2015-2016 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

- 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);
- 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);
- The overall 3 year high school completion rate is very high at 85.7%;
- Drop-out rate is 1.5%. This number is 0.5% higher than the previous 3 year average (1.0%);
- 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;
- 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.

Perception Data

- Accountability Pillar survey data – students, parents and teachers
    - **Parental Involvement:** Perceptions of parental involvement have 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.
    - **Work Preparation:** 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%). 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. 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.

- **Education Quality:** 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. 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.
- **Continuous Improvement:** 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. This remains an "issue," with only a 1% increase in results in 2014-15. As our current "school improvement" result (74.0%) remains lower than the provincial result (79.6%), additional strategies are required to address this issue.

- Tell Them From Me survey data – students
  - 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.
    - 69% of students reported a positive sense of belonging
    - 54% of students felt intellectually engaged in their core courses
    - 67% of students believed they put in strong effort to achieve
    - 69% of students felt the course work and requirements met their abilities and interests
    - 37% of students reported being interested and motivated in their core courses

  - When reporting on the drivers of student outcomes, students' responses scored the following (on a 10-point scale – with scores above 6.0 indicating a mild-to-moderately favorable view of student engagement):
    - Effective Learning Time (6.6/10)
    - Relevance (5.8/10)
    - Rigor (6.1/10)
    - Positive Teacher-Student Relationships (6.3/10)
    - Positive Learning Climate (6.4/10)
    - Teacher Expectations for Academic Success (7.2/10)

  - The lack of intellectual engagement in the work is a focus of the School Development Plan, as teachers continue to collaborate within and across Professional Learning Communities to design meaningful learning tasks that students will find challenging, motivating, and engaging.

School Process Data

- 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 stated, “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.

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 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.
Instructional Goals Instructional design is focused on building deep understanding and is informed by disciplinary knowledge. Flexible learning environments	**Instructional Strategies** <u>Re Instructional Design:</u> 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	**Instructional Measures** <u>Re Instructional Design:</u> 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	<u>Re Instructional Design:</u> ▯ 100% of teachers will use Friesen's "Effective Teaching Practices Rubric" as a reflective tool to assess the learning tasks they design;

adapt to student learning needs and interests.	problem-solving. Teachers use a wide range of ongoing formative assessments to inform instructional decisions and improve practice. <u>Re Flexible Learning Environments:</u> 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. Teachers are empowered to decide how best to structure time to teach students. **CBE Three-Year Education Plan Strategy** 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.	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. <u>Re Flexible Learning Environments:</u> 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. 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.	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. <u>Re Flexible Learning Environments:</u> 100% of PLCs are collaborating to create flexible learning environments and assessing the success of "flex" initiatives on an ongoing basis.

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 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.