



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.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
In English Language Arts, students will better understand learning intentions and the relationship between task and outcome.	Students will be able to articulate the outcomes from the program of study prior to commencing any give task.	Diploma results (30-1)	Decrease by 1% of students below 50% on the diploma exam from 9.1%
In French Language Arts, students will be more intellectually engaged and performance will improve.	Students will deepen their understanding of the use of figures of speech to produce more effective personal response.	Diploma exam results on personal response on the "Habileté à écrire" criteria. Diploma results excellence	Increase by .6% of students on the "Habileté à écrire" criteria getting 3 or above from 90.4%
In Math students will explain and justify their mathematical thinking.	Students will explain and justify their mathematical thinking.	Section of the diploma exam results on Permutations, Combinations and Binomial Theorem	Increased by .5% from 68.3%
In Science students will better understand learning intentions and the relationship between task and outcome.	Students will be able to articulate the connections between task and outcome prior to beginning.	Science 10 completion rate	Base line: 93.2% Target: 93.3%
In Social Studies, students will demonstrate improvement on their written response I's (Interpretation of source material presented, political cartoon, quotes, etc)	Students will use targeted feedback on their assessment to Written Response I's.	Diploma written response 1. Diploma exam	Increase by 0.5% from 66%
In the English Language Learners department, students will develop their vocabulary in Science and Social Studies.	Students will use similar vocabulary in ELL, Social 10 sheltered and Science 10 sheltered classes.	Diploma average from results in ELA for ELL students	Up 1% from 66.3%
In Second Languages (FSL, Spanish, Latin) students will improve listening comprehension skills.	Students will be introduced to the use of Podcast.	Students performance on listening comprehension assessments.	Baseline: current average of 75.2%. Class average on listening comprehension will go up by .1%.
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.	Students will use feedback from targeted coaching and support from our indigenous coach and their teachers to complete their diploma examination	Diploma completion	Base line: 100% Target: Maintain
In the IB Program, more students will complete the IB Diploma	Students will meet extended essay checkpoints Students will use an online tool for CAS reflection	Number of students completing IB Diploma	Base line: 37 Target: 54

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
In French Language Arts, Teachers will become more skilled in developing the	Teachers will use PLC meetings to develop and enhance these skills in their students.	Uses of formative techniques by the teachers	Teachers will introduce a minimum of one new formative assessment

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skilled in developing the analysis of feelings, emotions and tone in the students for both reading and writing.	their students.		formative assessment technique.
In Second Languages (FSL, Spanish, Latin) teacher s will introduce the use of Podcast in their practice.	Teachers will use PLC meetings to develop the use of Podcast as an instructional tool.	Use of Podcasts by the teachers	Teacher will introduce a minimum of one Podcast per semester.
The French Immersion program will have a higher visibility in the community.	Participation in community events by our students	Community events participation	Students at Western Canada will have participated in at least one more community event by the end of the year. (Three events this year)
In English Language Art, teachers will employ a common set of instructional strategies for reading.	In PLC time teachers will share best strategies for reading.	Diploma exam on reading comprehension	Base line: 72.1 target: 72.2
For communication, our website will move to the new platform	LL for communication will lean on website specialist to obtain the new site	Establishment of the new site	We will have a new site
In math, teachers will develop consistent standards for assessment of written response.	In PLC time teachers will share best strategies to develop standards for assessment responses such a collaborative marking. Teachers will participate in Alberta Education working group. Teachers will increase instructional time on Permutations, Combinations and Binomial Theorem.	Regular feedback from PLC to the Dept Learning Leader. Number of teachers participating in Alberta Education working group.	One written response on a unit exam on the model of the future diploma written response.
The library will support teachers' formative assessment of research projects	Creation of Information fluency assessment rubrics Provide information literacy instruction to support development of students' information fluency throughout the research process Support professional development activities related to formative assessment PD Committee membership Providing Professional Learning Collection resources Providing research support – collect & share peer-reviewed research articles	Participation in PD committee and providing research support and articles to the faculty Participation of students in Info boot camp	Maintaining the current level of support. Increasing number of students participating in the boot camp: base line: 0
In science, gr 10 teachers will develop strategies to consistently communicate learning intentions	In PLC time science 10 teachers will share best strategies to communicate learning intentions	Debriefing of PLC work at the end of each semester with Learning leader	All science 10 teachers will consistently communicate learning intentions with students
Student services will inform teachers about Trauma Informed Practice	PD sessions	Teachers are will feel informed about TIP	Teachers will refer students experiencing Trauma related concerns to Student Services, establishing baselin this year.
For learning strategies, teachers will complete transition plan and summary notes for all IPP students	Teachers will be given time and PD	Completion of transition plan and summary notes	Baseline 60% Target 100%
In Social Studies teacher will develop a more comprehensive set of formative assessment tools will be developed for student	Through the collaborative work of PLC's teachers will engage in developing formative assessment tools for each unit in Social 10 and 20 (to parallel those in social 30).	In PLC, Teachers will share the success or failures of the formative assessments strategy	Teacher will report using one new strategy per course.

