|2018-19| 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 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: **Henry Wise Wood High School**

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
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 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.	Diploma Results (specifically assessing the CRT results), focusing on categories of Thought and Understanding, Supportive Evidence and Form and Organization. Teachers will specifically consider test result scores in consideration of timed written work in the classroom.	In English 30-1 the Diploma Examination Standard of Excellence will improve by 1% from 26%-27%. In English 30-1 the difference between the school awarded marks and Diploma marks was 6.8% in 2016/17. In 2017/18 the difference was 10.1%. The English department will work towards closing this gap within 9%.
		Part A Final Exam Results	Maintain or increase class averages in line with provincial class averages.
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	In Math 30-1, 92% of students met the Acceptable Standard and 72% met the Standard of Excellence on the Diploma Examinations. The department will seek to improve both standards by 2%. In Math 30-2, 84.5% of students met the Acceptable Standard and 22.6% met the Standard of Excellence on the Diploma Examinations. The department will seek to improve both standards by 2%.
In MATHEMATICS, focusing on numeracy, students will deepen their prior knowledge to help them better understand mathematical literacy.	Students will practice and use mental math and basic skills, on a regular basis, to strengthen their ability to bridge new concepts and problem solving skills with prior learning. Students will practice and use algebra, on a regular basis, to help with problem solving so that they can improve their literacy strategies.	Report Card Data	In Math 10C, 78% of students achieved the Acceptable standard and 31.3% of students achieved the Standard of Excellence. The Math department will seek to improve both standards by 2%.

School Development Plan

	strategies.		
In SCIENCE, focussing on process skills, student will improve problem solving in the following: -performing labs -recording, analyzing and interpreting data -communication	Students will utilize common rubrics to: -analyze/interpret data -develop graphing skills Students will develop mathematical skills to assist in their analyzing and interpreting data.	Overall Diploma Results	In Science 30, 22.6% of students achieved the Standard of Excellence on the diploma exam, which is below the Provincial average. The goal will be to increase this to meet the Provincial average.
		Specific Diploma Results	In Science 30, the average was 63% in the physics section for electromagnetic spectrum and field theory and electrical energy. The goal will be an increase of 9%. In Science 30, students averaged 59% on the field theory and electrical energy section. The goal will be to increase this by 6%.
		Course completion rates	In Science 14/Science 24, the completion rate is 86%. The goal will be to increase the completion rate to 100%. In Science 10, the goal will be to increase the completion rate by 2% from 84% to 86%. 90% of students in a 20 level course, will successfully complete the course.
		Create baseline data for final lab marks in Science 10	In Science 10, 70% of students will achieve a grade of 80% or higher in their labs.
In SOCIAL STUDIES, students will focus on developing writing skills, specifically the ability to interpret and analyze sources For 10-2, 20-2, 30-2 Courses: - Source interpretation and defense of position in their Style 2 response - Issue exploration and analysis in their Style 3 response - Critical thinking to assess various viewpoints presented in cues from provided sources	Students will utilize common rubrics, writing guides and released student exemplars to complete written responses according to Alberta Education standards, at both levels (-1 & -2) from grade 10-12, to: - Understand essential requirements - Understand standards of satisfactory, proficient and excellent papers in each style of essay - Effectively interpret provided sources - Understand how to improve upon writing by providing specific and accurate support as well as comprehensive and deliberate explanations to essay discussions	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 - An individual review of results by each teacher as well as discussion with Administration & fellow Social Studies colleagues	In Social 30-1 & 30-2, SS will work to improve student writing achievement in each style and each mark category of the Part A Written Response portion of the diploma.

- Informed and supported personal response arguments - Knowledge and Understanding expected Social Studies vocabulary from the Program of Studies For 10-1, 20-1, 30-1 Courses: - Source interpretation and identification of relationships in their Style 1 response - Source analysis, selection of evidence and effective argumentation in their Style 2 response - Critical analysis of a source and identifying its relationship to ideological perspectives - Establish persuasively supported arguments - Utilize deliberately chosen, sophisticated evidence to support arguments - Judiciously organize writing with precise vocabulary	- Students will develop an understanding of Social Studies related topics from multiple perspectives and stakeholders - Students will use peer and self-assessment to understand their next step to improve their writing		
		Class Based Metrics - Classroom activities where students physically identify features of essays with highlighters - Classroom activities that focus on source interpretation and analysis with formative and summative activities - Editorial cartoonist Guest Speaker who encourages each student to create his/her own cartoon after discussion and examples of editorial cartoons - Student essays with peer and teacher reviews	For Social 30-2: The Part A Written Response Average last year was 57.5%; the three-year average (2015-2016 year to 2017-2018 year) was 58.7%. Social Studies will work to improve this average mark to 62% for the 2018-2019 year.
		Department Based Metrics: - Progress on specific source identification will be tracked for the past three years in a spreadsheet to provide an intensive focus on interpretation of sources	For Social 30-1: The Part A Written Response Average last year was 70%; the three-year average (2015-2016 year to 2017-2018 year) was 66.5%. Social Studies will work to improve this average mark to 70% in the 2018-2019 year.

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.