|2017-2018| School Development Plan

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 (Art, Music, Drama), students will engage in meaningful, authentic, discipline related tasks and ways of thinking.	Students will develop creative forms of expression that possess [some measure of] originality. Students will develop technical foundations that prepare them for a variety of applications. Students will develop an appreciation of various art forms, in context, to produce a life long appreciation for the Arts. Students will understand more about the creative process and identify how they are developing creatively throughout the course.	Class Marks Data obtained by pulling marks based data after each semester/school year	Failure rates 16/17: Art- 8.2% Music- 2% Drama- 5.8% Target: Finish with less than 5% failure rate
		Course Continuation Rates Creative Arts Student Survey Class-based Evidence such as self and peer reflection	
In CTS, Student learning will improve and their intellectual engagement will deepen, resulting in increased achievement.	Students will develop critical thinking skills through tasks designed to promote independent thinking and problem solving abilities. Students will develop technical foundations that prepare them for a variety of applications specifically pertaining to the industry of that discipline. Students will understand more about the creative process and identify how they are developing creatively throughout the course.	Module Completion Rates obtained by pulling marks based data after each semester/school year	Incompletion rates 16/17: DESI 0.54% COMM 6.06% CONT 0.81% FASS 0.42% FOOD 3.94% VID n/a Target: Finish with less than 3% module incompletion rate
		Class-based evidence obtained by using course rubrics throughout the semester CTS Student Survey	
In ENGLISH LANGUAGE ARTS, students will engage in analytical thinking and critical writing and improve: Attention to detailed supportive evidence Integration of support in effective ways Understanding format expectations of critical writing (essay and embedding quotations).	Students will understand the expectations of critical written work and the specific components of: Thought and understanding as evaluated Supportive evidence as evaluated Form and structure as evaluated. Students will be provided exemplar critical written assignments in order to understand the skills and knowledge assessed. Students will be exposed to common language in critical written	Diploma Results (specifically assessing the CRT results in first three categories of assessment)	English 30-1 Diploma Examination Standard of Excellence for the school increased from 25.4% in 2014/2015 to 26.5% in 2016/2017. The English department will work towards an increase of 1% of CRT response specifically English 30-1 Standard of Deviation, with school awarded marks

	common language in critical written work in order to improve understanding of elements of essay and transition from one course to the next. Students will utilize reflective process tools, such as critical format outlines and checklists in order to assess their work, and improve prior to submission. Creation of clear scope and sequence to transition from 10, 20 and 30 level courses and final exams.		school awarded marks has declined from 15.7 in 2014/15 to 12.7 in 2016/17. The English department will work towards closing this gap within 10%.
		Final Exam Results (specifically in Part A) Classroom assessment and anecdotal reflections of teachers	Maintain or increase class averages in line with provincial class averages by 3%.
In ESL, learners will improve in language production and comprehension, both oral and written, to impact language fluency and proficiency.	Students will be provided with leveled and interest based reading materials Students will practice speaking and listening skills through visual and/or oral presentations Students will demonstrate their acquisition of new skills and understanding, through: Academic conversations, Visual and written texts Effective communication in both speech and writing with teacher and peers Listening and demonstrating understanding oral instructions and texts. Students will access credit recovery when needed.	Annual ESL diagnostic benchmarking including a MACII assessment (vocabulary and grammar) and a writing sample (comprehension and writing fluency)	
		Course completion rates	Last year 2% of students did not complete their ESL requirements. This year, 100% of ELLs will successfully complete Leveled ESL classes.
Through the GRADUATION COACH, students will enhance foundational knowledge and appreciation for Indigenous histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts. Students will experience an improved success rate with grades. Students will achieve levels of success sufficient to prepare them for post-secondary goals.	Students will work, in a variety of ways, toward a balance between Indigenous knowledge and existing structures of learning. Students will feel known, connected, and supported in their learning environment. Students will access and advocate for support with appropriate intervention and transition practices. Students will regularly attend school (and attend to their learning when they aren't able to be in class).	School Surveys re-designed to gauge specific awareness around indigenous culture. Attendance Records	

