



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 students self-identified as Indigenous or English Language Learner.

Perception Data

- Accountability Pillar Survey data — students, parents/guardians 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/guardians 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: **Robert Thirsk High School**

Theory of Action:

If [Our intent is to better develop and strengthen students' internalized skills for dealing effectively with novel and higher risk learning experiences.] then [Students' school based performance will be maintained when entering into conditions of higher perceived risk and novel conditions.]

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students' school based performance will be maintained when entering into conditions of higher perceived risk and novel conditions.	Students will be provided with increased numbers and levels of novel and higher risk performance experiences to better develop their skills, resiliency and familiarity with challenging conditions.	The difference between school awarded marks and diploma performance results will be within 2% (plus or minus) of the provincial differences as determined by examination.	While the explicitly expressed range of variation between the two marks is expected to be 5 - 8%, we will use the examination specific provincial range to be within 2% of said difference on an individual examination range of differences.
English and Social Studies Grade 12 students stress caused by the diploma examination will be mitigated, most particularly students demonstrating skilled and exemplary levels of performance in the classroom	<ul style="list-style-type: none"> • Students will achieve a more accurate representation of student's skills and abilities under all learning conditions, including timed writing in class, and exam-style assessments • Student classroom demonstration of outcomes and skills is accurately reflected in their Part A written Diploma-- we want to see marks that show what we know the students are capable of producing. • Students will have a more positive experience during both small and large-scale assessments. • Students will feel in control of how they perform, and how they react to the Diplomas. 	<ul style="list-style-type: none"> • Part A written Diploma Exam • Student reflections, tracking charts, class discussions, product assessment (timed writing), and exam results both numerical and anecdotal from students. 	While the explicitly expressed range of variation between the two marks is expected to be 5 - 8%, we will use the examination specific provincial range to be within 2% of said difference on an individual examination range of differences.
Mathematics Students will be better supported in their transition from grade 10 to grade 11 and 12.	Students will understand the fundamental concepts that are woven through the 10/20/30 program of studies that will better support transition from grade 10 to grade 11 and 12	<ul style="list-style-type: none"> • Increased success in future math courses • Increased success on the grade 12 diploma • Reduced math anxiety in students. • Increased success rates from students at the 20 level who recovered Math 10 through the success hub • Fewer students in the success hub in January and June • Each student recovers fewer outcomes with increased understanding (Adequate and beyond) • Confidence scales with students who is using the resources that focus on the fundamentals 	While the explicitly expressed range of variation between the two marks is expected to be 5 - 8%, we will use the examination specific provincial range to be within 2% of said difference on an individual examination range of differences.
Sciences If we must put this into a numeric goal, then we would seek to see a 5% increase in the number of students maintaining the standard of excellence on the diploma based on their school	<ul style="list-style-type: none"> • Students will improve higher-level, critical-thinking skills. • Students will move from strategies such as memorization towards internalizing new understandings and building skills to apply these understandings to new and novel information. 	<ul style="list-style-type: none"> • Increase the number of students maintaining their performance on the diploma • Increase performance on numeric response questions and visual/diagram based application questions on Science exams 	We would seek to see a 5% increase in the number of students maintaining the standard of excellence on the diploma based on their school awarded mark.

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based on their school awarded mark.	information. <ul style="list-style-type: none"> • Students will successfully analyze visual diagrams and how to decode information from this style of diagram. 	Science exams	awarded mark.
English Language Learning Students will develop mastery of essential English language skills and knowledge in order to be successful across subject areas.	<ul style="list-style-type: none"> • Students will develop mastery of essential English language skills and knowledge in order to be successful across subject areas. • Struggling students will demonstrate mastery of essential tasks. 	The difference between school awarded marks and diploma performance results will be within 2% (plus or minus) of the provincial differences as determined by examination.	While the explicitly expressed range of variation between the two marks is expected to be 5 - 8%, we will use the examination specific provincial range to be within 2% of said difference on an individual examination range of differences.
Student Services We want to improve students' confidence in themselves and their abilities as learners and problem solvers. We want students to feel empowered to be able to make change and take risks. We want students to build a toolbox of strategies to improve resilience and to try a variety of strategies.	<ul style="list-style-type: none"> • Students will ask for help. Students will feel safe and comfortable to take risks. • Students will be risk takers and capable of solving problems. • Students will be confident in their abilities as learners and problem solvers. • Students will feel empowered to be able to make change and take risks. • Students will build a toolbox of strategies to improve resilience and to try a variety of strategies. 	The difference between school awarded marks and diploma performance results will be within 2% (plus or minus) of the provincial differences as determined by examination.	While the explicitly expressed range of variation between the two marks is expected to be 5 - 8%, we will use the examination specific provincial range to be within 2% of said difference on an individual examination range of differences.
Fine and Performing Arts Students will develop their critical thinking, problem solving and personal growth and well-being competencies in conjunction with improving their overall performance through a self-assessment, analytical assessment of the group's performance.	<ul style="list-style-type: none"> • Students will have ample opportunities to perform at a high level of expertise while learning and utilizing various coping strategies when it comes to situational demands and expectations (ie. music/dance performances in the Space, theatre productions or visual art showcases). <p>Students will develop their critical thinking, problem solving and personal growth and well-being competencies in conjunction with improving their overall performance through a self-assessment, analytical assessment of the group's performance.</p>	The difference between school awarded marks and diploma performance results will be within 2% (plus or minus) of the provincial differences as determined by examination.	While the explicitly expressed range of variation between the two marks is expected to be 5 - 8%, we will use the examination specific provincial range to be within 2% of said difference on an individual examination range of differences.

School Development Plan

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 | Achievement Goal

The change/improvement a school intends to create in student achievement.

3 | Achievement Strategy

Describes the overall focus or improvement effort that will be implemented within students' learning experiences to improve their achievement.

4 | Achievement Measure

The means by which achievement is measured. Determines whether the Achievement Strategy is successful in improving student learning.

5 | Achievement Target

This is a numerical target specific to the Achievement Measure that would demonstrate improvement. Measures are based on the data analysis that surfaced the area of focus for the School Development Plan.

6 | Instructional Goal

The change a school intends to create within instructional practices to support the student achievement goal.

7 | 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.

8 | 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.

9 | Instructional Target

This is a numerical target specific to the Instructional Measure that would demonstrate improvement.