



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 design tasks to create diverse learning opportunities so that students have a clear understanding of the learning intentions and use formative assessment to inform next steps in teaching, then students will experience an increase in their engagement and level of achievement.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will be able to identify gaps in their learning to determine the necessary steps to advance their level of achievement.	<p>In response to formative assessment tasks, students will be able to articulate the learning outcomes and identify gaps in their learning. Through the formative assessment process students will:</p> <ul style="list-style-type: none"> • Make appropriate choices for their learning • Determine the next steps to improve their knowledge and skills • Increase intellectual engagement <p>Students needing additional support will take advantage of opportunities being provided by:</p> <ul style="list-style-type: none"> • Additional ELL teacher support in various school settings • the Graduation Coach program • Increased availability of school psychologist to support our vulnerable learners • Action Indigenous Education Strategy • Continued partnerships with community resources "All in for Youth" and Junior Achievement Programs" 	<p>Students will self-assess their understanding by using teacher provided exemplars, department generated rubrics, and peer feedback to appropriately assess their learning in relation to outlined criteria.</p> <p>Student evidence of learning will be presented in school wide PD and PLC's for discussion.</p> <p>Students will be able to articulate learning outcomes</p> <p>Increased number of students accessing available supports.</p> <p>Increased credits earned through Graduation Coaching</p> <p>Increased numbers of students staying in school</p>	<p>Student performance will increase by a 1% point at the Acceptable Standards on Diploma Exams.</p> <p>High school completion rate improves by a 1% point (Accountability Pillar Survey)...Students are successful.</p> <p>Percentage of students who transition to post-secondary maintains or improves (Accountability Pillar Survey)</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will design tasks to provide diverse learning opportunities with clear learning outcomes to assist students in identifying and understanding their level of achievement. Tasks will have a focus on supporting those students in the bottom 5% of each class.	<p>Establish Professional Learning Communities (PLCs) to give teachers the opportunity to reflect and collaborate to design meaningful tasks:</p> <ul style="list-style-type: none"> • Use student work as evidence to inform teaching and learning practices • Teachers will use the program of studies to provide subject specific learning targets. <p>Learning Leader position created in the school to work with staff as a liaison between PD, PLC's and the Task Design and Assessment sessions :</p> <ul style="list-style-type: none"> • LL will attend the task design sessions and work collaboratively with teachers in attendance • LL will head the PD committee and work collaboratively with teachers on committee <p>In-servicing of teachers in the</p>	<p>Teachers will evaluate student work and student reflections to determine if tasks are having a positive impact on student achievement. Teachers will share the information gathered during PLC's to inform and adjust teaching practices.</p>	<p>Student performance will increase by 1% point at the Acceptable Standards on Diploma Exams.</p> <p>High school completion rate improves by a 1% (Accountability Pillar Survey)...Students are successful.</p> <p>Percentage of students who transition to post-secondary maintains or improves (Accountability Pillar Survey)</p>

School Development Plan

	<p>following areas:</p> <ul style="list-style-type: none"> • PLC work • Task Design and Assessment (Sharing of information by Learning Leaders from CBE system meetings) • PD conferences for teachers • Disciplinary Literacy Supporting ELL/International students 		
<p>Teachers will embed formative assessment throughout their lessons to inform next steps in learning.</p>	<p>Establish Professional Learning Communities (PLCs) to give teachers the opportunity to reflect and collaborate to design meaningful tasks:</p> <ul style="list-style-type: none"> • Share successful formative assessment practices with colleagues • Teachers will scaffold learning outcomes to make concepts accessible for all students. <p>Learning Leader position created in the school to work with staff as a liaison between PD, PLC's and the Task Design and Assessment sessions :</p> <ul style="list-style-type: none"> • LL will provide resources and strategies supporting task design and assessment for all staff <p>In-servicing of teachers in the following areas:</p> <ul style="list-style-type: none"> • Formative assessment • Task Design and Assessment (Sharing of information by Learning Leaders from CBE system meetings) • PD conferences for teachers 	<p>Teachers will evaluate student work and student reflections to determine if formative assessment strategies are having a positive impact on student achievement. Teachers will share the information gathered during PLC's to inform and adjust teaching practices.</p>	<p>Student performance will increase by a 1% point at the Acceptable Standards on Diploma Exams.</p> <p>High school completion rate improves by a 1% point (Accountability Pillar Survey)...Students are successful.</p> <p>Percentage of students who transition to post-secondary maintains or improves (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.