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		Report Card Results	The HWW High School Completion rate (for Indigenous students) of 16.9% (in 2016-2017) will increase by 10% to 26.9% (in 2017-2018). Failure rates (by Indigenous students) will not exceed 25% of classes per student.
In MATHEMATICS, focusing on literacy, students will manage relevant information and apply it to prior knowledge to deepen learning of new concepts.	Students will use targeted reading strategies to apply new vocabulary to the task. ie: know the difference between 'simplify and evaluate.' Through academic conversations, students will articulate their understanding of mathematical vocabulary. Students will practice literacy strategies through a variety of written tasks.	Overall Diploma Data	o In Math 30-1 the Math department will maintain the current Diploma Examination Acceptable Standard of 92.2% and seek to improve the Standard of Excellence from 64.1% by 2%. In Math 30-2, the Math department will maintain the current Diploma Examination Acceptable Standard of 85.7% and seek to improve the Standards of Excellence by 2% from the current 24.7%.
		Report Card Data	In Math 10C, 18% of students did not meet the learning outcomes. The Math department will work towards decreasing this by 5%.
OVERALL, in ATHLETICS, student athletes will feel more connected to teachers and coaches resulting in stronger student athletes.	Students will self advocate to ensure their success in school and athletics. Students will use the after school tutors to ensure success in their classes. Student athletes will reach out to their peers to get involved in athletics.	Rosters (increased participation in team sports) Communication between AD, teachers and coaches	
OVERALL, in LINK, Link Leaders will connect with Grade 10s in a genuine manner, increasing their sense of connection to Wise Wood, and enabling them to become more involved in all facets of their education.	Link Leaders will meet with their grade 10 groups on a weekly basis. Link Leaders will receive consistent training regarding teaching methods for their weekly lessons.	Student Survey Link Leader Participation	
In PHYSICAL EDUCATION, students will develop the knowledge, skill, and attitude necessary to lead an active and healthy lifestyle.	Students will complete a self-assessment rubric prior to midterm semester. Students will receive a teacher's rubric for feedback and comparison. Students will participate in credit recovery and course flexibility to achieve success.	Completion Rates Student Self - Reflection & Teacher Rubrics PE 10, 20 exit survey data. Enrollment Data	A failure rate of less than 5% for the year
In SCIENCE, focusing on	Students will utilize common rubrics	Overall Diploma Results	Biology 30

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process skills, student will improve problem solving. ie: performing labs recording, analyzing and interpreting data communication	to: formulate problem statements and identify variables. focus on recording observations analyzing/interpreting data Students will develop mathematical skills to assist in their analyzing and interpreting data. Students will pre-assess lab work using a common rubric. Through academic conversations, students will articulate their understanding of problem solving in science. Ie: oral lab presentations		Current 46.8% of students at HWW have achieved a standard of excellence on their diploma examination mark Goal Return to 2015-2016 results of 50% of students reaching a standard of excellence on their diploma examination mark Science 30 Current 26.2% of students at HWW have achieved a standard of excellence on their diploma exam Goal Raise this to 30% of students at HWW achieving a standard of excellence on their diploma exam
		Specific Diploma Results	Item Analysis shows that students in Science 30 are below the provincial average in Skills questions in Unit C1/C2 in the physics unit. (Field theory and electrical energy/Electromagnetic spectrum.) Goal is to raise our Raw scores on process skills in these units by 2 questions each to exceed the provincial average.
		Classroom Assessment Create a Baseline data for successful transition from 10-20 level courses	Develop baseline data for Average Lab marks in Science 10
In SECOND LANGUAGES, French and Spanish language learners will improve in language production and comprehension, both oral and written, to impact language fluency and proficiency.	Students will take risks in the classroom through oral presentations, skits and other daily language use opportunities. Students will take risks through collaborative oral tasks such as asking questions after presentations and conversations. Students will reflect on their progress through written assignments and identify next steps in their language acquisition.	Report Card Data Class based evidence such as presentation rubrics Student Work Evidence (tests, written assignments and oral production)	Baseline targets will be established after analyzing final grades in both French and Spanish programs.
In SOCIAL STUDIES, with focus on 30-2, students will improve their written communication skills on the three required styles of diploma essays by using: Explanation and support in their Style I response Source interpretation and	Students will utilize common rubrics and writing guides for writing essays according to Alberta Education standards to: understand essential requirements understand standards of satisfactory, proficient and excellent papers in each style of essay To be able to improve on writing	Overall Diploma Results Data Specifically the "Part A: Raw Score Results, by Reporting Category" information that shows areas of strength and areas requiring improvement for students	Overall Diploma Examination Standard of Excellence has slightly decreased from 22.3% to 21.6% in 30-2. 2-3% increase desired in Standard of Excellence The three year average

