



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: James Fowler High School

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

If teachers personalize learning by using multiple forms of assessment combined with a focus on effective task design, then students will increase their achievement.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will successfully complete courses and increase achievement.	<p>1.0 Formative Assessment Students will be able to identify and articulate their strengths and areas of improvement.</p> <p>2.0 Interdisciplinary Projects Students will be provided with the opportunity to earn dual credits through interdisciplinary and flexible learning opportunities.</p> <p>3.0 Develop Positive School Culture & Student Leadership Students will be more actively involved as global citizens and community leaders.</p>	<ul style="list-style-type: none"> • Diploma Exams • APS • Flex Time • Credit Recovery • Report Cards <p>1.0 Students have an understanding of their progress and achievement by participating in writing their own report card comments</p> <p>2.0 Students showcase their work through exhibitions</p> <p>3.0 An increase in students participating in Leadership, Athletics and Clubs (GSA/Social Justice)</p>	<p>+2% Diploma Results in both Acceptable and Excellence Standard</p> <p>+2% in High School Completion & Course Completion</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will design outcome based interdisciplinary tasks	<p>1.0 Task Design Teachers will design effective cross-curricular projects using the "TEF" in school wide PLC work</p> <p>2.0 Outcomes Based Assessment Teachers will base their assessment around curriculum goals (outcomes).</p> <p>3.0 Flexible Learning Environments Teachers will focus on emphasizing student learning based on meeting the outcomes as outlined in the Program of Studies.</p>	<ul style="list-style-type: none"> • Diploma Exams • APS • Interviews/Surveys from partnership programs • Iris <p>1.0 Teachers work in cross-curricular PLCs and share progress within adjustment cycle at staff meetings/PL Days/Conferences</p> <p>2.0 Teachers build assessment literacy in PLCs and share at staff meetings/PL days/Conferences</p> <p>3.0 Teachers collaborate and exhibit PLC work at the year-end Gallery Walk to make student learning visible.</p>	<p>+2% Diploma Results in both Acceptable and Excellence Standard</p> <p>+2% in High School Completion & Course Completion</p> <p>+2% in Educational Opportunities (all areas) on APS</p> <p>+2% on TTFM: Engagement, Relevance, Rigor & Feedback</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.