



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: William Aberhart High School

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

If teachers implement processes for students to be known, connected and supported in their learning, and implement the principles of teaching effectiveness and formative assessment into their practice, then students will successfully achieve the learning outcomes of their programs of study.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
<p>Students who have special education needs will successfully achieve the learning outcomes of their programs of study.</p> <p>Students who are experiencing mental health challenges will successfully achieve the learning outcomes of their programs of study.</p> <p>Students who are disengaged will successfully achieve the learning outcomes of their programs of study.</p> <p>Students who identify as First Nations, Metis, or Inuit will successfully achieve the learning outcomes of their programs of study.</p>	<p>Identified students' learning and social/emotional needs will be known, understood, and continuously reassessed to provide effective and timely interventions and supports to allow them to experience success.</p>	<p>Increase in course completion rates of identified students.</p> <p>Increase in high school completion rates of identified students.</p> <p>Increase in the number of identified students who develop personalized learning plans and learner profiles in Iris.</p> <p>Increase in the number of identified students who can identify a key advocate at school.</p> <p>Increase in the number of identified students who successfully complete credit recovery/continuous courses.</p> <p>Increase in report card comments that demonstrate teachers know and understand students' learning and social/emotional needs.</p>	<p>Course completion rates: 98% of identified students will successfully complete their courses the first time.</p> <p>Accountability Pillar data: 100% of identified students will complete high school within 4 years.</p> <p>100% of identified students will have personalized learning/transition plans by the end of 2016-2017.</p> <p>100% of students who engage in credit recovery/continuous courses will succeed.</p> <p>100% of identified students will pass all courses with a final grade of 50% or higher.</p> <p>Report card comments: 100% of comments will accurately describe the student as a learner and their achievement progress.</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
<p>Teachers will implement processes for students to be known, connected & supported in their learning.</p>	<p>Teachers will contribute to & use Iris learning plans & profiles that help each student to be known & develop as a learner.</p> <p>Teachers will identify students who may benefit from small group and/or one on one instruction or "flex" opportunities & collaborate with Administration to provide support specific to these learners' needs.</p> <p>Teachers will identify students who will benefit from credit recovery/rescue opportunities & collaborate to ensure every student who is failing (in November and April and again in June) has a</p>	<p>All students with special education needs (supported by AB Ed coding) will have a learning plan & learner profile in Iris.</p> <p>All indigenous students will have a learning plan & learner profile in Iris.</p> <p>"Orange Time" participation & feedback will help to assess whether "getting to know you" strategies are helping students feel known, connected, & supported and how their perspective changes over time.</p>	<p>100% of students with AB Ed coding will have completed Iris learning plans and learner profiles by the end of 2016-2017 school year.</p> <p>100% of indigenous students will have completed Iris learning plans & learner profiles by the end of 2016-2017 school year.</p> <p>Orange Time: Qualitative data</p> <p>100% of students who engage in credit</p>

School Development Plan

	<p>personalized recovery plan.</p> <p>Teachers will identify & support students who would be more engaged in courses offered at the CTC, dual credit, or other unique pathways in accessing these learning opportunities.</p>	<p>Participation in & success rates of credit recovery program.</p> <p>Document and assess new & ongoing "flex opportunities" being offered.</p> <p>"Tell Them from Me" survey results which assess positive teacher/student relationships.</p>	<p>recovery will successfully complete their courses.</p> <p>TTFM: Positive Teacher/Student Relationships - 8/10</p> <p>TTFM Poll (open ended question): 80% of students identify a key teacher advocate.</p>
Teachers will, within & across PLCs, deepen their understanding of Friesen's principles of teaching effectiveness & implement the principles into their practice.	<p>Teachers will acknowledge their critical role as "designers of learning" and continuously assess their impact on student achievement.</p> <p>Teachers will design responsive , inclusive, rigorous, and intellectually engaging learning tasks that ensure all students participate, progress and achieve.</p> <p>Teachers will design worthwhile learning tasks that reflect authentic disciplinary work.</p> <p>Teachers will design learning tasks that have multiple entry and exit points.</p>	<p>All teachers will be able to map their personal progress as well as the progress of their PLC in moving their practice forward, as measured by Friesen's "Teacher Effectiveness Framework" and Hattie's "Know Thy Impact" survey.</p> <p>"Tell Them from Me" survey results, particularly in relation to relevance, rigor, student interest & motivation, and intellectual engagement.</p> <p>"William Aberhart Advisory Council" agenda items and student voice sessions will provide anecdotal data to measure progress.</p> <p>"Orange Time" participation and feedback will help to assess the effectiveness of "engagement" strategies, the quality of learning tasks, and how students' perceptions change over time.</p>	<p>TEF: Each teacher will realize at least one progression increment on the rubric, as compared to their self-assessments at the beginning of the year.</p> <p>"Know thy Impact" survey: an increase of 2 or more levels on the rating scale, as compared to the beginning of the school year.</p> <p>TTFM: Relevance - 8/10 Rigor - 8/10 Interest & motivation - 8/10 Intellectual engagement - 8/10</p> <p>WAAC Agenda, student voice sessions, and Orange Time – qualitative feedback.</p>
Teachers will, within & across PLCs, deepen their understanding of formative assessment strategies & outcomes based evaluation, weaving them throughout task design.	<p>Teachers will provide feedback that moves learning forward.</p> <p>Teachers will clarify & share learning intentions, making student thinking visible.</p> <p>Teachers will activate students as resources for one another & as owners of their own learning.</p> <p>Teachers will collaborate to develop & share formative assessment tools, criteria, exemplars, & practices & use formative assessment data to inform instructional design, improve teaching effectiveness, & inform next steps in instruction.</p> <p>Teachers will continually assess students' progress on disciplinary outcomes/competencies.</p>	<p>Disciplinary outcomes/competencies will be visible in the classroom and in school communications and assessment tools.</p> <p>Students will articulate the language of disciplinary outcomes/competencies in their learning plans.</p> <p>"Orange Time" participation and feedback will help to assess whether this strategy is having an impact on the frequency and quality of formative assessment practices & how students' perceptions change over time.</p>	<p>100% of teachers visibly display disciplinary outcomes/competencies in their classrooms.</p> <p>Report card comments: 100% of teachers use outcomes based language & appropriate formative feedback.</p> <p>Report card comments: 100% of comments accurately describe learners & their achievement progress.</p> <p>Student learning plans: 100% of students use disciplinary language when describing their learning strengths & needs.</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.