



Data Story

A school development plan is intended to be read and understood in correlation with the school's annual results report. Both documents focus on continuous improvement in student learning through planned and intentional responses to evidence of achievement and data about the learning conditions that support student success.

The data that focuses an individual school's development plan will be unique to that school. Principals across the CBE lead the school development planning process with their staffs through a consideration of a variety of sources of data. Some of the most common forms of data are included here.

Student Learning Data

- Considers both current levels of achievement and trends across time
- Considers both whole school information and specific cohorts of students*
- Report card marks – course, subject and/or outcome-based information (this information supports the determination of an achievement goal and is an important measure for determining whether the achievement goal has been met)
- Provincial assessments – PATs, SLAs, Diploma Exam results (this information supports the determination of an achievement goal and is an important measure for determining whether the achievement goal has been met)
- Observations of student learning patterns, accomplishments and needs (this information supports the determination of an instructional goal)
- Considers system-wide data as noted in Results 2 reports to the Board of Trustees and the Annual Education Results Report

*Specific cohorts may include classes, grades or significant demographic groups – specific consideration is to be given to the achievement and learning needs of students self-identified as Indigenous or English Language Learner.

Perception Data

- Accountability Pillar Survey data — students, parents/guardians and teachers (this information supports the determination of an instructional goal)
- CBE Results Survey data — students (this information could support the determination of either an achievement goal or an instructional goal – if used to form an achievement goal, then is an important measure for determining whether the achievement goal has been met)
- TTFM Survey data — students (this information supports the determination of an instructional goal – please note that engagement is not an achievement measure but an indicator of the experiences students have that lead to their achievement)
- In-school focus groups — students, parents/guardians and/or teachers (this information could support the determination of either an achievement goal or an instructional goal)

School Process Data

- What goals were previously identified, what strategies were employed, what impact did those strategies have? – are you continuing with and/or modifying a previous goal and/or creating a new goal? are there leverage points from previous strategies you can work into this year's work and/or do you need to rethink your approach?

School Development Plan

School: Sir Winston Churchill High School

Theory of Action:

If teachers design tasks around outcome based assessments so that students have a clear understanding of the learning intentions and formative assessment is used to inform next steps in teaching, then students will be engaged and increase their level of achievement.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
<p>Students will be able to identify gaps in their learning to determine the necessary steps to advance their level of achievement.</p>	<p>In response to formative assessment tasks, students will be able to articulate the learning outcomes and identify gaps in their learning. Through the formative assessment process students will:</p> <ul style="list-style-type: none"> • Make appropriate choices for their learning • Determine the next steps to improve their knowledge and skills • Increase intellectual engagement • Student evidence of learning will be presented in school wide PD and PLC's for discussion. <p>Students will self-assess their understanding by using teacher provided exemplars, department generated rubrics, and peer feedback to appropriately assess their learning in relation to outlined criteria.</p> <p>Subject Specific Achievement Strategy:</p> <p>CTS – Students will understand CTS outcomes and competencies and will be able to identify areas in which they can improve while developing a focus on continuous learning. Students will complete projects and assignments in alignment with CTS module outcomes.</p> <p>English – Students will understand the language and the expectations of the ELA outcomes in writing to determine gaps and areas for improvement. Students will be able to discuss and use the writing rubrics to determine areas of improvement.</p> <p>Fine Arts – Students will be able to understand the language, concepts and learning intentions in the Fine and Performing Art programs. They will be able to identify and master next steps toward the production of competent results. Students in Fine and Performing Arts will self –assess their learning through the use of rubrics, critiques and reflection in relation to their personal artwork, individual and group performances.</p>	<p>Diploma Results - Acceptable standards</p> <p>High School Completion Rate</p> <p>Percentage of students transitioning to post-secondary</p> <p>Subject Specific Achievement & Instructional Measures:</p> <p>CTS – course completion rates.</p> <p>English – Acceptable standards on diploma results and course course completion rates.</p> <p>Fine Arts –course completion rates.</p> <p>International Languages – course completion rates.</p> <p>Mathematics – Acceptable standards on diploma results and course course completion rates.</p> <p>Physical Education – course completion rates.</p> <p>Science – Acceptable standards improve on diploma results and course course completion rates.</p> <p>Social Studies – Acceptable standards on diploma results and course course completion rates.</p> <p>Student Services – Increased number of students accessing available supports.</p> <p>Increased credits earned through Graduation Coaching</p> <p>Increased numbers of students staying in school</p>	<p>Student performance will maintain or improve at the Acceptable Standards on Diploma Exams when compared to our 2017/18 data average result of 91.9%</p> <p>High school completion rate will maintain or improve over our 2017/18 data results of 88.3% (Accountability Pillar Survey).</p> <p>Percentage of students who transition to post-secondary maintains or improves (Accountability Pillar Survey) over our 2017/18 data results of 74.8%</p> <p>Course completion rates will increase by 0.5 of a percentage point.</p> <p>Subject Specific Performance Data & Target : School performance data & target as stated above.</p>

