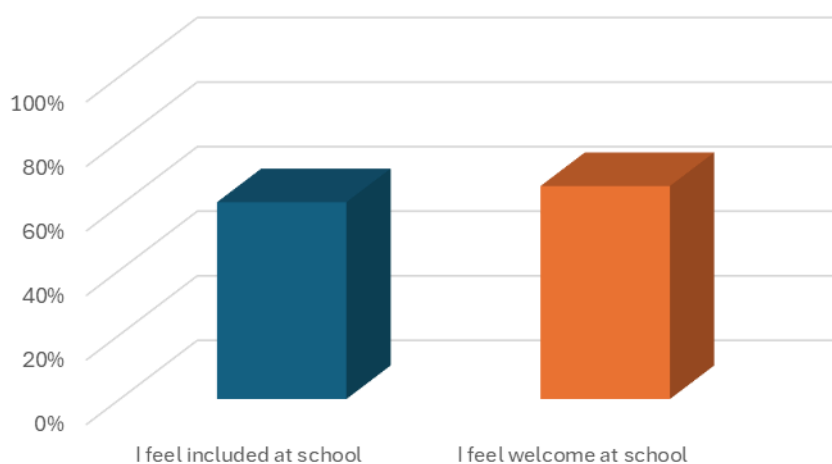
The High School Symposium for Well-Being, bringing together both students and educators, provides a collaborative space to explore strategies based on the CASEL (Collaborative for Academic, Social Emotional Learning) framework. By using the CASEL strengths and needs reflection tools, we can better assess and enrich students' experiences of feeling welcomed, valued, and essential to the school community. Over the next three years, the insights and practices from the CASEL framework will be integrated into student learning through our homeroom classes, reinforcing students' self-efficacy and empowering them to confidently engage in their personal growth within a supportive and inclusive environment.

Specifically, we plan to increase student sense of feeling welcome and included in the school as measured in our CBE Student Survey.





Sense of Belonging



Base line data Spring 2024

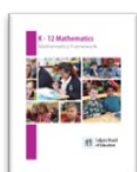
Questions	Overall	Source
I feel included	61%	CBE Student Survey – Spring '24
I feel welcome	72%	CBE Student Survey – Spring '24

Truth & Reconciliation, Diversity, and Inclusion

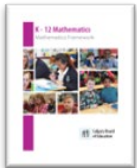
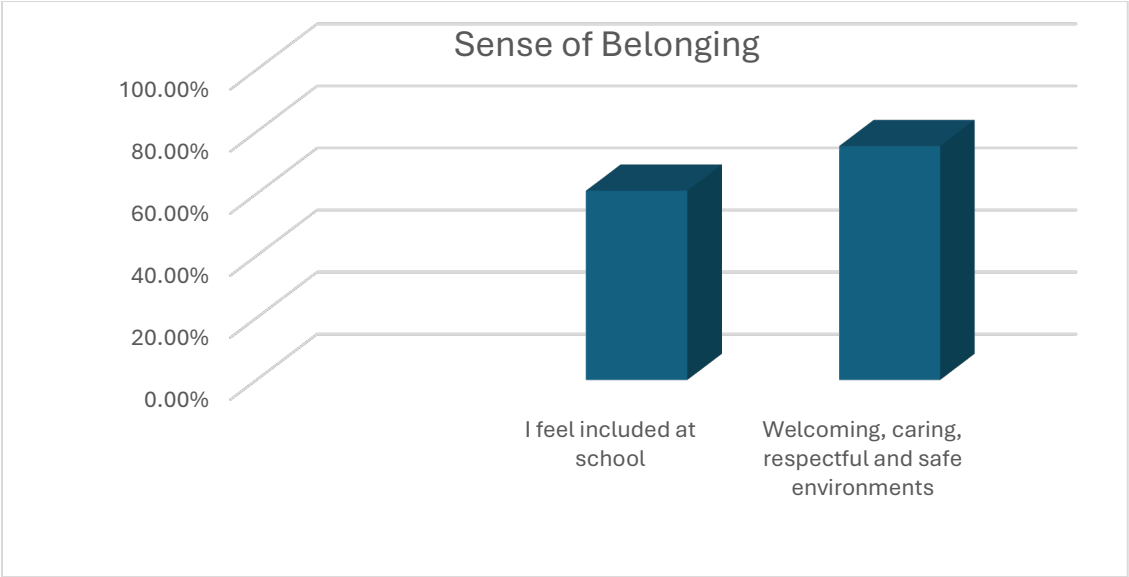
Our School Development Action Plan for Diversity and Inclusion is centered on creating a welcoming and inclusive environment where all students feel seen, valued, and supported. This year, we've prioritized initiatives that deepen cultural sensitivity and expand students' understanding and appreciation of diverse identities.

We are committed to fostering an inclusive and equitable school environment by launching the Falcons for Anti-Racism, Reconciliation, and Equity (FARE) initiative. This initiative includes school-wide messaging along with targeted professional learning for staff, the establishment of clear expectations for equitable practices, and the development of policies and programs aimed at reducing systemic barriers. Through FARE, we aim to engage students, staff, and the community in ongoing dialogue, education, and action to create a safe, caring, and respectful school climate for all.

