



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 ELL and aboriginal students.

Perception Data

- Accountability Pillar survey data — students, parents 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 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: Henry Wise Wood High School

Theory of Action: If ... [Instructional Goal] ... then ... [Achievement Goal]

If teachers work collaboratively to design worthwhile tasks and impactful methods of instruction and assessment (actionable feedback) then intellectual engagement and student achievement will increase.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
In CREATIVE ARTS, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In the Creative Arts programs, students will develop creative forms of expression that possess [some measure of] originality, develop technical foundations that will prepare them for a variety of applications and develop a sufficient understanding of various art forms, in context, to produce a life long appreciation for the Arts.	In the Creative Arts Programs, surveys and rubrics will be conducted, to establish a baseline of student growth in creative applications.	In 2017-2018, the baseline rubrics will be utilized to identify a target for the school year.
In CTS, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In the CTS programs students will develop critical thinking skills through tasks designed to promote independent thinking and problem solving abilities.	In CTS, outcomes-based rubrics will be developed to establish a baseline of student growth in independent thinking and problem-solving skills.	In 2017-2018, the baseline rubrics will be utilized to identify a target for the school year.
In ENGLISH LANGUAGE ARTS, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In English Language Arts, students will engage in metacognitive opportunities such as peer and self-assessment in order to improve both awareness of expectations and increase critical understanding.		<ul style="list-style-type: none"> English 30-1 Diploma Examination Standard of Excellence declined from the previous three-year average of 22.6% to 17.6%. The English department will work towards an increase of 3%. English 30-1 Standard of Excellence School Awarded Mark of 42.6% is significantly higher than the Diploma Examination Mark of 17.6%. The English department will work towards closing this gap within 10%.
In ESL, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In the ESL Department, students will experience increased success on assessments and ESL benchmarking if teachers provide level-appropriate reading material and consistent opportunities to utilise text (with emphasis on vocabulary, comprehension, analysis and application of the knowledge gained).	ESL <ul style="list-style-type: none"> ESL Benchmarking Diploma Examination analysis 	In 2017-2018, a baseline will be established for the equivalent grade level and the average percentage of increase for each ESL level.
Through the GRADUATION COACH, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	<ul style="list-style-type: none"> Through the Graduation Coach, FNMI students will have access to comprehensive, individual, in school support. Working with the Graduation Coach, FNMI students will identify and understand their learning needs in order to become independent learners who self-advocate. 	There will be an increased number of FNMI students accessing the Graduation Coach, teachers and Dreamcatcher space and Wise Time for support. <ul style="list-style-type: none"> The supports in place for FNMI students will increase in TTFM, specifically areas of intellectual engagement such as better attendance, greater sense of belonging, greater success in courses, etc. 	<ul style="list-style-type: none"> The current Diploma Exam Participation Rate of 5.6% declined significantly from the previous three-year average of 17% and the provincial average of 20.7%. This will increase by 10%. The current High School Completion Rate for FNMI students

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		success in courses, etc.	Rate for FNMI students is 16.9% compared to the previous year result of 35.8% and the provincial average of 50.2%. This will be increased by 10%.
In IB, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In the International Baccalaureate Programme (IB), students will develop in several areas of the IB Learner Profile (inquirers, thinkers, knowledgeable, reflective and balanced) through participation in meaningful tasks (collaborative, project based and experiential) that meet both IB curricular outcomes, students engagement and embedded opportunities for reflection.	The IB Department will use student reflections as well as a yearly evaluation based on personal growth in the IB Learner Profile through IRIS.	<ul style="list-style-type: none"> • 31% of the HWW student population is currently enrolled in one or more IB courses. The IB department would like to see a 4% increase in next years IB course enrollment. • Out of that 31%, five students will complete the diploma program requirements this year. The IB Department would like to see this number increased to twenty students.
In MATHEMATICS, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In the Math department, through actionable feedback, students will manage information and apply knowledge.	The Math Department will determine whether Math 10-3 is a viable option for student success by gathering data over the past two years, analyzing the gathered data, and measuring student achievement when compared to data three years ago.	<ul style="list-style-type: none"> • In both Math 30-1 and 30-2, the Math department will maintain or improve the current Diploma Examination Acceptable Standards as well as Standards of Excellence by 2-5%. • Math 30-2 Acceptable Standard School Awarded Mark of 98% is significantly higher than the Diploma Examination Mark of 85%. The Math department will work towards closing this gap within 10%. • In Math 10C, 20% of students did not complete meet the learning outcomes. The Math department will work towards decreasing this by 5%.
In PHYSICAL EDUCATION, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In Physical Education, students will be challenged to develop an active lifestyle through participation in a variety of recreational/leisure activities, increased fitness knowledge and development of leadership skills.	In the Physical Education program, surveys and rubrics will be conducted, to establish a baseline of student growth in the development of an active lifestyle.	In 2017-2018, the baseline rubrics will be utilized to identify a target for the school year.
In SCIENCE, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In Science, through actionable feedback, students will develop metacognitive skills to set goals and to revise and refine individual and collaborative demonstrations of learning.		<ul style="list-style-type: none"> • Biology 30 Diploma Examination Acceptable Standard declined from the previous three-year average of 92.2% to 86%. The Science department will work towards an increase of 6%.

