



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: Lester B. Pearson High School

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

If [Teachers will hold higher expectations for students in their classes.] then [A greater number of students will complete Math 10-1, 20-1 and 30-1 successfully, as measured by report card marks and diploma exams.]

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
A greater number of students will complete Math 10C, 20-1, 20-2, 30-1 and 30-2 successfully, as measured by report card marks and diploma exams.	<p>Students will be engaged in trying to complete courses successfully.</p> <p>Grade 10 courses will be de-tracked.</p> <p>Grade 11 and 12 teachers will hold high expectations for their students.</p> <p>The timetable will be modified to implement 45 minutes of support time for students 4 times per week, and to encourage the building of relationships in a 45 block once per week.</p> <p>Students use Student Learning Plans (SLP) to note their strengths in that course, and personalize success strategies.</p> <p>Students reflect and refine their SLP during the semester, based on the adjustment cycle.</p>	<p>Course marks and completion data.</p> <p>Diploma exam scores will increase as a greater number of students achieve above 50% on the acceptable standard.</p> <p>Student engagement scores will increase on the TTFM survey.</p> <p>Student engagement with their SLP.</p>	<p>Greater than 2/3 of Grade 10 students will complete Math 10C.</p> <p>Greater than 1/2 of Grade 11 students will complete -1 or -2 courses in Math.</p> <p>Greater than 2/3 of Grade 12 students will complete -1 or -2 courses in Math.</p> <p>Student engagement scores will increase on the TTFM survey to 65%.</p> <p>100% of students will have an active SLP that is continually refined.</p> <p>100% of Grade 10 and 80% of Grade 11 and 12 students access support time.</p> <p>100% of students attend connect time and achieve the 3 Learning Strategies credits.</p>
Students will experience reduced levels of anxiety and depression.	<p>Support for student's academic learning will be provided.</p> <p>We will provide at least 1 significant adult for each student at LBPHS.</p>	<p>Measures of anxiety and depression will decline on the TTFM survey.</p>	<p>Anxiety scores for students will be under 20%.</p> <p>Depression scores for students will be under 20%.</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will hold higher expectations for students in their classes.	<p>Teachers will design lessons that incorporate high level learning objectives.</p> <p>Our ELL Learning Leader will be redeployed for 1/2 of the school day to support both students in the classroom and capacity building among teaching staff.</p> <p>A learning coach will be deployed into all of the Grade 10 Math and Science classes to support both students in the classroom and capacity building among teaching</p>	<p>Teachers will offer a de-tracked curriculum.</p> <p>Teachers will use support time effectively to assist student learning.</p> <p>Teachers will plan to build relationships with students and offer the Learning Strategies curriculum during connect time.</p> <p>Teachers within the Grade 10</p>	<p>100% of Grade 10 students will have access to 10C curriculum.</p> <p>All teachers will offer rich lessons that allow students to enter the learning at multiple levels and be assessed at the level appropriate for their achievement.</p> <p>Discussion in PLC meetings occurs</p>

School Development Plan

	<p>capacity building among teaching staff.</p> <p>Teachers will focus on rich task design to allow for multiple entry points and for students to demonstrate competence against multiple levels of objectives.</p> <p>Teachers will assess student work against curriculum outcomes and communicate with students and parents in terms of meeting outcomes.</p> <p>We will implement IRIS as a tool for developing student profiles and learning plans, but also as a vehicle for formative assessment.</p>	<p>Teachers within the Grade 10 ELL cohort will team plan with the ELL LL and incorporate ELL strategies into their lesson design.</p> <p>Teachers will welcome the Grade 10 learning coach into their classrooms and work with him in lesson and task design.</p> <p>Tasks that students are asked to complete are rich and engaging.</p> <p>IRIS use will increase.</p>	<p>meetings occurs frequently about ELL learning strategies.</p> <p>The Grade 10 learning coach is utilized 100% of the time to support students and teachers.</p> <p>100% of the students in the school have a student learning plan.</p> <p>40% of students in the school have an active IRIS profile.</p>
<p>Teachers will support students to be and feel successful in relation to their academics.</p>	<p>Teachers will provide assistance for student learning 4 times per week during support time, as well as at other arranged times.</p>	<p>Student attendance during support time.</p>	<p>100% of Grade 10 students and 80% of Grade 11 and 12 students will attend support time regularly.</p>
<p>Teachers will build deep relationships with students in the role of a significant adult.</p>	<p>Teachers will build relationships with students while offering the Learning Strategies curriculum during connect time.</p> <p>Teachers will support student's emotional needs as they are able.</p> <p>Students experiencing heightened levels of anxiety and/or depression will be referred to Students Services for support and/or further referral.</p>	<p>Student attendance during connect time.</p>	<p>100% of 2 students will attend connect time regularly.</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.