Sample Excerpt: Schoolwide Action Plan

Goal 3: Engage in a systematic collection and analysis of data in order to have a positive impact on learning and teaching.

Rationale:
- Assessment data is not systematically collected, analyzed and used to inform changes and decisions about instruction and curriculum.
- Data is not systematically collected and analyzed to inform student progress around the ESLRs and other school/divisional goals.
- Collaboration around the collection and use of data amongst divisions and departments is inconsistent.

How will progress be assessed (including student achievement of the learning results and curricular standards)?
- A subset of the FOL Team and other interested teachers will meet quarterly and use tools to measure the degree to which teachers and administrators collect relevant data related to learning.
- Relevant data will be analyzed and the analysis will inform instructional strategies, curriculum development and programmatic decisions.*

What will successful implementation look like for all stakeholders?
- Teachers will understand the learning needs/profile of individual and groups of students. They will be able to judge effectiveness of instructional strategies using analysis of assessment results as evidence both for their classes as groups, and for individual students. Teachers will adjust instructional strategies accordingly. Data driven decision-making will become a common mode of educational planning.
- For students, learning will improve over a period of instruction.
- Students have a developmentally appropriate understanding of their growth as learners based on looking at their own work over time.
- Administrators will support teachers and learning through divisional, departmental and individual PD for data driven curriculum, instruction and assessment practices and also monitor individual and group progress around this goal area.
- Parents will use relevant and appropriate learning data with support from the school and teachers on a regular basis to understand the learning needs and growth of their child and support that child.
- Successful implementation will also add value to the school program. Collecting and analyzing data will serve as one means to improve instruction and to make programmatic decisions.

What professional development activities will be aligned to this goal?
PD needs to occur in stages with different groups:
1) The FOL Team needs to engage in self-education (refer to Questions to Consider in action steps) - through guided book and journal study that is led by individual(s) with knowledge within the FOL Team.
2) The FOL Team (or a subset thereof) needs to guide teacher leaders in PD to understand, lead and implement effective systems and practices.
3) Implement the Teachers Teaching Teachers (TTT) theory into practice across divisional, school wide, departmental and grade levels using any of the strategies below:
   - Book and journal article studies
   - Outside expert(s) coming in
   - Sending teachers to conferences with the intention of said teacher communicating and collaborating with colleagues
   - Ongoing PD/individualized help from teacher leaders/FOL Team members
   - Leadership groups engaged in learning. Examples include book study, articles, conferences, etc.

What ESLRs are involved in the achievement of this goal?
   - All

<table>
<thead>
<tr>
<th><strong>Key Action Steps</strong></th>
<th><strong>Person(s) Responsible</strong></th>
<th><strong>Start Date</strong></th>
<th><strong>End Date</strong></th>
<th><strong>Measurement Strategy/Evidence</strong></th>
<th><strong>Status of Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop rationale statements for the need for a balanced assessment program and the need to analyze the data that comes from that. To consider:</td>
<td>FOL Team book study</td>
<td>Apr 2012</td>
<td>Sept 2012</td>
<td>- Rationale statement and series of “white” papers on balanced assessment and using data to improving learning</td>
<td>- Report to the</td>
</tr>
</tbody>
</table>
which can be used to measure learning, behaviors and dispositions in the curricular and co-curricular programs.

| 2. Identify interested teachers and those who use learning data for screening, student support and other special programs in each division to create teams who will lead the professional development with their colleagues. |
|---|---|---|
| FOL Team | Sept 2012 | Jan 2013 |

- PD plan for FOL and teacher leaders
- record of PD activities and “impact on practice” survey data
- minutes from collaborative meetings about data analysis – what to collect and what does it tell us?
- Plan for teachers teaching teachers around data collection and analysis – divisional and

| 3. FOL Team and teams identified in previous step will engage in professional learning to understand the role of data in informing instructional planning as well as in determining which data to gather, how to analyze data and how to use data. |

4. There will be a need to model collaborative inquiry in order to lead other teachers in this process. This collaboration needs to be grade level, division level and cross divisional in scope.

To consider:

- How to build a culture of collective responsibility for the learning success of students.
- Build a common understanding of curriculum, instruction, and assessment cycle within teacher leadership groups and answer the question of how curriculum learning goals and learner profiles are being assessed.
- Answer the question of what is a balanced assessment program? Build assessment literacy.
- Build data literacy and understanding while creating a culture of trust.
- Analyze how data informs instruction? How are the results utilized?
5. Teachers and Teacher Leaders:
(Relating to instructional units and courses within departments or grade levels.)
Create a culture of collaborative inquiry and culture of trust in order to answer the following questions:
- What data already exists? What does it tell? How does the current data inform learning goals? What questions does it raise? What data is redundant or irrelevant or not helpful? What additional data needs to be collected? How does instruction relate to the data? How is instruction adjusted, if needed, to improve learning data results?

<table>
<thead>
<tr>
<th>FOL Team / Teacher Leaders</th>
<th>Feb 2013</th>
<th>Never ending</th>
</tr>
</thead>
</table>

- Answers to the questions in left column for the different collaborative groups within the school
- Common assessment analyses and reflections on teaching practice
- Adjusted instructional practices
- Before/baseline and “after” assessment/measurement data