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			<ul style="list-style-type: none"> In Science 10, 10% of the students in the 2015-2016 school year did not meet the learning outcomes. The science department will work towards decreasing this by 2% Science 30 Diploma Examination Standard of Excellence declined from the previous three-year average of 31% to 22.9%. The Science department will work towards an increase of 8%. Science 30 Standard of Excellence School Awarded Mark of 39.6% is significantly higher than the Diploma Examination Mark of 22.9%. The Science department will work towards closing this gap within 10%.
In SECOND LANGUAGES, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In Second Language classes, French and Spanish language learners will improve in language production and comprehension (oral/written) through increased risk taking and reflection to become internationally engaged.		<ul style="list-style-type: none"> In both the French and Spanish regular and IB programs, the current standard of achievement (no failures) will be maintained.
In SOCIAL STUDIES, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In Social Studies, students will meet Alberta Education curriculum outcomes and summative assessments such as final and diploma exam marks will improve if teachers create strong common unit exams and essay writing guides.		<ul style="list-style-type: none"> Social Studies 30-1 Diploma Examination Standard of Excellence declined significantly from the previous three-year average of 27.9% to 18.5%. The Social Studies department will work towards a 5% increase. Social Studies 30-1 Standard of Excellence School Awarded Mark of 38.5% is significantly higher than the Diploma Examination Mark of 18.5%. The Social Studies department will work towards closing this gap within 10%.
In STUDENT SERVICES, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	<p>Students (coded, IB and FNMI) will use Iris as a tool to better understand themselves as learners and document their learning process.</p> <p>Students will be provided with timely, relevant resources and supports in order to ensure academic success by supporting</p>	<ul style="list-style-type: none"> Student Services will create a survey to determine if Iris is being utilized for student learning. Student Services will create baseline data to measure student access of wellness and school supports. 	In 2017-2018, the student survey and baseline data will be utilized to identify a target for the school year.

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	academic success by supporting their social-emotional well-being. Examples of supports may include CIWA, ASPEN, Public Health Nurse, Therapy Dog and wellness activities.		
In SPECIAL PROGRAMS, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	In Special Programs, students will demonstrate an improvement in their citizenship through engagement in activities and programs that foster autonomy.	<ul style="list-style-type: none"> Special Programs will create a survey catered to their student needs. This survey will provide a baseline for special programs in areas such as intellectual engagement, sense of belonging, sense of success, etc. Special Programs will evaluate the success and next steps of the collaborative opportunities that are offered through teacher observation and conversation, student feedback and increased levels of student engagement. Special Programs will utilize the ABLLS results to create individualized transitional programming for students. 	In 2017-2018, the student survey will be utilized to identify a target for the school year.
OVERALL, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	<p>Student participation in staff meetings, professional development, School Council and Principal Advisory groups will increase.</p> <p>Students will participate in school-wide spirit events to build school culture, and connections to our school community.</p> <p>Students will take ownership in their school and volunteer to lead or be a part of clubs and/or organizing committees in order to connect with each other and increase their sense of connection and belonging in our school.</p>	<p>OVERALL</p> <ul style="list-style-type: none"> TTFM Survey Ongoing Reporting Practices (Report Cards & Parent Conferences) Analysis of student work in PLCs Teacher observations Class surveys <ul style="list-style-type: none"> More student-run clubs that are actively running meetings and events Increased enthusiasm and participation at Pep Rallies and other student events Increased demand for Warrior Wear More thoughtful, constructive answers from students on the TTFM survey regarding meaningful student events that they would like to see happen at our school. 	<p>OVERALL</p> <ul style="list-style-type: none"> The three-year High School Completion Rate declined to 75.1% from the previous three year average of 79.8%. This will increase 4%. The Diploma Exam Participation Rate declined to 64.7% from the previous three-year average of 70.1%. This will increase by 6%. The Overall Diploma Examination Acceptable Standard declined to 88.8% from the previous three-year average of 91.7%. This will increase by 3%. The Overall Diploma Examination Standard of Excellence declined to 31.4% from the previous three-year average of 36.7%. This will increase by 5%.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
In CREATIVE ARTS, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.	In the Creative Arts programs, teachers will present tasks that engage problem-solving skills, encourage the exploration of innovative expression, provide the opportunity to understand theory,	<ul style="list-style-type: none"> In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right 	<ul style="list-style-type: none"> In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school

