



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: Rideau Park School

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

If teachers further their understanding of classroom and individual profiles to design relevant (personalized) learning opportunities then math and reading achievement will improve.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will improve their achievement in mathematics (Explores and develops strategies for mental mathematics and estimation)	<p>Students will learn and practice strategies on an ongoing basis throughout the year</p> <p>Students will play math games that support growth in mathematical foundations</p> <p>Parent support through Math sharing of math strategies including a parent information night</p> <p>Students will be able to articulate the purpose and expectations of a task with a focus on the following: How do I feel? Why is this important for me to learn? Am I interested? Is this relevant? Can I do this?</p> <p>Students will use Iris to collect evidence and reflect on learning</p> <p>Consistent mental math strategy</p> <p>Students will reflect upon process, product, skills and knowledge Students who are identified as requiring targeted support will have access to small group instruction</p> <p>Students will have access to home practice through Mathletics</p>	<p>PAT results</p> <p>Report card marks on outcome (explores and develops strategies for mental mathematics and estimation) Learning Plans in Iris</p> <p>Ongoing personalized classroom assessments</p> <p>SLA</p> <p>Mathletics activity</p>	<p>There will be a reduction in the number of students who receive a 1 or a 2 on their report card from 57 to 47 students. (The number of ones will move from 6 to 4)</p> <p>90 Per cent of grade 6 students will achieve acceptable level on their PAT's. (math)</p> <p>90 Per cent of grade nine students will achieve acceptable level on their PAT's (math)</p> <p>All students will see an increase in speed and accuracy of basic facts over the course of the year. (documented in Iris)</p>
Students will improve their achievement in reading (Reads to explore, construct and extend understanding)	<p>Students will focus on reading strategies</p> <p>Students identified as requiring targeted support will have access to small group instruction focused on area of need</p> <p>Students will document ongoing reading and will share and celebrate literature</p> <p>Students will learn reading strategies in all subjects</p> <p>Students will read daily and be involved in targeted reading groups</p> <p>Increase in student exposure to a variety of genre of literature</p> <p>Parent information sessions on reading with children</p> <p>Students will have the opportunity to be involved in a book fair</p>	<p>Grade 6 and 9 PAT</p> <p>Report card marks on outcome: Reads to explore, construct and extend understanding</p> <p>Ongoing personalized classroom assessments</p> <p>Fountas and Pinnell reading</p> <p>Learning commons circulation numbers</p> <p>Students will help to select and recommend books to be purchased for the learning commons</p> <p>Student reading journals (reflective& responsive)</p>	<p>90% of students will receive acceptable on their grade nine PAT in the area of reading.</p> <p>The number of students who receive 1 on their report card will be reduced from 5 to 3 students.</p> <p>Library circulation numbers will increase from an average of 360 per month to 500 per month.</p>

School Development Plan

	<p>to be involved in a book fair</p> <p>Students will have increased exposure to learning commons</p> <p>Students will share literature they have written</p> <p>Students (k-4) will be involved in a structured home reading program</p> <p>Students will be involved in Raz kids reading program</p>		
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Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will improve their ability to provide formative assessment to students	<p>All staff aware of student's previous results on report card with a focus on those requiring intervention</p> <p>Math PLC</p> <p>Development of Common Math Assessments</p> <p>Professional readings (PEI Math Strategies for Mental Mathematics and Estimation)</p> <p>Professional development based on learning leader sessions supporting task design and assessment</p> <p>Use of Iris profiles and work spaces</p> <p>Collaboration in teams to co-plan/design authentic learning tasks</p> <p>Fireside chats</p> <p>Teacher self-reflection based on the TEF</p> <p>Use of planning template 2.0</p> <p>Specific input into the SDP throughout the year</p> <p>Increased focus on school-wide attendance strategy</p>	<p>Fireside chats</p> <p>PLC notes</p> <p>Teacher self-reflections</p> <p>Classroom observations</p> <p>Informal conversations</p> <p>Planning Template 2.0</p>	<p>All staff will report that they learned and implemented at least two new formative assessment strategies</p> <p>Staff will report an increase in student learning in the areas of mathematics(mental math) and reading comprehension</p>
Teachers will improve their ability to plan relevant (personalized) learning tasks for students	<p>All staff aware of student's previous results on report card with a focus on those requiring intervention</p> <p>Literacy PLC</p> <p>Sharing of high impact reading strategies</p> <p>Development of Common reading assessments</p> <p>Professional reading (Writing/Reading Power)</p> <p>Professional development based on learning leader sessions</p> <p>Use of Iris Profiles and workspaces</p> <p>Use of planning template 2.0</p> <p>Collaboration in teams to co-plan/design authentic learning tasks</p> <p>Fireside chats</p> <p>Teacher self-reflection based on the TEF</p>	<p>Fireside chats</p> <p>PLC notes</p> <p>Teacher self-reflections</p> <p>Classroom observations</p> <p>Informal conversations</p> <p>Planning Template 2.0</p>	<p>Differentiation will be evident during classroom visits and through conversations with teachers</p> <p>Planning template 2.0 will reflect teachers planning multiple entry points for diverse student needs</p> <p>50% of grade 9 students and 48 per cent of grade 8 students will report that they find their work interesting and motivating as reported in TTFM. (current 48% and 45%)</p>

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.