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defense of position in their Style 2 response Issue exploration and analysis in their Style 3 response Critical thinking to appropriately respond to the posed question Critical thinking to assess various viewpoints presented in cues from provided sources Informed and supported personal response arguments "Knowledge and Understanding" expected Social Studies vocabulary	Students will develop an understanding of Social Studies related events from multiple perspectives and stakeholders Students will use Alberta Education released student exemplars to review examples of Satisfactory, Proficient and Excellent work assessed by diploma exam markers Student will use peer and self-assessment to understand their next step to improve their writing		of students who achieved the Standard of Excellence in their school awarded mark was 19.6% in 30-2. 2-3% increase in the three year average.
		Specific Diploma Data Class-based evidence (essays)	Social Studies will work to improve student writing achievement in each style and each mark category of the Part A diploma exam In Style 1 Explanation and Support Social Studies will work to help students move from June consolidated reports in the Satisfactory area of 28.8% and Proficient area of 10.6%, to a 10% increase in Proficient scores In Style 2 Interpretation of Sources Social Studies will work to help students move from June consolidated reports in the Proficient area of 16.7% and Excellent area of 3%, to a 10% increase in Excellent scores (realistic-maybe 5%) In Style 2 Defense of Position, Social Studies will work to help students move from June consolidated reports in the Satisfactory area of 21.2% and Proficient area of 13.6%, to a 10% increase in Proficient scores In Style 3 Exploration and Analysis Social Studies will work to help students move from June consolidated reports in the Satisfactory area of 21.2% and Proficient

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			area of 13.6%, to a 10% increase in Proficient scores

In Style 3 Defense of Position, Social Studies will work to help students move from Proficient score of 25.8% and Proficient score of 15.2%, to a 10% increase in Proficient scores |
| In SPECIAL PROGRAMS, students will demonstrate successful transitions into postsecondary and adult programming | Students and teacher's will utilize common rubrics to:
Assess strengths and weaknesses in relation to vocation skills
Assess skill based tasks to support transitions

Students will develop self-care skills to assist in their ability to manage daily living tasks

Students will participate in in-class work exploration programs | Use Iris to track transition data. This data will be recorded in the "Transition" section of "Key Understandings" on the IPP

As part of our parent\teacher conferences we will have PDD come to meet with families and review options and begin paperwork

Using common rubrics and reporting periods in January and June we will establish baseline data for successful transition from school to adult programming | |
| In STUDENT SERVICES, focusing on supporting students to build resilience against barriers that impact student success, students will learn to develop positive coping strategies. | Students will take advantage of available community services
Access Mental health help
Access Poverty relief initiatives, (Burns and prospect)
Access community supports serving marginalized populations (examples of supports may include CIWA, ASPEN, Public Health nurse, Therapy Dog, Calgary Sexual Health, Wellness activities through Youth Champions)

Interested students will participate in the, "I AM" program lead by the School Resource Officer.

Student Youth Champions will participate in leading staff professional learning regarding the effects of adverse childhood experiences.

Student Youth Champions will create mental health awareness initiatives within the school, and students will participate in these mental health education/awareness activities. | Grade 12 Exit Surveys

Appointment Tracker Counsellors

Appointment Tracker outside services

Student attendance in weekly meetings.

