



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

Our focus this year continues to be on the development and implementation of Outcomes-based Assessment and Reporting specifically in creating assessments and multiple opportunities for students to demonstrate learning and growth.

**Grade 10 Pass rates (Core classes) – PowerSchool

Course	Total Students	Students who passed	%
ELA 10-1	636	633	99
ELA 10-2	140	132	94
Math 10C	713	687	96
Math 10-3	88	74	84
Science 10	656	639	97
Social 10-1	613	598	97
Social 10-2	113	98	86

CBE Student Survey (Baseline) - Learning Environment

	2023-24 (% agree)
I have opportunities to get feedback on my work as part of the learning process.	81.79%

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements



The feedback I receive from my teachers is helpful in improving my understanding and work.	78.18%
The assessments I do help me to reflect on my understanding of a subject or learning outcome.	72.34% *with a percentage of 28.57% grade 10s who strongly disagree.

The pass rate, as well as the survey indicators, report that Grade 10 students are successfully achieving course outcomes with the support of teacher feedback to improve learning. However, the percentage of grade 10 students who disagree that their assessments reflect their learning suggests this as an necessary area of focus in order to ensure that assessments align with learning intentions to accurately reflect student achievement.

Well-Being

The CBE Student Survey results inform our focus on Student Well-Being as an integral part of student learning to create an environment. In understanding their levels of mastery through OBA, students can develop confidence in their learning, self-advocate, and engage with the work that is connected to the outcomes by being involved in the process through goal setting and assessment. By introducing these processes in Grade 10, we aim to see the long-term benefits in Grades 11 and 12.

CBE Student Survey (Grades 10-12 students surveyed)

Resilience and Perseverance & Self-Improvement Summary Measure

	2022-23	2023-24	Change
I feel confident I can overcome challenges in my learning.	73.58%	72.56%	- 1.02%
When I struggle with my school work, I can get through it and fix it.	80.03%	79.74%	- 0.29%
I have the support I need from my school to set learning goals and work towards them.	68.76%	71.68%	+ 2.92%
In the last 6 months, I have felt nervous or anxious about my learning.	-----	84.30%	-----

Truth & Reconciliation, Diversity, and Inclusion

% of students achieving below 50% in core classes (2023-24)

	ELL cohort (428 students)	Indigenous cohort (26 students)	SPED cohort (286 students)
ELA	1.82%	13.33%	3.81%
Math	7.6%	15.38%	6.86%
Science	5.24%	12.9%	5.93%





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Social Studies	4.86%	13.04%	7.08%
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CBE Student Survey (2023-24) – Heart – To Belong

	Whole School	EAL cohort	Indigenous cohort
I feel included at school.	61.86%	57.07%	28.75%
I feel welcome at school.	64.49%	59.93%	41.25%
My teacher(s) care about me.	73.77%	68.09%	61.27%

CBE Student Survey – Diversity and Inclusion

	2023-24
At my school I learn about Indigenous ways of being, belonging, doing & knowing.	53.48%
I can see my culture reflected in my school.	68.87%
When racism and/or discrimination occur at my school, my school takes steps to address it.	56.72%

The collected data considered for our EAL, Indigenous and SPED cohorts indicate that there are areas for improvement in order to support student sense of belonging in order to foster learning. The survey stems in particular, provide some direction to develop the “Heart” through intentional inclusion and personalization that can be developed by embedding Indigenous Ways of Knowing as well as creating ethical spaces. Our current enrollment numbers also reinforce the need to focus in this area as the number of students in these cohorts continue to increase.

Demographics (Number of Students)

	2023-24	2024-25
EAL	428	472
Indigenous	26	35
SPED	286	269





School Development Plan – Year 1 of 3

School Goal

Enhance learning opportunities to improve student success.

Outcome:

Student achievement will continue to improve with the implementation of Outcomes-based Assessment and Reporting at the Grade 10 level.

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
- Teacher survey data (Nov/Jun) to measure success and confidence with the implementation of OBA
- 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 # of students accessing dual credit and unique pathways courses
- NEW Anecdotal feedback from teachers regarding efficacy of teaching strategies

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
- NEW Connect students with support and resources that enhance learning and personal development (ex. Dual credit, Work experience, Digital Pathways)

Well-Being Actions

- NEW Connect newcomer students with a student leader/mentor to work develop initial sense of belonging
- NEW Teachers will develop a 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

- NEW Development of a Learning Commons will engage in student conversations to assess and acquire relevant and inclusive materials and resources to support learning space
- NEW Whole school commitment to creating ethical space in their teaching areas
- Culturally responsive teaching





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 Leadership student, teacher and admin attending the Well-Being Symposium*

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*
- *NEW Monthly Collaborative Team Meetings*
- *Task calibration within discipline areas*
- *NEW OBA Parent Information evenings*
- *Transition meetings with Grade 10 students and EAL students with Student Services, EAL LL and Resource teachers to set goals and plan for success*
- *Brown Bag Lunch program*
- *Various clubs are offered to celebrate student diversity*
- *NEW Development of school Continuum of Learning Supports*

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*

