2015-2016 | School Development Plan

Data Story

Student Learning Data

- Students continue to excel on diploma exams – 95.2% of students achieved the "acceptable standard" and 33.6% achieved the "standard of excellence" (aggregated diploma results, as reported in Annual Education Results Report – Oct., 2015);
  - o Provincial average: 85.2% achieved the "acceptable standard" & 21% achieved the "standard of excellence."
  - o FNMI results: 78.3% achieved the "acceptable standard" & 9.4% achieved the "standard of excellence."
- Diploma exam participation rates are also very high - 79.8% of students have written four or more diploma exams by the end of their third year in high school (adjusted for attrition);
  - o Provincial rates: 54.9%
  - o FNMI rates: 51% (20.2% provincially) (33.3% at Abe the previous year)
- The overall 3 year high school completion rate is very high at 85.7%;
  - o Provincial rate: 76.4%
  - o FNMI rate: 61.2% (46% provincially) (55.6% at Abe the previous year)
  - o FNMI 4 year completion rate: 68.6% (50.6% provincially)
- Drop-out rate is 1.5%. This number is 0.5% higher than the previous 3 year average (1.0%);
  - o Provincial drop-out rate: 3.4%
  - o FNMI drop-out rate: 5.3% (8% provincially)
- Rutherford Scholarship eligibility rate is very high – 86.6% of grade 12 students have met the eligibility criteria for the scholarship based on course marks in grades 10, 11, and/or 12;
  - o Provincial eligibility rate: 61.2%
  - o FNMI eligibility rate: 50% (31.5% provincially) (31.5% at Abe the previous year)
- Of the 25 students who identify as FNMI in SIRS this year, 20 are on track to successfully complete high school within three years (see detailed data below – more analysis is required as 2 students are unaccounted for);
- While are students perform well on standardized assessments and successfully transition to post-secondary and the world of work, there is significant evidence that many are more "institutionally engaged" than "intellectually engaged" in their learning (see TTFM Survey data below). In light of this data, our School Development Plan is focused on authentic, relevant, and meaningful task design and instructional strategies that will result in students being more emotionally and intellectually invested in their learning.
- 51 French Immersion students completed the DELF B2 international accreditation, as compared to 56 in 2013-14;
- 225 Grade 12 students graduated with the CBE's Certificate of Achievement in French Immersion, as compared to 182 in 2013-14;

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- Regular Program: 36% of students are enrolled in the Regular Program (Gr. 10 – 140, Gr. 11 – 197, Gr. 12 – 226);
- Advanced Placement: 21% of students are enrolled in one or more AP courses within the Regular and French Immersion Programs;
- French Immersion: 50% of students are enrolled in the French Immersion Program (Gr. 10 – 253, Gr. 11 – 256, Gr. 12 – 261);
- Spanish Bilingual: 11.5% of students are enrolled in the Spanish Bilingual Program (Gr. 10 – 68, Gr. 11 – 61, Gr. 12 – 49);
- ELL students: 8% of students are English Language Learners;
- We currently have 2 exchange students and 35 International students;
- 15.6% of students have been identified as having special education needs (coded based on learning and/or social/emotional needs);
- 29 students are enrolled in ACCESS, ALP, or TVP classes.

Perception Data

- **Accountability Pillar Survey - Parental involvement:**
  - o "Parental involvement" results are based on parent and teacher perceptions of the level of involvement parents have had on decisions impacting their children's education.
  - o In 2013-14, parental involvement was identified, in the Accountability Pillar Survey, as an "area of concern." Last year's result of 69.7% had declined from the previous year's result of 77.3% and the previous three year average of 75.2%.
  - o As we analyzed this decline in results, we speculated that the results might be quite different if parents of students in grade 12 were surveyed as people's perceptions often change over time and parents tend to become more increasingly involved as their students become more involved in the life of the school.
  - o Another possible reason for the decline in parental involvement over time could be attributed to the fact that the school had three different Principals within a 12 month period. We hoped that leadership continuity would contribute to the development of more meaningful parental relationships which would, in turn, translate into an increased sense of involvement.
  - o Another factor possibly contributing to the decline could also have been because many of the parents who were actively involved in School Council had children who graduated in June 2014. Last year, we actively recruited and rebuilt our School Council and developed strategies for involving parents in decisions about their children's education in hopes of seeing this result increase in the 2014-15 school year.
  - o Indeed, parental involvement has increased from 69.7% in 2013-14 to 75.5% in 2014-15, placing our overall results in the "acceptable" range. This is still below the provincial result of 80.7% so this is an area on which we need to continue to focus.

