|2017-2018| School Development Plan

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: **National Sport School**

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

If [Teachers provide increased opportunities for students to read as part of their learning experience in all subject areas.] then [Student achievement in reading comprehension will improve.].

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Student achievement in reading comprehension will improve.	Students will participate in weekly independent reading. Students will focus on weekly course specific vocabulary. Students will participate in weekly course specific reading tasks. Students will discuss formative feedback from written assessments with humanities teachers, based on the common writing assessment rubrics. Students will deconstruct text rich problems in all science and math courses with continued interaction by classroom teachers and peers.	Number of students achieving a level of excellence on all diploma exams. Students' performance in common writing assignments will be assessed using a common assessment rubric - specifically "areas of Communication and Matters of Correctness" (grammar, mechanics, vocabulary, construction and usage). Students' performance on the deconstruction of text rich problems in all science and math courses will be tracked.	The number of students achieving a level of excellence in all subject areas will increase 2 percentage points over June 2017 results.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers provide increased opportunities for students to read as part of their learning experience in all subject areas.	Build teacher ability to design and assess disciplinary reading tasks.	Literacy focused survey for staff. Specifically question #9 "I feel confident making these kinds of literacy learning experiences part of my teaching"	From the literacy focused staff survey question # 9, staff will demonstrate an increased confidence in "Modeling use of and offering students quality multi-modal texts and tools to compose and represent their ideas". Percentage of staff indicating they disagree will decrease from 14.29% by 5 percentage points.

School Development Plan

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.