To further support this work, our next steps include professional development on culturally responsive teaching, strategies to confidently address and call out racism, and expanding resources to embed inclusive practices into the fabric of our school community. We will continue our work with Indigenous community elders and knowledge keepers to support our staff and students in continuing to deepen our understanding of Indigenous ways of knowing.



Question	Percentage Agree	Source
I see my culture reflected	54.0%	CBE Student Survey - Spring 2024
Welcoming, caring, respectful and safe environments	75.4%	Assurance Survey





School Development Plan – Year 1 of 3

School Goal: *Student academic achievement will improve through the implementation of Outcomes-Based Assessment through the use of Fair, Transparent and Equitable Assessment practices.*

Outcome: *The rate of progression of English as an Additional Language (EAL) students from level 3 to level 4 will improve with a whole school approach to assessment using the proficiency scale to give students consistent and effective feedback on where they are in their learning journey and what their next steps are to improving their learning.*

Outcome:
Student sense of belonging will increase.

Outcome Measures

- Attendance Data
- OurSchool, Assurance and CBE Student Survey results
- Graduation Progress Reports
- Diploma Exam Results

Data for Monitoring Progress

- Attendance Data weekly tracking
- Indigenous Teacher/Student relationship tracking each semester
- Pass/Failure lists at each term
- Graduation Tracking Spreadsheet
- Course completion data
- PLC/Collaborative Response Notes
- Feedback embedded in PowerSchool for each learning task
- Monthly progress report from Learning Leaders on Outcomes-based Assessment

Learning Excellence Actions

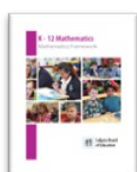
- Consistent use of clear learning intentions aligned with identified course outcomes and connected to the Proficiency Scale
- Regular check in/tracking with Guidance Counsellors to plan and discuss graduation progress
- Teacher calibration through the exploration of student work as it relates to the Proficiency Scale in order to achieve cohesive, sound exemplars and assessment practices in alignment with system expectations.
- Providing students opportunities to demonstrate their understanding through,

Well-Being Actions

- Providing a continuum of supports, through weekly Student Learning Team (SLT) and monthly Global SLT
- Teacher, Students and Administrators attend High School Symposium for Well-Being
- School wide homeroom structure to support student well-being through Collaborative for Academic, Social Emotional Learning (CASEL)
- Student Well-Being Action Team provides voice and leadership

Truth & Reconciliation, Diversity and Inclusion Actions

- Implementation of plan (with professional learning) to support students' sense of belonging and well-being – Falcons for Anti-Racism, Reconciliation and Equity (FARE)
- Create strong connections with Elders and Knowledge Keepers and invite them to be involved in school activities
- Multi-day drumming workshop to understand significance of drumming and use as a tool to support learning Indigenous ways of knowing
- Offer staff PL specifically focused on diversity, social justice, and multicultural





tutorials, reassessment and course completion in the Success Centre

- Monthly Collaborative Response Meetings to personalize instruction
- Blueprinting task design to align with Outcomes-Based Assessment

for the school-wide initiative based on High School Symposium Learning

- Everybody Plays Program with Ever Active Schools

worldviews utilizing CBE's Diversity and Inclusion Resources, to enable teachers to promote representation and inclusion of diverse backgrounds and experiences in their classrooms.

- CSSAC – Student and administration attending 7 sessions over the year focused on equity, diversity and inclusion

Professional Learning

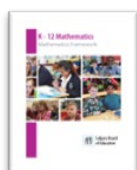
- Outcomes-Based Assessment sessions offered by the System; review and continue refinements of assessments to support improved use of the Proficiency Scale
- Targeting our EAL students via the Neurolinguistic Approach
- Diversity and Inclusion professional learning using the locally developed FARE program
- Collaborative Teams meetings focused on developing teaching strategies to improve academic achievement
- Professional Learning Community (PLC) to focus on improved task design and implementation of the proficiency scale

Structures and Processes

- Weekly attendance pull to focus on our most at-risk attendance students
- Ongoing embedded Professional Learning Community (PLC) work during monthly meetings and PL days
- Weekly Student Learning Team (SLT) meeting with our Guidance Team member to meet with students and implement interventions
- Weekly administration meeting to plan and prioritize the next 2 weeks
- Bi-Weekly Indigenous Team meetings to support our Indigenous Learners
- Collaborative Team Meetings addressing learning excellence and student well-being across departmental teams
- CSSAC (Chief Superintendent Student Advisory Council) and Well-Being Action Team respond to the needs of the school in a way that addresses areas of equity and diversity

Resources

- CBE Learning and Assessment documents
- CASEL (Collaborative for Academic, Social Emotional Learning) Framework
- Dates of Significance CBE Calendar
- CBE Diversity and Inclusion D2L Modules
- Well-Being D2L Modules
- U of C Diversity Modules
- Culturally Responsive Teaching and the Brain
- John Howard Society
- REAL ME Program
- YMCA Alternative Suspension
- All in For Youth
- Ever Active Schools
- Two Wheel View
- Calgary Bridge Foundation tutors





■ *Professional Learning
on Diversity and
Inclusion*

