



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: **Sherwood School**

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

IF teachers develop increased numeracy, reading and writing skills for all students in all courses in all grades by employing numerous strategies and entry points meant to engage our students, THEN students will be intellectually engaged and they will improve in their academic abilities in all subject areas and grades.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Literacy - Students will improve in their academic achievement and abilities with respect to report card stems.	Students will: -edit for correct use of conventions -write in a narrative style -write in an expository style -continue to build on their foundational reading skills -students will develop their disciplinary vocabulary	Report Card Stem: ELA - Writes to develop, organize and express information and ideas.	Our target is to reduce the number of 1's and 2's on this report card stem.
		Report Card Stem: ELA - Reads to explore, construct and extend understanding	Our target is to reduce the number of 1's and 2's on this report card stem.
		PAT Achievement results	Our target is for 85% of our students achieve the Acceptable Standard on grade 9 ELA PAT, compared to 83 % in 2016-17.
		School wide write using common assessment rubric	
Numeracy - Students will improve in their academic achievement and abilities with respect to report card stems.	Students will: -continue to build their foundational numeracy skills -reason their choice of computational strategy -identify an alternate computational strategy -students will develop their disciplinary vocabulary	PAT Achievement results	Our target is for 55% of our students achieve the Acceptable Standard on grade 9 MATH PAT, compared to 46 % in 2016-17.
		Common school-wide math Assessment	

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will utilize explicit strategies for: - Reading comprehension - Narrative and expository writing - Numerical computation	Student's skills in literacy and numeracy will be developed through the use of various reading and writing programs (Words Their Way, Writing Power, Empowering Writers, PRESS Intervention, spelling tests, Reading Power, and JUMP Math). Teachers will: Continue to maximize the benefits of system PD opportunities and share gained knowledge with colleagues (ELL, Professional Learning Series, Teacher Induction etc) Utilize strategies intended to increase the number of students reading and writing at or above	Teaching Effectiveness Framework Accountability Pillar Results Report Card Stems/Outcome Analysis PAT Achievement results School wide write (Rubrics) Common Math Assessment	

School Development Plan

	<p>grade level.</p> <p>Utilize writing strategies that emphasize proper conventions</p> <p>Utilize writing strategies that emphasize the development of strong arguments.</p> <p>Utilize Formative Assessment strategies to allow students to demonstrate their understanding, and to guide instruction.</p> <p>Utilize common assessments and common rubrics to demonstrate student growth over time.</p> <p>Increase focus on understanding the Zone of Proximal Development.</p> <p>make better use of pre and post-tests to show growth/improvement over time.</p> <p>Utilize the JUMP Math program. Used all teachers of math from grades 4-8.</p> <p>Employ strategies that increase basic number sense.</p> <p>Create higher order/level questions that are more in alignment with those on the PATs.</p> <p>Improve student engagement through the use of projects, manipulatives, and hands-on activities</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.