



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: Sir Winston Churchill High School

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

If teachers improve task design and assessment for student interests and learning through a trauma informed lens, then more students will successfully transition into high school, graduate, and successfully transition from Sir Winston Churchill to their post-secondary activities.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
<p>Students entering Sir Winston Churchill will be successfully transitioned to high school and achieve success</p>	<p>Students, especially those who may be "at risk", are given supports through the:</p> <ul style="list-style-type: none"> Implementation of the Math 15 course Implementation of the Grade 10 Mentor Program Creation of Personal Learning Plans Addition of an extra teacher in the Learning Center Redesign of the ELL/International Student entrance programs at SWC Deployment of Teacher Aides into specific classrooms Addition of the School Psychologist 	<p>Improved Success Rate / Credits Earned in Grade 10 Courses</p> <p>Introduce incoming grade 10 students to My BluePrint program to create Personal Learning Plans</p> <p>Fewer students feeling anxious and stressed about entering high school</p>	<p>Establish benchmarks of grade 10 credits earned through report card data at end of each semester</p> <p>Establish benchmark of grade 10 students using My Blueprint to create Personal Learning Plans</p> <p>Students articulate:</p> <p>Improved Engagement Rate (TTFM Survey) from 62% to 65%</p> <p>Improved Positive Sense of Belonging (TTFM Survey) from 69% to 72%</p> <p>Decreased numbers of students with Moderate or High Levels of Anxiety (TTFM Survey) from 25% to 22%</p>
<p>Students continuing their studies at Sir Winston Churchill High School will successfully plan to graduate and transition to post-secondary activities</p>	<p>Students, especially those who may be "at risk", are given supports through the:</p> <ul style="list-style-type: none"> Implementation of a Graduation Coach Implementation of the SWC Alumni Mentoring Program Creation of Personal Learning Plans Addition of an extra teacher in the Learning Center Redesign of the ELL/International Student entrance programs at SWC Deployment of Teacher Aides into specific classrooms Addition of the School Psychologist 	<p>Improved Success Rate / Credits Earned in on report cards</p> <p>Introduce grade 11 and 12 students to My Blueprint program to create Personal Learning Plans</p> <p>Fewer students feeling anxious and stressed about finishing high school</p> <p>Higher numbers of FMNI students graduating</p>	<p>Establish benchmarks of credits earned through report card data at the end of each semester</p> <p>Establish benchmark of grade 11 and 12 students using My Blueprint to create Personal Learning Plans</p> <p>3 Yr High School Completion rate improves from 90.1 to 91 % (Accountability Pillar Survey)</p> <p>Annual Drop Out Rate decreases from 0.9% to 0.8% (Accountability Pillar Survey)</p> <p>4-6 year transitions to post-secondary improves from 76.3% to 78% (Accountability Pillar Survey)</p>

School Development Plan

			<p>FMNI drop out rate decreases from 17.1 % to 15%</p> <p>FMNI high school completion rate improves from 17.1% to 30%</p>
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Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
<p>Teachers improve task design and assessment for student interests and learning through a trauma informed lens</p>	<p>Teachers articulate with feeder schools to identify, timetable and individually mentor incoming students needing extra supports</p> <p>Teachers lead the Grade 10 Mentoring Program</p> <p>Teachers apply "Trauma Informed Practices" to task design and assessment</p> <p>Teachers and Learning Leaders share and implement strategies from High School Task and Design Sessions</p> <p>Teachers identify and refer "high-risk" students to SLTs and School Psychologist</p> <p>Student services teachers are inserviced with the use of learning plans by piloting "My BluePrint" Program</p> <p>School Psychologist works with students dealing with stress and anxiety about classes</p> <p>Teachers co-ordinate resources with community groups:</p> <p>"All in For Youth" "Junior Achievement" and "YMAP" Programs</p>	<p>Increased number of teachers at CBE High School Task Design sessions</p> <p>PD Day focus on consistency of department teachers in formative assessment practices across all grade levels</p> <p>Increased high school graduation rate</p>	<p>3 Yr High School Completion rate improves from 90.1 to 91% (Accountability Pillar Survey)</p> <p>Annual Drop Out Rate decreases from 0.9% to 0.8% (Accountability Pillar Survey)</p> <p>4-6 year transitions to post-secondary improves from 76.3 to 78% (Accountability Pillar Survey)</p> <p>Work Preparation rate improves from 83.2% to 85% (Accountability Pillar Survey)</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.