



## 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 engage students through personalized learning experiences, multiple forms of assessment and with a focus on Outcomes-based Interdisciplinary tasks, then students will complete their courses and increase achievement.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will increase course completion and achievement within all courses.	<p>1.0 Assessment Strategy: Students will be able to identify and articulate their strengths and areas of improvement through documented daily formative assessment.</p> <p>2.0 Interdisciplinary Tasks Students will be provided: a) opportunities to earn dual credit through interdisciplinary and flexible learning opportunities. b) tasks incorporating other discipline connections</p>	<p>-Diploma exam data</p> <p>-Accountability Pillar Survey: Course Completion Rates</p> <p>- Report Card Data</p> <p>1.0 Students have an understanding of their continual progress and achievement and complete all courses successfully</p> <p>2.0 All students showcase at least one of work through school wide displays, Student Learning Gala and/or Public Exhibitions</p>	There will be a +2% increase in High School Completion rates over the 2016-2017 result of 65.3%.
			There will be a + 2% increase in Diploma Exam Acceptable Standard over the 2016-2017 result of 72.4%.
			There will be a +2% increase in CTS Modules completed over the 2016-2017 result of 91%.
			There will be a +2% increase in course completion in the Option courses over the 2016-2017 result of 93%.
			There will be a +2% increase in course completion in the 10/20 core courses over the 2016-2017 result of 86%.

**The priority areas for system improvement that will be impacted by our school's focus for improvement in student learning are:**

- Overall results on Diploma Examinations

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will design Outcomes-Based Interdisciplinary Tasks.	<p>1.0 Assessment Teachers will base their assessment on curriculum outcomes a) PLC time around examples of student assessment work b) Providing specific assessment PLC teams that focus on outcomes-</p>	<p>- Diploma Exam Results</p> <p>- Accountability Pillar Survey: Course Completion Rates</p> <p>- Report Card Data</p> <p>1.0 Teachers provide evidence of daily formative assessment techniques to</p>	100% of all teachers will participate in Interdisciplinary PLCs.

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	<p>PLC teams that focus on outcomes-based and formative assessment to refine practice</p> <p>c) Lead teachers provide a year-long professional learning Assessment Cohort to build capacity in teachers to respond and reflect on student needs</p> <p>2.0 Task Design Teachers will design effective interdisciplinary tasks for students in the company of their peers.</p> <p>a) Design the Shift Cohort, Math Cohort, Task Design &amp; Assessment Cohort and Indigenous/Trauma Informed Practice Cohort building capacity in all staff at Professional Learning Day sessions.</p> <p>b) Utilizing the "Teaching Effectiveness Framework" focusing on the Effective Teaching Practice Rubric to assess student work during PLC time.</p> <p>c) PLC Gallery Walk: Staff sharing examples of effective task design and assessment through year end learning celebration.</p> <p>d) Item analysis of all diploma exam results</p>	<p>assessment techniques to ensure students meet course outcomes.</p> <p>2.0 Teachers engage in Professional Learning to provide opportunities to build capacity in each other and staff.</p>	
			<p>100% of all teachers will participate in Department PLCs focused on student work around Outcome-based Assessment.</p>
			<p>Attain a 5-10% discrepancy rate in all Diploma Exam results</p>

**These strategies and actions from the Three-Year Education Plan will guide our school's instructional improvement strategies:**

- Extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve
  - Nature of the task
    - Reflects student interests and voice
    - Reflects authentic disciplinary work
    - Has multiple entry and exit points
  - Assessment practices
    - Formative assessment
    - Outcomes-based evaluation (grading) practices

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- Indigenous education strategy
  - IE Learning environment
    - IE Culturally responsive instructional design and assessment and support
    - IE Early intervention
    - IE School connectedness
    - IE Engaging with families and community
  - IE Attendance
  - IE Students feel known, connected and supported
  - IE Students setting and working toward learning goals
- High School Success strategy
  - HS Assessment practices
    - HS Formative assessment
    - HS Outcomes-based evaluation (grading) practices
  - HS Flexibility in time, space and resources
  - HS Students feeling known, connected and supported
  - HS Student engagement and leadership opportunities
- Literacy strategy
  - LS High impact instructional strategies
    - LS Formative assessment and feedback
    - LS Student self-assessment
    - LS Microteaching to student specific learning needs
    - LS Classroom discussion
  - LS Disciplinary literacy
    - LS Subject areas
    - LS Math
    - LS Science
    - LS Social Studies
    - Other: Technology, Engineering, ELA, Arts.
- Math strategy
  - MS Content areas
    - MS Problem solving
    - MS Conceptual understanding
  - MS High impact instructional strategies
    - MS Formative assessment and feedback
    - MS Student self-assessment
    - MS Microteaching to students specific learning needs
    - MS Intervention strategies for students not achieving to grade level/IPP expectations
    - MS Classroom discussion
    - MS Spaced versus mass practice

## 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.