



## 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: Tom Baines School

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

If [Teachers focus on personalization of learning to develop a deep foundation in literacy.] then [Students will become competent and confident learners and fewer students will fall below the acceptable level or below grade level.]

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will become competent and confident learners and fewer students will fall below the acceptable level or below grade level.	Create a shared vision among all the staff regarding what is literacy and the areas that require our collective focus on improvement.	Improved results in all disciplines with a strong focus on helping all students to meet the acceptable standard on PAT exams and grade level achievement on report cards.	Reduce the number of students by 10% in each discipline that are not meeting the acceptable or grade level standard.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers focus on personalization of learning to develop a deep foundation in literacy.	Develop meaningful literacy tasks which challenge and foster individual development.	Ongoing assessment through planned tasks that will identify areas for growth within literacy.	An increase in student's basic and fundamental literacy skills and competencies. This will be identified through pivot table data (report card stems) from year to year.
To help determine a student's strengths and areas for growth with regards to; reading, writing, and comprehension in a variety of literacies encountered throughout a student's day.	As a staff we need to come together to establish a common vision of Literacy and a common understanding where we see literacy in a student's day in a variety of subjects. Professional development through ED Camp for all teachers and enhancing of instructional and assessment strategies.	Literacy committee is looking at belief statements, looking at commonalities. They will report back to staff. CARS assessment will also be a big piece of this puzzle: Science/Math taking on the pre-testing. Literacy committee members will attend meetings to envision how this could look at Tom Baines.	Conduct a pre and post assessment utilizing CARS to get a baseline and to look to measure improvement.
Utilize IRIS as a way of understanding our students better as learners and to help develop IPP's within IRIS.	Each student will create their own learner profile and begin to explore developing a personalized learning plan.  Teachers will create new IPP's in IRIS for students that have been assigned to them as key teachers.	The completion rate of learner profiles  IPP's will be created for all coded students by October 12th as the IPP goes home for parent signatures.	95% of all students will have completed their learner profile in IRIS.  All coded student will have a new IPP created in IRIS.

## 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.