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will be developed for student use.	20 (to parallel those in social 30).		
Teachers of Indigenous students will know them and the resource available to support them	Indigenous coach will have regular contact with the teachers of indigenous students and will adapt when necessary.	High School completion over 3 years	Base line: 46.7% Target: 53.6%
In Fine Arts By June 2018, Fine Arts teachers will endeavour to engage and educate the students within the respective disciplines of Visual Art, Drama, Dance and Music in a meaningful way	Fine Arts Learning Leader will work with Fine Arts faculty to develop the strategies to be implemented specific to formative assessment in the classroom that will help the students achieve their performance focused goal	Quality of performances self reflection	Reflection on: Drama-Two Annual Productions, Visual Art-Regular Gallery Display and Feature Gala Fundraiser "Celebrate Western", Dance-"Centre Stage" and "Dance at Noon", Music-Winter and Year End Concerts at the Jack Singer Concert Hall/Jazz Night/Jazz BBQ/Band and Choral Festivals/Workshops/B and Camps and Performance Tours
In physical Education teacher will review exit survey from previous year to identify area of growths	Student self assessment and feedback will be part of each course.	Satisfaction with the course and the teacher on the exit survey.	Go up by 1% from Course:88.4% Teacher:86%
In Career and Technology Studies, students will clearly understand the learning intentions of all major projects in CTS courses.	Within each CTS course, students will authentically and meaningfully engage with content to demonstrate through documentation, reflection, presentation and showcasing the various aspects of their learning.	Enrollment in higher level CTS courses.	Baseline: 527 students Target: 545 students
Student Services will help students make decisions that contribute to their well being	Students services will inform students of services available to support their decision making such as learning strategies and other targeted interventions, mental health supports, and future planning strategies.	Response on gr 12 survey Q: I make decisions that contribute to my overall well-being.	Base line 36.4% strongly agree Target: 36.5%
With support from the Library, Students will demonstrate the information fluency skills required for success in 21st century academic environments.	Grade 10 Tech Bootcamps (all grade 10's) Grade 10 library orientations (Social Studies) ELL library orientations	Gr 10 CBE survey results on Q: When given complex information and ideas, I can analyze them critically Q: I can gather information, make connections and use reason to solve problems.	Increase by .5% the strongly agree category Base line Q1: 37.7% Q2:46%
In ELL Teachers will utilize formative assessment techniques to inform students of their performance.	Teachers will use the ELL Benchmark criteria in forms of instruction and formative assessment to support language development.	Debriefing of PLC work at the end of each semester with Learning leader	teachers will report consistently using the benchmark criteria
In Community engagement the goal is to develop ideas and strategies to implement fundraising initiatives that involve the staff and student body and our community & corporate partners (as appropriate) that benefit and contribute to the school community and the communities beyond the school.	Focus on leadership development: every student on the committee will be present in weekly meetings, minutes, task management and follow through. Communication will be an intrinsic part of every aspect of our work together.	group reflection	Set up information table for future initiatives
In Athletics the goal is to	Continued promotion of the	Number if athletes	500 athletes in 2017

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<p>maintain the level of excellence in the following areas: Students participation, Student achievement and promotion of the program.</p>	<p>Athletics inside the school. Continued to offer the maximum amount of teams. Continued support of PD for our coaches. Maintain or increase the number of playing opportunities outside the city. Continued contact with our feeder schools. Improve our Athletic Website.</p>	<p>Number of banners Players and team pictures on the halls and on website in a reasonable timeframe.</p>	<p>3 in 2017 2 weeks after pictures have been taken</p>
<p>IN IB classes teachers will infuse Theory of Knowledge(TOK) in their unit plan.</p>	<p>Teachers will use PLC time to share strategies on infusing TOK in their unit plan.</p>	<p>Debriefing of PLC work at the end of each semester with Learning leader</p>	<p>teachers will report consistently infusing TOK in their unit plan.</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.