Student enrollment and participation in student mental health awareness activities. | |
| Students will increase their use of TECHNOLOGY in and out of the classroom in order to enhance their learning. | Students will be encouraged to bring their own devices (laptops, tablets, and phones).

Students will be encouraged to access the new wireless network at the school. | Class based evidence (observation)

Teacher feedback | |

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Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
In CREATIVE ARTS (Art, Music, Drama), teachers will design tasks and assessments that require students to engage in meaningful, authentic, discipline related tasks and ways of thinking.	Teachers will present tasks that: engage problem-solving and risk-taking skills, encourage the exploration of innovative expression, provide the 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. The CA PLC will collaboratively engage in work centered around defining what creativity is within our areas and work on embedding, promoting and assessing creativity in the various disciplines.	In the Teaching Effectiveness Framework, under Principle 2 teacher will develop tasks that: require students to engage in productive collaboration with each other and with discipline and other experts around real problems, issues, questions or ideas that are of real concern foster strong habits of mind, innovation and creativity In the Teaching Effectiveness Framework, under Principle 3 teacher will develop assessments that: are integral to the learning and woven into the day-today fabric of teaching and learning are varied ongoing formative assessments to inform instructional decisions and improve practice provide an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded Students can access and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning 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.	
In the CTS programs, teachers will work collaboratively to design worthwhile tasks, methods of instruction and assessment.	Teachers will present tasks that: engage problem-solving and risk-taking skills, encourage the exploration of innovative expression, provide the 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.	In the Teaching Effectiveness Framework, under Principle 2 teacher will develop tasks that: require students to engage in productive collaboration with each other and with discipline and other experts around real problems, issues, questions or ideas that are of real concern foster strong habits of mind, innovation and creativity In the Teaching Effectiveness Framework, under Principle 3	

	work. The CTS PLC will collaboratively engage in work centered around defining what creativity is within our areas and work on embedding, promoting and assessing creativity in the various disciplines.	Framework, under Principle 3 teacher will develop assessments that: are integral to the learning and woven into the day-today fabric of teaching and learning are varied ongoing formative assessments to inform instructional decisions and improve practice provide an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded Students can access and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning 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.	
In ENGLISH LANGUAGE ARTS, teachers will create a scope and sequence for critical analytical writing at the 10, 20 and 30 level in order to clarify expectations and set students up for successful transitions to improve student understanding of critical writing	Teachers will: Offer reflective opportunities for students to seek an understanding of what deficiencies exist in critical writing tasks through detailed feedback, exemplar,and reflective tools Use PLC conversations to create a scope and sequence for grade 10, 11, and 12 Implement strategies and tasks to address scope and sequence requirements in each grade level specific to critical written responses Teachers will use common assessment tools and weighting of critical written work.	Increased collaboration between teachers Uniform terminology between classrooms to increase understanding between levels Scope and sequence lessons will be created and implemented and revisited to measure success	
In ESL, teachers will design and develop meaningful tasks, methods of instruction, and assessment in order to improve language production and comprehension both oral and written to impact language fluency and proficiency.	Teachers will work collaboratively to create engaging tasks that allow students to demonstrate knowledge in a variety of ways Teachers will provide rubrics that clearly target specific skills Teachers will ensure rubric vocabulary is clear for student understanding	In the Teaching Effectiveness Framework, under Principle 2 teacher will develop tasks that: require students to engage in productive collaboration with each other and with discipline and other experts around real problems, issues, questions or ideas that are of real concern foster strong habits of mind,	