- **Accountability Pillar Survey – Continuous Improvement:**
  - o This category measures the percentage of teachers and parents who say their school, and others in the jurisdiction, have improved or stayed the same in the last three years.

- o The 2013-14 school improvement result was 73% which was a 7.3% decline from the previous year's result of 80.3% and a 6.6% decline from the previous three year average of 79.6%. This area was identified as an "issue" due to the significant decline.
- o According to the school and provincial results data, it is clear that our students do very well on diploma exams.
- o That being said, continuous improvement is more holistic in scope than diploma exam results and it is evident that many people's perceptions of the school are either not aligned with our actual achievement results or are based on more numerous and varied factors.
- o Last year, we continued to build on our pursuit of continuous improvement, but looked for meaningful ways of increasing the awareness of students, teachers, and parents of the many different ways our students succeed, year over year in the school. In diverse and multi-faceted ways, our students consistently demonstrate our ongoing commitment to continuous improvement (scholarship dollars awarded, choir and band standings at various provincial/international competitions, athletic achievements, student leadership initiatives, etc.).
- o This remains an "issue," with only a 1% increase in results in 2014-15. In part, this could be due to the "law of diminishing returns." In other words, a decrease in the marginal or incremental output of a production process is realized as the amount of a single factor of production is incrementally increased, while the amounts of all other factors of production stay constant. Given that overall achievement in all categories measured by the Accountability Pillar Survey is "very high," we may have reached a point where it is no longer realistic to expect further increases.
- o Nonetheless, our current "school improvement" result (74.0%) remains lower than the provincial result (79.6%) so additional strategies are required to address this issue.

- ▪ **Accountability Pillar Survey -   Preparation for the World of Work**
  - o While both the "6 Year Transition Rate to Post-Secondary" (75.3%) and "Citizenship" (81.7%) remain very high, "Work Preparation" (75.5%) is evaluated as "intermediate" with no improvement gain over last year (77.5%).
  - o In part, this is due to the high percentage of students who choose post-secondary over immediately entering the world of work. Only 14% of students indicated in the TTFM survey (2014-15) that they plan to pursue a trade or apprenticeship program.
  - o As the provincial average for students who feel well prepared for the world of work is 82%, we have identified this as an area of growth.
  - o It is possible that the slight decrease is due to our Career Practitioner's hours being reduced from 1.0 FTE to 0.5 FTE (not a school decision but due to health reasons). This is a factor we will continue to monitor.
  - o We've been using the "Message Easy" communication tool in "My CBE Account" to communicate to parents the various workplace (CTS) opportunities developed through CBE's unique pathways and recently received positive feedback from the Learning Specialist that this strategy is proving to be effective in recruiting students.

- ▪ **Accountability Pillar Survey – Education Quality**
  - o While the percentage of teachers, parents, and students satisfied with the overall quality of basic education remains high (89.5%), there is an interesting discrepancy between these various perceptions.
  - o Many more teachers are satisfied with the overall quality of education (95.9%) than are students (87.4%) and parents (85.4%). A closer look at the detailed analysis of this measure is desirable to better understand the different perceptions.
  - o Informing this measure are statements such as:

- ▪ "It is clear what I am expected to learn at school."
- ▪ "My school work is challenging."
- ▪ "My school work is interesting."
- ▪ "The core subjects I am learning at school are useful to me."
  - o Given the nature of the above statements, this is an area where one might reasonably expect to see a positive change in perceptions as a result of intentional focus on task design and assessment.