	<p>International Languages – Students will understand the expectations of the four competencies of learning a language; reading, writing, listening, speaking, as they pertain to each Language’s specific Program of Studies. Students will be able to transition amongst modelled, structured, guided, and non-guided situations pertaining to the four strands of the language.</p> <p>Mathematics – Students will use pre assessments, review/preview, and assessment outcomes to determine gaps in their learning. Students will be able to use teacher and peer feedback to determine areas of improvement. Evidence of learning will be measured against the program of studies.</p> <p>Physical Education – Students will understand the expectations and the measures of success for the Physical Education learning outcomes and will be able to identify gaps in their learning and areas for improvement. Students will be able to apply the rubrics to their experience and will improve in the areas evaluated during the course of the semester.</p> <p>Science – Students will understand the learning intentions/outcomes required to be successful within their specific science discipline. In response to outcomes based formative assessment tasks, students will review personal performance, reflect on personal goals and seek help in areas of need through the use of tutorials.</p> <p>Social Studies – Students will understand the expectations and measures of success for the Social Studies’ key Learning Outcomes, and will be able to identify areas of focus for improvement. Student’s will reflect on their learning using the department-generated Social Studies Outcomes Rubric. Students will self-assess determine areas of strengths and growth.</p> <p>Student Services – Students will understand how to access supports from student services when required (personal crisis, academic struggles, post-secondary planning, non-crisis counselling).</p> <p>Students needing additional support will take advantage of opportunities being provided by:</p> <ul style="list-style-type: none"> • Additional ELL teacher support in various school settings 		
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School Development Plan

	<p>various school settings</p> <ul style="list-style-type: none">• the Graduation Coach program• Increased availability of school psychologist to support our vulnerable learners• Action Indigenous Education Strategy• Continued partnerships with community resources “All in for Youth” and Junior Achievement Programs”		
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School Development Plan

School Development Plan Terms

1 | Development Planning

A process of data driven inquiry to improve student success. It enables focussed and rigorous collective staff work through the adjustment cycle process over the course of a year. It is supported by job-embedded professional development within a school and across the CBE.

2 | Achievement Goal

The change/improvement a school intends to create in student achievement.

3 | Achievement Strategy

Describes the overall focus or improvement effort that will be implemented within students' learning experiences to improve their achievement.

4 | Achievement Measure

The means by which achievement is measured. Determines whether the Achievement Strategy is successful in improving student learning.

5 | Achievement Target

This is a numerical target specific to the Achievement Measure that would demonstrate improvement. Measures are based on the data analysis that surfaced the area of focus for the School Development Plan.

6 | Instructional Goal

The change a school intends to create within instructional practices to support the student achievement goal.

7 | Instructional Strategy

Describes the overall change or enhancement effort within instructional practices and the actions that will be taken to support the Instructional Goal. It focuses professional learning so teachers are supported to design instruction to actualize the Achievement Goal.

8 | Instructional Measure

Describes the means through which changes in instruction are visible. It determines whether the actions are leading to the desired learning within instructional practices. It informs the adjustment cycle for teacher learning.

9 | Instructional Target

This is a numerical target specific to the Instructional Measure that would demonstrate improvement.