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	Teachers will consider a variety of cultural perspectives when considering materials to be used in class Teachers will provide opportunities for students to share their unique worldviews and experiences in a safe learning environment LEAD teachers will use ARC as a resource for understanding how to effectively deal with students coming in with severe trauma. Teachers will explore Read Theory, Reading A-Z, etc. to see which assessments are in line with MACII, and IPT Teachers will create an inclusive ELL environment. To facilitate authentic personalization, students will be grouped by ability (emergent to advanced) within their level	foster strong habits of mind, innovation and creativity In the Teaching Effectiveness Framework, under Principle 3 teacher will develop assessments that: are integral to the learning and woven into the day-today fabric of teaching and learning are varied ongoing formative assessments to inform instructional decisions and improve practice provide an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded Students can access and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning 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	
Through the GRADUATION COACH, teachers will design learning experiences within existing curricula that enhance foundational knowledge and appreciation for Indigenous histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts.	Teachers will consider strategies to incorporate Indigenous perspectives alongside existing learning structures. While specific applications will vary across teaching disciplines, support will be drawn from ongoing Professional Development and building capacity in Indigenous ways of knowing. Teachers, in collaboration with Graduation Coach, will provide support in appropriate intervention and transition practices.	Awareness of Indigenous histories, by students, will show a marked improvement in formalized projects, tests, quizzes, surveys, and anecdotally in language and cultural understanding. Teachers will take opportunities to engage stakeholders as per the 3 year CBE Indigenous Education Strategy 2016-2019.	
In MATHEMATICS, teachers will provide relevant, meaningful and concise information to their students by working together regularly to analyze assessment data to guide them in the design of meaningful tasks, and methods of instruction.	In the Math department, teachers will seek to focus on literacy in their teaching practice by: 1. Modifying their notes to align notes vocabulary with assessment vocabulary. 2. Explicit instruction of how and when to use mathematical vocabulary. 3. Provide students with opportunities to utilize vocabulary	Student and teacher feedback through PLC's. Consistent use of updated common assessments to assess work between classrooms to develop clear and consistent expectations.	

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	opportunities to utilize vocabulary orally and in written form.		
OVERALL, in ATHLETICS, teachers and coaches will create opportunities for student athletes to be successful in school.	Teachers and coaches will encourage students to self advocate with their learning needs. Teachers and coaches will encourage students to work on time management by attending Wise Time as well as after school athletic tutorial time.	Teachers and coaches will use 2 of the Foundational Principles of High School Redesign; Personalization and Flexible Learning Environments to guide student athlete support. Teachers and coaches will gather information about student learning through the use of feedback loops in order to help inform their next step.	
OVERALL, In LINK, staff and Link Leaders will work together to create connections and opportunities for learning outside of the traditional curriculum.	Teachers and students will communicate about the effectiveness of Link Crew on a weekly basis. LL of Student Engagement and School Culture will initiate surveys regarding the program and liaise with teachers and administration. Teachers attached to Link Blocks will coach their Leaders on a weekly basis.	Link Leaders will lead weekly lessons with their grade 10 Link Crews. Link Leaders will meet with their teacher mentors on a weekly basis to improve their practice.	
In PHYSICAL EDUCATION, teachers will help students develop the knowledge,skill, and attitude necessary to lead an active and healthy lifestyle.	Teachers will implement exit surveys to gather feedback. Teachers will examine feedback from the student rubric Teachers will analyze and share data from the student rubric Teachers will work collaboratively on student rubrics within the PE team	Student Self - Reflection & Teacher Rubrics PE 10, 20 exit survey data. Enrollment Data PLC Meetings	
In SCIENCE, teachers will provide opportunities for students to develop their problem solving skills to increase student achievement.	Teachers will: Develop meaningful lab experiences Develop common rubrics to assess students skills in recording, analyzing and interpreting data Provide opportunities for students to self assess. Assess oral presentations of student lab work Prepare students for the laboratory experience at the next level.	Increased collaboration between teachers through PLC work. Consistent use of rubrics to assess lab work between classrooms to develop clear and consistent expectations.	
In SECOND LANGUAGES, teachers will design tasks and assessments that promote language production and comprehension, both oral and written, to impact language fluency and proficiency.	Teachers will design meaningful tasks that promote risk-taking, such as collaborative and interactive opportunities (debate, working with peers, presentations, skits, etc). Teachers will embed opportunities for reflection in day to day activities and assessments.	In the Teaching Effectiveness Framework, under Principle 2 teacher will develop tasks that: require students to engage in productive collaboration with each other and with discipline and other experts around real problems, issues, questions or ideas that are of real concern foster strong habits of mind,	