- ▪ **TTFM Survey Data - 2013/14 results (as compared to 2014/15 results)**

	2013-14 Snapshot #1 (December 16, 2013)	2013-14 Snapshot #2 (June 4, 2014)	2014-15 Snapshot #1 (May 15, 2015)	2014-15 Snapshot #2 (May 29, 2015)
Social/Emotional Outcomes				
Students with a positive sense of belonging	67%	72%	70%	69%
Intellectual engagement composite	54%	56%	64%	54%
Students who are interested and motivated	38%	37%	42%	37%
Effort	71%	70%	73%	67%
Skills (Grades) - Challenge	63%	64%	75%	69%
Drivers of Student Outcomes (Scores scaled on a 10-point scale; students with scores above 6.0 have a mild to moderately favourable view and are considered engaged.)				
Effective learning time	6.6/10	6.7/10	6.9/10	6.6/10
Relevance	5.7/10	5.8/10	6.1/10	5.8/10
Rigor	6/10	6.1/10	6.4/10	6.1/10
Positive Teacher-Student Relations	6.2/10	6.1/10	6.7/10	6.3/10
Positive Learning Climate	6.3/10	6.1/10	6.7/10	6.4/10
Teachers' expectations for academic success	7.3/10	7.1/10	7.5/10	7.2/10

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School Process Data

- What goals were previously identified, what strategies were employed, what impact did those strategies have?
  - In 2014-2015, we revised our Theory of Action to the current statement and became more intentional about improving task design and assessment.
  - The Theory of Action in the previous adjustment cycle states, "If students become aware of and communicate to teachers their personal learning profiles and if teachers adjust their practice/assessment relative to articulated student learning strengths, needs, and interests, then students' academic achievement will increase."
  - The previous Instructional Goals lead to the development of strategies that improved personalization of learning and many students became better advocates for their own learning. This, in turn, enhanced teacher awareness of individual learning needs, better differentiation for different types of learners, and improved the quality of accommodations provided to students with identified learning and social/emotional needs.
  - In focusing more intentionally on instructional strategies that specifically improve task design and formative assessment, we anticipate that students will become more emotionally *and* intellectually invested in their learning as they experience authentic learning that is authentic and relevant to their daily lives and personal interests/strengths.
  - Feedback from a student focus group, together with our TTFM results, helped us realize that our students are institutionally engaged, but not necessarily intellectually engaged in their learning.
  - We also wanted to capture, in this new adjustment cycle, the vision and policy shifts articulated in *Inspiring Education* and build on the learnings of the High School Flexibility Enhancement Pilot Project. Engaging in the Moving Forward with High School Redesign initiative has resulted in each PLC creating flexible learning environments that are responsive to the students they serve (rather than a "one size fits all" approach such as a common "flex block").
  - Studying Carol Dweck's work on Mindset with our Learning Leaders initiated this "out of the box" approach towards flexible learning environments. We needed to have a flexible approach towards flexibility for it to be effective for students in the regular program, French Immersion, Spanish Bilingual, and AP. We started from the premise that whatever we did needed to support increased student engagement in learning and enhance teacher practice.
  - Vivian Robinson's focus on student-centered leadership and her complex problem solving model proved invaluable as we identified why it is problematic if we lack a consistent approach to assessment or have conflicting values and developed solution requirements to inform a school assessment policy.
  - Model instructional leadership – Admin to LLs to PLCs
  - Each PLC developed "I/we will . . . statements" in support of each school-wide instructional & achievement strategy.
  - Setting the Direction – Next Steps (all teachers responded to the following questions):
    - When we think about the school wide instructional actions, what do we, as a PLC, have the energy and commitment to do right now, to move this work forward?
    - What practicalities do we need to address before we can implement the school wide instructional actions (possibilities include but are not limited to resources, scheduled PLC time, time to learn from observing one another, etc.)?
    - In order to sustain the energy for positive change, in addition to implementation of agreed actions, we also need to incorporate time and opportunity for reflection, evaluation, and celebration. In your opinion, what is the best way to do this?

