



## 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 design tasks that make use of high impact disciplinary literacy strategies, then students will be able to demonstrate a higher level of achievement in all subject areas.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
- Students will develop a better ability to decode and to interpret text at higher levels through the use of learned high impact literacy strategies, so as to increase their engagement levels, course completion, as well as acceptable and excellence standards on all diploma exams	-Students will use higher order thinking strategies to connect with confidence to their school work.  -Students will be better engaged through the use of authentic and relevant tasks  -Students will be provided with assessment rubrics/guidelines so as to better assist them with their learning expectations  -Students will become better reflective learners through their use of IRIS and the continuous learning cycles.	-Report Card Data  -Course completion  -Accountability Pillar Survey Data  -Diploma Exam Mark Data  -PLC Analysis of student work through reflection on the Teaching Effectiveness Framework  -Teacher anecdotal observations  -Student feedback and reflections  -Formative assessment	-There will be a 5% increase in the number of students who will reach the standard of excellence on diploma exams across all subject areas.  - There will be a 5% increase in course completion rates across all subject areas  -Increase in the percentage of students with a reported final mark of at least 50% in core subjects
Students will feel safe, supported and cared for so as to increase their sense of belonging and overall success in the school, as measured by the Accountability Pillar Survey.	-Students will make use of their Success/Connect time to learn how to effectively cope with stress and anxiety  -Students will make use of credit rescue and recovery time to successfully complete more courses.  -Students will continue to have the opportunity to be involved in many welcoming and inclusive extra curricular activities in the school	-Accountability Pillar Survey	-There will continue to be an increase in the number of students feeling safe and cared for in our schools. This will translate to a 2 % increase in the Safe and Caring Schools measure in the Accountability Pillar Survey.  - Drop out rate will be lowered by 0.2%  - Drop out rates for FNMI students will decrease by 1%

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
-Teachers will design personalized and purposeful tasks that will enhance student ability to interpret, reflect, organize, communicate, critically analyze, synthesize and evaluate information and concepts from a variety of sources	Teachers will utilize high impact disciplinary literacy strategies in their task design in ways that will maximize and challenge student learning.  -Through teacher collaboration and PLC work, rubrics and guidelines for evaluation will be created to enhance student learning potential.  -Success/Connect teachers will provide time for students to use IRIS to reflect on their learning.  - Success/Connect teachers will comfortably know their students so		

# School Development Plan

	<p>comfortably know their students so that they can advocate for them throughout their time together at LBP</p> <p>-Teachers will offer a wide range of welcoming and inclusive extra-curricular clubs, activities and teams for all students</p>		
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## 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.