



## 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: Western Canada High School

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

If teachers use formative assessment techniques and improve their task design skills, then students will be able to identify the next steps in their learning and be more engaged, thereby improving their performance on diploma / course exams and course completion.\*

\*See specific department achievement goals and targets.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
<p>Students will be able to identify next steps for learning* and will improve performance on Diploma / Course exams.</p> <p>*Specific next steps for learning are identified in Department Development Plans.</p>	<p>Students will receive targeted formative feedback on their assessments.</p>	<p>Diploma completion</p> <p>Report cards</p>	<p>Increase of .5% in Diploma course completion over 2016. (Completion 2016 was at 96%)</p> <p>Decrease of the number of students getting 50% or under on the report card, from 239 students on the first report card to 160 students on the January report card.</p>
<p>Indigenous students will be more engaged, be able to identify next steps for learning, will report improved confidence, and will improved performance on Diploma / Course exams.</p>	<p>Students will receive targeted formative feedback on their assessment.</p>	<p>Diploma completion</p> <p>Diploma participation</p>	<p>Indigenous students obtaining acceptable on diploma examination will be maintained above 91%.</p> <p>Participation rate of Indigenous students on diploma exams will be 100%, the same as 2015-2016</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
<p>Teachers will utilize at least one new formative assessment technique to inform students on their performance.</p>	<p>Learning leaders will work collaboratively with their colleagues at the system and the school levels to help them guide their respective Professional Learning Community(PLC) and Department in developing process of assessments involving the students.</p> <p>They will work together on the following dates:            Wed Aug 31            Tue Sep 20 AM            Tue Oct 18 PM            Tue Nov 22 AM            Tue Feb 21 PM            Thu Mar 23 AM            Tue Apr 25 AM            Mon Jun 12 PM</p> <p>Through the collaborative work of PLCs, department meetings, and faculty meetings, teachers will develop their formative assessment techniques in the process of assessment thereby providing more relevant feedback to the students on their work that will eventually</p>	<p>grade 10/12 student survey</p>	<p>On the Gr 10 survey results question: "I am comfortable learning about things that don't have a single right answer":            The percentage of students answering agree and strongly agree will go up by 1%. (from 86.8% in 2016)</p> <p>On the Gr 12 survey results question: "When writing is required in everyday life, I have the skills I need": the percentage of students with the agree and strongly agree answers will go up by .5% (from 94.4% in 2016)</p> <p>On the Gr 12 survey results question: "When Math is required in everyday life, I have</p>

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	<p>on their work that will eventually improve their performance. They will work together on the following dates:</p> <p>Aug 31 Sep 1 Sep 23 Oct 21 Nov 25 Jan 13 Jan 31 Mar 3 Apr 7 May 19 Jun 9 PD Days Oct 7 Dec 2 Apr 17</p> <p>The techniques that will be taken from Dylan Williams: Embedding Formative Assessment:</p> <ul style="list-style-type: none"> <li>Keep the context out of learning intention</li> <li>Start with samples of work</li> <li>Learning progressions</li> <li>No Hands up</li> <li>Time for thinking</li> <li>Avoiding Questions</li> <li>All-Students Response Systems</li> <li>Question Shells</li> <li>Hinge Questions</li> <li>Focus on the reactions</li> <li>Develop a "Growth Mindset"</li> <li>Design Feedback as Part of the System</li> <li>Make Feedback into Detective work</li> <li>Comment-Only Grading</li> <li>Peer Feedback</li> <li>Em-phasing Group Goals in Classroom work</li> <li>Prioritizing Individual Accountability</li> <li>Use Self-Reports</li> <li>Make Time to help Student Own the Learning</li> <li>Use Framework to Help Student See the Connection in self assessment</li> <li>Engage Student as lesson Observers</li> </ul>		<p>in everyday life, I have the skills I need" , the percentage of students with the agree and strongly agree answers will go up by .5% (from 89.6 last year)</p>
<p>Teachers will continue the work of designing tasks that are engaging to students.</p>	<p>Through the collaborative work of PLCs and department meetings, teachers will develop tasks that are engaging to students. They will work together on the following dates:</p> <p>Aug 31 Sep 1 Sep 23 Oct 21 Nov 25 Jan 13 Jan 31 Mar 3 Apr 7 May 19 Jun 9 PD Days</p>	<p>Accountability pillar TTFM</p>	<p>On the accountability pillar survey, the percentage of teachers, parents and students satisfied with the overall quality of basic education will go up by .2% (from 90.1% in 2016)</p> <p>Gr 11 student engagement will be maintained at 61% or above on the 2017 TTFM survey (compared to 61% in 2015 and 54% in 2014, National norm: 42%)</p>

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	Oct 7 Dec 2 Apr 17		Students who find the classroom instruction rigorous will go from 6.3 (2015) to 6.4  The rate of students who thinks that important concepts are taught well, class time is used efficiently will go up or be maintained at 6.6 (2016) Canadian Norm is at 6.2
Teachers will maintain a welcoming environment for Indigenous students through the use of IRIS and the offering of programs such as NAPI, MFI, and Indigenous circle	Teacher will participate in instructional sessions on IRIS in August.  The Indigenous Students Success Coach will connect Indigenous students with teachers and follow up with them on their success.  The Indigenous Students Success Coach will continue to offer multiple opportunities to Indigenous students such as NAPI, MFI and Indigenous circle so that indigenous students have a sense of belonging at Western Canada	Drop Out Rate	Drop out rate for Indigenous students will go from 4.1% in 2016 to 0% in 2017
Teachers will use IRIS to create Individual Learning Plans for coded students	Teachers will receive training in August on IRIS and will use IRIS to create IPPs	Number of students with IRIS profile	100% of coded students will have an IRIS profile. (from 0% in 2016)
Math teachers will offer extra intervention to support student success.	Delivery of a Pre-IB Math Camp for prospective IB students that have been identified to need extra math help  Creation of a Math 15 class to increase specific students' Math literacy	IB diploma numbers  Math 10-C completion	The number of IB diploma students will go up from 44 in 2016 to 75 in 2018  The number of students failing Math 10-C will go down from 95 in 2016 to 50 in 2017.

## 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.