- Have we missed anything? Is there anything else we need to consider?
  o We set the following performance targets for 2014-15, with varying results:
    - Maintain our excellent diploma exam results and participation rates.
      - Improved percentage of students attaining the "acceptable standard" by 0.4%.
      - Improved percentage of students attaining the "standard of excellence" by 2.6%.
    - 75% of students will report that they find their classes to be an effective use of learning time, rigorous, and relevant. As a 10-point scale is used for this measure, it should have been framed as, "Students will rate effective classroom learning time 7/10" and the same for student rating of relevance and rigor.
      - Student rating of effective classroom learning time increased from a low of 6.6/10 in 2013-14 to a high of 6.9/10 in 2014-15.
      - Student rating of classroom instruction being relevant to their everyday lives increased from a low of 5.7/10 in 2013-14 to a high of 6.1/10 in 2014-15.
      - Student rating of rigor (defined as classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn) slightly increased from a low of 6/10 in 2013-14 to a high of 6.4/10 in 2014-15.
    - 80% of students will report that they find teachers emphasize the academic skills and hold high expectations for all students to succeed. As a 10-point scale is used for this measure, it should have been framed as, "Students will rate teachers' expectations for academic success 8/10."
      - Student rating of teachers' expectations for academic success slightly increased from a low of 7.1/10 in 2013-14 to a high of 7.5/10 in 2014-15.
    - 70% of students will report positive teacher-student relations (defined as students feeling teachers are responsive to their needs, and encourage independence with a democratic approach. As a 10-point scale is used for this measure, it should have been framed as, "Students will rate positive teacher-student relations 7/10."
      - Student rating of positive teacher-student relations increased from a low of 6.1/10 in 2013-14 to a high of 6.7/10 in 2014-15.
    - 65% of students will report that they are intellectually engaged and find learning interesting, enjoyable, and relevant.
      - 54% - 56% of students in 2013-14 were intellectually engaged. 54% - 64% reported intellectual engagement in the 2014-14 snapshots. As both snapshots were taken in May, it is difficult to explain the 10% difference in results.
    - 100% of teachers will have used a prescribed reflective tool for assessing learning tasks they design.
      - All teachers have used Friesen's *Teacher Effectiveness Framework* (*TEF*) to assess some of the learning tasks they designed;
      - Many teachers didn't consistently use the *TEF* to reflect on their teaching practice. The goal for this year will be to have 100% of teachers actively and consistently using the *TEF* to reflect on and assess their teaching practice and to use the *TEF* to inform pedagogical language will be the goal for this year.
    - 100% of teachers will have read and reflected on the CBE's *"Guiding Principles of Assessment,"* and PLCs will adopt common assessment practices informed by these principles.

- 100% of teachers read and reflected on this assessment document on a non-instructional day and had further opportunities, throughout the year, to apply the principles, discuss in PLCs, and clarify their understanding;
- This year's goal is for 100% of teachers to align their assessment practices with the guiding principles so our school wide assessment practices are consistent with the principles.
    - 100% of PLCs will collaborate to create flexible learning environments and assess the success of "flex" initiatives on an ongoing basis.
        - 100% of PLCs have created flexible learning opportunities for students. However, 100% of students are not aware of the various flexible learning/assessment initiatives available to them.
        - The goal for this year will be to increase student awareness of flexible learning and assessment opportunities and ensure that all students have access to flexible learning and assessment opportunities, not just some students some of the time.
  - System "one time funding" will be strategically utilized to move this work forward and to improve results for our FNMI students.

School | William Aberhart High School

Theory of Action | If we commit to a collaborative exploration and implementation of strategies that focus on task design, assessment, and flexible learning environments, then students will be more engaged in their learning, will self-assess and self-correct in deeper and more meaningful ways, and will enjoy programming that meets their individual needs and interests.

Goals	Strategies & Actions	Achievement & Instructional Measures	Performance Data & Target
Achievement Goal Success for all learners.	**Achievement Strategies** Students will be emotionally & intellectually invested in the work, making connections between what they already know to assess, apply, problem solve, and think critically. Students are provided opportunities to reflect about the formative feedback received, are able to reliably describe learning tasks, self-assess and dialogue about how they will pursue next steps for learning. Students will complete assessments that provide the teacher with information on what students know, but also provide information about what students don't know and where they need additional support and feedback.	**Achievement Measures** In PLCs, teachers will examine student work to determine whether the learning tasks students are asked to do are rigorous, cognitively demanding, relevant, meaningful, and worth students' time and attention. In PLCs, teachers will regularly examine student work & a variety of assessment data[i] across grades/levels/subject disciplines, for evidence of higher-order thinking skills, and to determine whether the data provides an accurate, comprehensive picture of student learning & competencies. In PLCs, teachers will use assessment to guide them in adjusting instruction, promoting learning, and assessing student mastery of learning outcomes.	"Tell Them From Me" Secondary School Survey: • Effective Learning Time (will be rated 8/10): Students find important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives. • Relevance (will be rated 8/10): Students find classroom instruction relevant to their everyday lives. • Rigor (will be rated 8/10): Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn. • Expectations for Success (will be rated 8/10): Students will find the school staff emphasizes academic skills and hold high expectations for all to succeed. • Positive Teacher-Student Relations (will be rated 8/10): Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