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	<p>opportunity to understand theory, experiment with theoretical concepts, practice what is learned, familiarize students with important [historical and contemporary] material, and create the conditions for analyzing and understanding that work.</p>	<p>the descriptors on the right side of the rubric.</p> <ul style="list-style-type: none"> • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. • Module completion rates will be analyzed to establish a baseline of student success. 	<p>target for the school year.</p> <ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year. • In 2017-2018, module completion baseline data will be established to set a target.
<p>In the CTS programs, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In the CTS programs, teachers will design tasks that promote independence and problem solving skills, develop leadership skills in strong students and utilize daily lab evaluations and self evaluations to further develop critical thinking.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. • Module completion rates will be analyzed to establish a baseline of student success. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year. • In 2017-2018, module completion baseline data will be established to set a target.
<p>In ENGLISH LANGUAGE ARTS, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In English Language Arts, teachers will create metacognitive opportunities such as peer and self-assessment in order to improve both awareness of expectations and increase critical understanding.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In ESL, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In the ESL Department, teachers will provide level-appropriate reading material and consistent opportunities to utilize text with emphasis on vocabulary, comprehension, analysis and application of the knowledge gained in order to increase student success on assessments and ESL benchmarking.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational

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		<p>Assessment, Personalization and Flexible Learning Environments to guide their teaching practices.</p> <ul style="list-style-type: none"> • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<p>3 Foundational Principles of High School Redesign to identify a target for the school year.</p>
<p>Through the GRADUATION COACH, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>The Graduation Coach will work with all teachers to support FNMI student success. Student Learning Plans will be shared with teachers so that they can provide effective strategies that will encourage self-advocacy and independence of the FNMI students.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>IB Teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In the International Baccalaureate Programme (IB), teachers will design meaningful tasks (collaborative, project based and experiential) that meet IB curricular outcomes, students engagement and embedded opportunities for reflection in order for students to develop in areas of the IB Learner Profile.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In MATHEMATICS, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<ul style="list-style-type: none"> • In the Math department, teachers will provide opportunities for actionable feedback for students' to improve their ability to manage information and apply knowledge. • In the Math department, teachers will seek meaningful evidence of student achievement to improve the quality of their task design and assessments. 	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In PHYSICAL EDUCATION, teachers will work</p>	<p>In Physical Education, teachers will introduce a variety of</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be

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<p>collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>recreational/leisure activities, increase fitness knowledge of learners and provide opportunities to develop an understanding of leadership skills.</p>	<p>under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric.</p> <ul style="list-style-type: none"> • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<p>established using the Teaching Effectiveness Framework to identify a target for the school year.</p> <ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In SCIENCE, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In Science, teachers will provide actionable feedback and provide multiple and varied opportunities for students to refine and revise demonstrated learning.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In SECOND LANGUAGES, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In Second Language classes, teachers will design meaningful tasks (collaborative, project based and experiential) that meet both Alberta Education (and IB) curricular outcomes, students' engagement and embedded opportunities for reflection in order to improve in language production and comprehension (oral/written) through increased risk taking and reflection to become internationally engaged.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In SOCIAL STUDIES, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>In Social Studies, teachers will collaborate to create strong common unit exams and essay writing guides to help students meet Alberta Education curriculum outcomes and improve summative assessments such as final and diploma exam marks.</p>	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the

