

National Sport School – School Development Plan 2015-2016

School: National Sport School

Theory of Action: If teachers become intentional designers of learning tasks and assessments, then student engagement and performance will improve.

| Goals | Strategies & Actions | Achievement & Instructional Measures | Performance Data and Target |
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| <p>ACHIEVEMENT GOAL</p> <p>Students will be more intellectually engaged.</p> | <p>Achievement Strategy: Students will understand the relevance of their learning tasks and be more intellectually engaged in their learning activities. Students will apply feedback gained through formative assessment to their construction of understanding. Students will apply their understanding of curriculum to complex problems.</p> <p>Literacy support inside the context of core classes with a focus on humanities classes will create opportunities for more student engagement with learning tasks relating to reading and writing. Teachers will have the opportunity to provide more personalized instruction and feedback, especially through: conferencing sessions, portfolio assessment, observations, anecdotal records, and assessment via scoring guides and rubrics.</p> | <p>Achievement Measure: Self and peer assessment. Student conferencing with teachers. Tell Them From Me Survey. Standardized test results on complex problems and written representation of student understanding. School longitudinal survey data</p> <p>A combination of previous student work and reading/writing assessments could be reviewed in a conference setting with the student. The student and teacher can collectively set a couple of specific goals for the given time frame (6 months).</p> <p>Students will self-report more confidence in literacy skills.</p> <p>Teachers will indicate a clear development of literacy skills expanded beyond anticipate skill growth based on previous year's experience. (growth rate of students)</p> | <p>Students will indicate a 5% increase in levels of intellectual engagement in comparison to previous years.</p> <p>Students will indicate a 5% increase in levels of interest and motivation in school activities in comparison to previous years.</p> <p>Students will all observe measurable increases in functional literacy skill, specified in their individual literacy goals.</p> <p>Grade 9 Language Arts scores on PAT will be 5% higher than previous years</p> |

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| <p>INSTRUCTIONAL GOAL</p> <p>Teachers will utilize the Teaching Effectiveness Framework to design learning tasks and assessments to more fully engage students.</p> | <p>Instructional Strategy: Teachers will provide regular, meaningful feedback around problem solving strategies and opportunity for students to practice problem solving around complex problems.</p> <p>Teachers will strategically incorporate multimedia resources into their courses, and will build capacity in monitoring the impact of these resources on student learning.</p> <p>Teachers will incorporate opportunity for students to collaborate with each other, discipline experts and other experts around problems that are central to the discipline, the students and the broader community.</p> <p>Teachers will recognize and support the continued development of student skills and knowledge for Career and Technology curriculum in the context of other classes.</p> <p>Teachers will provide invaluable personalized support for students who require extra assistance in literacy development (esp. our struggling readers and those on individual program plans). Some students are working on improving basic/functional (decoding) skills, while most are seeking to improve comprehension and analysis skills.</p> | <p>Instructional Measure: During classroom visits, students will be able to articulate conceptual understanding in all subject areas. Evidence of student understanding demonstrated through lab work. During classroom visits, students will be able to articulate the relevance of learning opportunities for them. Students can articulate the role of assessment tools in the development of their learning. Students will recognize the interconnectedness of learning across disciplines and understand the role CTS curriculum skills play in supporting learning</p> | <p>Diploma exam scores in English 30-1 and written component of Social Studies will be 5% higher than previous years.</p> <p>Longitudinal NSS study will indicate satisfaction with individual support in literacy development and preparation for humanities classes.(recommendation #7 from 2014-15 study)</p> |
| | <p>CBE Three-Year Education Plan Strategy Personalization of learning will be enhanced resulting in increased student engagement and student understanding of curricular relevance.</p> <p>Extending the design of responsible, inclusive, rigorous and engaging learning tasks.</p> | | |