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			• Intellectual Engagement Composite: 80% of students are intellectually engaged and find learning interesting, enjoyable, and relevant. • Students who are Interested & Motivated: 50% of students are interested and motivated in their learning. • Skills (Grades) – Challenge: 80% of students feel challenged in their language arts, math and science classes and feel confident of their skills in these subjects.
Instructional Goals Instructional design is focused on building deep understanding and is informed by disciplinary knowledge.	**Instructional Strategies** Teachers will enhance their ability to design lessons, learning tasks, and opportunities for students to develop higher-order thinking skills of analysis, inquiry, and creative problem-solving. Teachers use a wide range of ongoing formative assessments to inform instructional decisions and improve practice.	**Instructional Measures** In PLCs, teachers will collaborate to design learning tasks that are relevant, rigorous and meaningful and will use reflective tools to assess whether learning tasks are effectively designed to engage learners and maximize student learning outcomes. In PLCs, teachers will work together to develop and share a wide range of assessment instruments, criteria, exemplars, and practices & will use assessment data to assess whether the lesson/task design was effective or requires revision. In PLCs, teachers will develop assessment tasks that open a window on what students know and can do and use the insights that come from the process to design the next steps in instruction; teachers will share assessment information that will be useful for planning and teaching.	• 100% of teachers will use Friesen's *"Effective Teaching Practices Rubric"* as a reflective tool to assess the learning tasks they design; • 100% of teachers will align their assessment practices with the CBE's *"Guiding Principles of Assessment"* and PLCs will adopt common assessment practices informed by these principles.

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Flexible learning environments adapt to student learning needs and interests.	Teachers will provide students with a wide range of learning options in terms of time and/or structure, thereby enabling them to make choices related to their learning needs and interests.	In PLCs, teachers will collaborate to develop and create flexible learning environments for students and will monitor indicators of student success (i.e. completion rates, credit recovery) to determine whether the "flex" initiatives are successful or need to be further adapted.	• 100% of PLCs are collaborating to create flexible learning environments and assessing the success of "flex" initiatives on an ongoing basis.
	Teachers are empowered to decide how best to structure time to teach students.	In PLCs, teachers will report what they've learned from trying flexible approaches to learning (i.e. flexible scheduling and pacing, flexible structures such as online, project-based, or independent study, flexible approaches to assessment, etc.) and will reassess accordingly.	
	CBE Three-Year Education Plan Strategy With which strategies and actions from the *Personalize Learning* section of the Three-Year Plan does your SDP align?	Instructional design and leadership focus on: • Student agency and intellectual engagement; • Active and effortful tasks designed for the contemporary learner; • Assessment that informs teaching and learning; • Students knowing what they know, how they know it, how they show it, and what they need to learn next.	

School Development Plan Terms

School Development Plan Terminology

Two things I would ask of you this year are 1) to have both a clear achievement goal and an accompanying instructional goal and 2) to articulate a theory of action that connects your instructional leadership, through changes in instructional practices to changes in student achievement. (Chief Superintendent, Senior Leadership meeting, Fall, 2011)

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 in PLCs.

2 | **Data Picture**
An analysis of the data that paints a picture of why you are focussing 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 data analysis that surfaced the area of focus in the plan.

7 | **Instructional Goal**
The change a school intends to create within instructional practices to support the student achievement goal. The Instructional Goal and the subsequent strategies will consider teacher efficacy.

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. What **teachers** need to learn and know in order 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**
Measures the actions that are taken to support the instructional goal. 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 action is successful in improving student learning.

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[i] Examples of assessment data may include learning logs, journals, rubrics, labs, review checklists, flowcharts, error analysis, common writing assignments, marking models, portfolios, student reflections, exam outlines/blueprints, etc.