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		<p>teaching practices.</p> <ul style="list-style-type: none"> • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<p>identify a target for the school year.</p>
<p>In SPECIAL PROGRAMS, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<ul style="list-style-type: none"> • In Special Programs, teachers will create opportunities for students to engage in activities and programs that foster autonomy and encourage active participation in the school community. 	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>In STUDENT SERVICES, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<ul style="list-style-type: none"> • Teachers will use Iris to better understand their learners and as a tool to help students and parents better understand themselves as learners. • Teachers will consult with staff, parents and community members to provide timely, relevant resources and supports in order to ensure academic success by supporting social-emotional well-being. 	<ul style="list-style-type: none"> • In the Teaching Effectiveness Framework, under Principle 2 and 3 -, teachers will develop tasks and assessments that reflect the descriptors on the right side of the rubric. • Teachers will use 3 of the Foundational Principles of High School Redesign; Assessment, Personalization and Flexible Learning Environments to guide their teaching practices. • Teachers will gather information about student learning through the use of feedback loops in order to help inform their next step. 	<ul style="list-style-type: none"> • In 2017-2018, baseline data will be established using the Teaching Effectiveness Framework to identify a target for the school year. • In 2017-2018, baseline data will be established using the 3 Foundational Principles of High School Redesign to identify a target for the school year.
<p>OVERALL, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.</p>	<p>OVERALL</p> <ul style="list-style-type: none"> • Teachers will create multiple opportunities to connect and communicate with parents around academic progress and school community. • Teachers will use the Teaching Effectiveness Framework to inform their task design and assessment practices. • Teachers will collaborate with colleagues in task design and share the tasks in PLCs to receive feedback. • Teachers will be supported with Professional Learning time to collaborate in the development of worthwhile tasks. • A Task Team will attend system task design meetings and receive PD resources to share their work to support other teachers. • Teams of teachers will participate and lead collaborative sessions for MFWHSR and CBE 	<p>OVERALL</p> <ul style="list-style-type: none"> • Increased use and discussion of teaching practice in relation to the Teaching Effectiveness Framework that is evident in teacher practice. • Increased teacher collaboration through formal staff meetings, PLC work and informal collaborative projects and teacher discussions. • The participation of all teachers in professional learning time dedicated to developing worthwhile tasks. • Learning Leaders will lead a school-wide sharing of tasks that have come from PLC work. • The focus of PLC meetings will revolve around student work. Teachers describe student learning 	<p>OVERALL</p> <ul style="list-style-type: none"> • In the Accountability Pillar Survey, the Continuous School Improvement result of 73% is lower than the provincial average of 81.2%. This will increase by 8%. • In the Accountability Pillar Survey, the Work Preparation result of 73.8% is lower than the provincial average of 82.6%. This will increase by 9%. • In the Accountability Pillar Survey, the Parental Involvement result of 73.6% is lower than the provincial average of 82.6%. This will increase by 7%.

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	<p>sessions for MFWHSR and CBE System PD.</p> <ul style="list-style-type: none"> Teachers will collaborate to create meaningful extra-curricular experiences for students to connect teachers and students, build school culture, and enhance curriculum. Teachers will regularly share initiatives they are working on so that other teachers can join in, or support them by encouraging students to participate. 	<p>describe student learning along a continuum of progress toward a learning goal, noting plans for adjusting instruction and levels of support to promote student growth.</p> <ul style="list-style-type: none"> TTFM Survey indicates that students' perception of effective learning time, relevance and rigor has been maintained from 2015-2016. This will improve. Increased number of teachers actively involved in clubs, organizing committees, and student events. Increased student enthusiasm and participation in events stemming from teacher endorsement and engagement in event planning. Increased communication and collaboration between teachers regarding extra-curricular events and initiatives. 	<p>increase by 7%.</p> <ul style="list-style-type: none"> All teachers will use at least three forms of varied assessments. All teachers will participate in at least one collaborative initiative.
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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 | Data Story

An analysis of the data that paints a picture of why you are focusing in a particular direction.

3 | System Outcome

Stated in the Three-Year Education Plan, Student Success

4 | Theory of Action

A Theory of Action begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the classroom, school or organization. It is articulated in an If...then...statement (City et al., 2009). It connects the inputs in the instructional program to the outcomes of student achievement.

5 | Achievement Goal

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

6 | Performance Measures and Target

The means by which achievement is measured. This contains a specific numerical target that would demonstrate improvement. Measures are based on the same data sets that surfaced the area for improved student learning.

7 | Instructional Goal

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

8 | 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.

9 | Achievement Strategy

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

10 | 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.

11 | Achievement Measure

Determines whether the achievement strategy is successful in improving student learning.