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		foster strong habits of mind, innovation and creativity In the Teaching Effectiveness Framework, under Principle 3 teacher will develop assessments that: are integral to the learning and woven into the day-today fabric of teaching and learning are varied ongoing formative assessments to inform instructional decisions and improve practice provide an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded Students can access and revisit assessment criteria throughout the study and receive ongoing, specific feedback from a variety of sources in all aspects of learning 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 formative assessment and feedback loops in order to help inform their next step.	
In SOCIAL STUDIES, teachers will design tasks and assessments that will increase student achievement in 30-1 and 30-2 diploma exam results, both written and multiple choice components.	Teachers will: Continue to develop common unit exams for 30-1 and 30-2 with the Program of Studies guide of essential outcomes Provide opportunities for students to consider feedback Provide opportunities for self-assessment and peer feedback Distribute review sheets to help students review their year overall In depth analysis of diploma exam results by teachers in the department to ensure the meeting of standards Reliability reviews with other department members to standardize written assessments.	Increased collaborative work for exam creation during PLC meetings Consistent use of rubrics to assess work with clear and consistent expectations Sharing of best practice work and instructional tools during PLC meetings	
In SPECIAL PROGRAMS, teachers will design tasks that focus on vocational skills to engage students in meaningful and authentic learning and prepare students for transition into	Teachers will present tasks that: Engage students in work readiness tasks Encourage independence Provide opportunity to advance and build upon already established	In the teaching effectiveness Framework, under Principle 2 teacher will develop tasks that: Require students to engage in productive collaboration	

students for transition into adult programs	build upon already established skills Familiarize students with tasks and skills necessary to participate in work experience Create conditions that allow students to develop these skills at their own pace and continue to build on topics or areas of interest	in productive collaboration with each other and with discipline and other experts around real world problems, issues, questions or ideas that are of real concern Use common rubric to assess and track a growth of skills Increase collaboration through PLC work and other group projects	
In STUDENT SERVICES, teachers and counsellors will provide opportunities for students to develop positive coping strategies to build resilience leading to increase achievement	Teachers will: Learn more about positive coping strategies as an aspect to building resilience Continue to access and seek out mental help supports for students Refer students to programs that will assist with financial need Request community supports, and make referrals to services for students from marginalized populations (ie LGBTQ students, Indigenous Students, Refugees Students) Invite Therapy Dog to school functions and increase the amount of Therapy Dog's during final exam mornings Advertise and refer students to in-school mental health initiatives; such as I AM, Define Me Tree, etc Mentor Student Youth Champions throughout the year while participating in their first year of Youth Smart/Youth Champions. This includes attending 4 Youth Smart conferences with the Youth Champions, and directing/advising mental health wellness education to school staff and students. Educate and assist students in learning about unique opportunities that are available to them while in high school. Provide opportunities for students to learn the various possible routes to post-secondary education or career planning Provide work experience opportunities within and outside the school Provide traditional and alternative pathways to receiving a high school completion certificate or high school diploma	Increased collaboration between teachers through PLC work Communication about and access to opportunities /strategies that support student success will be consistent and clear to ensure that student access is manageable to all students. TEF PRINCIPLE 4 – TEACHERS FOSTER A VARIETY OF INTERDEPENDENT RELATIONSHIPS that promote and create a strong culture of learning environments that support caring, risk-taking and trust students' confidence	
Teachers will encourage the use of TECHNOLOGY in and out of the classroom in order to enhance their practice and student learning.	Teachers will encourage students to bring their own devices (laptops, tablets, and phones). Teachers will encourage students to access the new wireless network at the school. Teachers will design tasks and assessments that incorporate the use of technology.	Increased collaboration between teachers through PLC work. A survey will determine baseline data to compare with new data (What Learning Management Systems are being used, numbers of students using their own devices)	

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	Teachers will post learning and assessment materials in Learning Management Systems. Teachers will be trained to use the new assessment program released by the CBE in the spring of 2018.		

December 01, 2017

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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.