Sir Winston Churchill High School

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

SWC SCHOOL IMPROVEMENT RESULT REPORT 2024-25

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Enhance learning opportunities to improve student success.

Outcome:
Student achievement will continue to improve with the implementation of culturally responsive teaching to strengthen task design through OBA.

Outcome Measures
- Grade 10 course completion rate (>65% course average; a Developing 2 on the Proficiency Scale) in all subject areas
- CBE Student Survey measures in Resilience and Perseverance and on Self-Improvement
- CBE Student Survey measures with EAL and Indigenous cohorts in "Heart – to Belong"
- The OURSchool Survey measures in Social-Emotional Outcomes, Diversity and Inclusion
- The AEAM will be used to measure student sense of belonging to improve student engagement with their learning

Data for Monitoring Progress
- Reported progress with outcome tracking between T1 and T2; and T3 and T4 Grade 10 core subjects
- Student survey data to measure goal setting and engagement (end of T2 and T4)
- NEW Anecdotal feedback and student referrals from Collaborative Team meetings
- NEW ALT referral rates
- NEW number of students accessing dual credit and digital pathways courses
- NEW Anecdotal feedback from teachers regarding efficacy of teaching strategies collected through CTMs

Learning Excellence Actions

- Provide clear learning intentions and assessment criteria to support student understanding and what success looks like in discussion with students
- Provide multiple ways to demonstrate learning with targeted instruction to address specific learning gaps
- Connect students with support and resources that enhance learning and personal development (ex. Dual credit, Work experience, Digital Pathways)

Well-Being Actions

- Connect newcomer students with a student leader/mentor to develop initial sense of belonging
- NEW Developing school Well-Being action plan with a team of students and staff – also to attend the Well-Being Symposium
- NEW Teachers will continue to develop and refer to the SWC continuum of supports for learning in the classroom
- Teachers, Guidance Counselors and the Learning Resource teachers will provide safe spaces for students to connect to an adult

Truth & Reconciliation, Diversity and Inclusion Actions
- Development of a Learning Commons will engage in student conversations to assess and acquire relevant and inclusive materials and resources to support learning space
- Whole school commitment to creating ethical space in their teaching areas
- Learning Commons collection that reflects the diversity and perspectives of students and families

Professional Learning

- System supported professional learning including: OBA Implementation sessions for Administrators, Core Learning Leaders, and implementation teachers; (NEW) PowerSchool Champion sessions for OBA reporting; (NEW) SEL D2L shell; and, (NEW) Diversity and Inclusion learning modules
- NEW Support from Indigenous specialist to support our commitment to reconciliACTION
- Teachers provided with in-school professional learning in Collaborative Response and Indigenous Ways of Knowing
- NEW Culturally responsive teaching whole school workshops and professional learning

Structures and Processes

- Tutorials, and Learning Resource Centre provide support for students at risk; and/or additional learning opportunities
- English Writing Centre
- Math Writing Centre
- High School Outcome Data Analytics in PowerSchool to support task design and assessments
- Students are provided a program for success and/or enrichment
- PLC time
- Monthly Collaborative Team Meetings
- Task calibration within discipline areas
- Transition meetings with Grade 10 students and EAL students with Student Services, EAL LL and Resource teachers to set goals and plan for success
- Various clubs are offered to celebrate student diversity
- Development of school Continuum of Learning Supports
- NEW Streamline new student in-take processes to provide clarity and ensure programming that best fits students
- NEW Calgary Bridge Foundation for Youth settlement worker in school and additional programs provided for students and families

Resources

- CBE Diversity and Inclusion Professional Learning modules *D2L
- High School Outcome-Based Assessment: Implementation Resource for Teachers
- Assessment and Reporting in CBE: Practices & Procedures
- Student Well-Being Framework Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework and Companion Guide

School Development Plan – Data Story

GOAL ONE: Enhance learning opportunities to improve student success
Outcome one: Student achievement will continue to improve with the implementation of Outcomes-Based Assessment and Reporting at the Grade 10 level.

Celebrations

- Grade 10 core course pass rate (students achieving 50% or higher) remains high with an average rate of 95.9%.
- Student resilience and perseverance in relation to challenges in learning and/or school work have improved from the previous year according to the CBE Student Survey.
- Successful implementation of Outcomes-Based Assessment and Reporting for Year 1 in all Grade 10 courses with teachers actively engaging with professional learning and collaboration in task design and assessing with the High School Proficiency Scale.

Areas for Growth

- Improve student achievement beyond 'Beginning' and 'Developing 1' levels on the High School Proficiency Scale to support student mastery and excellence in their courses.
- Continue to review current summative assessments to ensure they align with goals of learning.
- Need to strengthen culturally responsive, inclusive and differentiated teaching practices to include identities, strengths, and learning profiles of all students.

Next Steps

- Focus Professional Learning Communities (PLCs) and continued professional learning to develop culturally responsive teaching to ensure all students have access to academic support and enrichment opportunities.
- Connect teachers from across discipline areas to build teacher capacity to design tasks and assessments that align with the High School Proficiency scale in a meaningful and authentic way.
- Increase student awareness of potential future career pathways and how programming choices can support them to increase engagement in their learning.