



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: Dr. E.P. Scarlett High School

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

1) If teachers intentionally incorporate formative assessment strategies into the design of their rich learning tasks, then students' academic achievement will increase.

2) If teachers intentionally expose students to unique pathways and career opportunities, then the students will demonstrate an improved readiness and confidence as they transition from high school.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
GOAL 1 Students' overall academic achievement will increase. (TOA #1)	Students will be clear on what the learner outcomes are, what is expected of them and what is being assessed and how. Students will be open to receiving actionable feedback. Students will experience and be effective in using a variety of formative assessment tools. Students will use the actionable feedback to improve their work.	Evidence of use of purposeful and timely actionable feedback to improve marks (revised drafts, rewrites, written reflections, use of metacognitive strategies, etc.). Increase in Flex Time attendance as a place and time to receive actionable feedback. Report cards marks.	Narrowing of the gap between course awarded marks and diploma results. 2% increase in number of students reaching the Acceptable Standard. 80% of students will be able to report in TTFM that formative assessment strategies were used for at least 2 of their 4 courses. Science 30 students achieving the Acceptable standard will increase to 100 and the Standard of Excellence to 25%.
In Math: Students' school awarded marks will be closer to their diploma awarded marks with a specific focus on logarithms and logarithms combined with trigonometry.	Students will engage in rich tasks with embedded formative assessments that will be designed to foster a deeper understanding of logarithms and logarithms combined with trigonometry	Difference between course awarded marks and diploma marks on the specific learning outcomes.	Math is targeting no more than a 7% gap between school awarded marks and diploma results.
In Social Studies: Students will take a greater part in their own assessment.	Students will receive and use actionable feedback to improve their understanding and confidence.	Survey and/or focus group	No specific achievement target set as of Nov 23rd 2016 for this cycle.
In French Immersion, Spanish Bilingual and International Languages: Students will be clear on what they are assessed on and what outcomes are assessed.	Students will be familiar with the assessment terminology.	Alignment of course outlines and posting of common course outlines in V drive.	No specific achievement target set as of Nov 23rd 2016 for this cycle.
Advanced Placement: In AP and Pre-AP classes, students use their feedback, and the enriched content and learning tasks to improve their mastery of the Alberta curriculum and outcomes.	Students (and their parents) will understand that they are assessed based on the Alberta Program of studies.	Conversation with students, parents and AP teachers.	No specific achievement target set as of Nov 23rd 2016 for this cycle.
Technology: Students will use various tools to enhance their formative assessment.	Students will be familiar with the use of various Applications and software to assess their own progress.	Observations of and conversations with students.	No specific achievement target set as of Nov 23rd 2016 for this cycle.
Student Support:	Students will develop student	Each complex student uses	No specific

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Student Support: Students (particularly the complex learners) will have access to flexible ways of assessment.	Students will develop student learner plans to advocate for flexible ways of assessment.	Each complex student uses IRIS to create a student learning profile and plan. Students' access to alternative assessment tools and methods.	No specific achievement target set as of Nov 23rd 2016 for this cycle.
FNMI support: Students will achieve the academic goals they have set for themselves.	Students will develop student learner plans using IRIS.	Course completion.	50% minimum in the courses students had targeted for success.
PHYS ED: Students will know what they are assessed on and how they are assessed in Physical Education.	Students will understand the rubrics used to assess their work in Phys Ed. Students will use the rubrics to reflect on their progress.	Observations and conversations	No specific achievement target set as of Nov 23rd 2016 for this cycle.
GOAL 2: CTS, Career / Guidance and SCIENCE: Students will demonstrate an improved readiness and confidence as they transition from high school.	Students will attend information sessions on unique pathways opportunities (Career) Students will meet former graduates that have successfully transitioned from high school to post secondary and career options. (Career / Science) Students will be exposed to careers closely linked to the rich tasks given in class. (CTS) Students will seek out more information from CTS teachers , Work Experience teacher, Guidance Counsellors, Career Practitioner or administrators. Students will develop learning plans that include unique pathways opportunities.	Registrations in unique pathways. Student Survey.	No specific achievement target set as of Nov 23rd 2016 for this cycle.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
GOAL 1 Teachers will increase their levels of skillfulness at strategically embedding formative assessment strategies into rich tasks.	Please note that what is in parentheses indicates the departments that are focused on this specific goal for the next 6-8 weeks) All teachers will be open to / seek out professional learning with regards to formative assessment strategies in order to develop their level of comfort and knowledge. All teachers will communicate the essential learning outcomes to students so that all students are aware. Teachers will be clear on the essential learning outcomes and on the alignment of their assessment strategies (English) Teachers will align their course outlines and summative / formative assessment tools within	Feedback on Professional Learning sessions. Alignment of course outlines and assessment structures within courses and departments. Evidence of use of formative assessment tools and strategies in focus groups (of students and teachers) Sharing of use of formative assessment strategies at PLC and staff meetings. When asked, students can articulate what the essential outcomes and assessment criteria are.	All teachers will develop or use at least three new formative assessment tools and strategies that will be used intentionally in instruction.

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	<p>assessment tools within departments (Phys. Ed., AP, International Languages).</p> <p>Teachers will embed formative assessment tools and strategies within the design of their rich tasks (Math, Social Studies, ELL, Technology, Science 30 teacher)</p> <p>Teachers will use IRIS to help students know themselves as learners (Student Support, FNMI, High School Success)</p>		
<p>GOAL 2 Teachers will strategically exposed students to specific career related experiences in order to focus their high school experience and help students with their transition from high school.</p>	<p>Please note that what is in parentheses indicates the departments that are focused on this specific goal for the next 6-8 weeks)</p> <p>Guidance counsellors will continue to educate themselves on the various pathways offered through the CBE and its affiliations with outside institutions and organizations.</p> <p>CTS teachers will expose students to industry sponsored competitions and initiatives such as ACAD art competitions, Calgary Home Builder Association Home Design Contests, Alberta Skills Competitions, enrollment in Dual Credit courses at SAIT, etc</p> <p>CTS teachers will identify students that may be suitable for such programs as the Green Certificate, Welding, Plumbing, etc.</p> <p>CTS teachers will direct interested students in unique pathways to their guidance counsellors and other resources such as ALIS website and the websites of institutions such as SAIT.</p> <p>Science teachers will invite former students who have gone into non-traditional science related career and have them do presentations to students to inform them of new horizons in science.</p> <p>Through the design of rich tasks, teachers will invite experts from the field and therefore further enhance the students' understanding of their field of work.</p> <p>Students will be identified for these unique programs (K&E? FNMI?) and exposed to the information.</p>	<p>Number of incidences of presentations by industry related people in CTS.</p> <p>Student anecdotal reporting of impact of presentations from experts.</p> <p>Number of opportunities for students to learn about unique pathways through the CBE.</p> <p>Number of students coming to ask questions to our guidance counsellors and career practitioner about these unique pathways.</p>	<p>Each CTS teacher will create at least one opportunity for students to hear from an expert about a unique pathway or a career in a related industry.</p> <p>Students who are currently taking CTS courses will report in TTFM their knowledge of at least one unique pathway.</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.