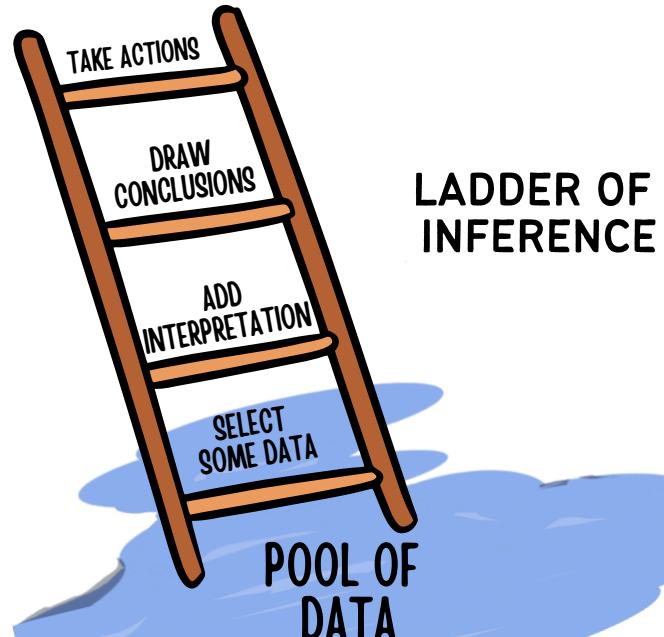


# SCHOOL DEVELOPMENT INQUIRY CYCLE



## CAPACITY BUILDING

Assess school's readiness to engage in the inquiry cycle.

- Do we have a shared vision and values?
- Do we have a collaborative learning culture?
- Does staff know the determinants of effective schools?
- Do we have clarity around the School Development process?
- Have we built capacity for data literacy?



## CONSIDER WHAT MATTERS

Use data and the guiding questions of the determinants to develop a complete picture of learning.

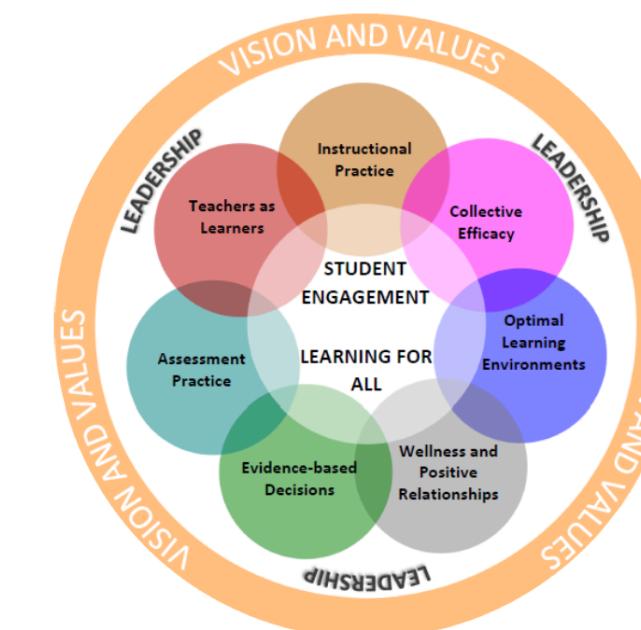
*Reminder: Stay low on the ladder of inference.*

- In what ways does the data reflect our shared vision and values?
- What aspects of the data conflict with our shared vision and values?
- Is there a shared understanding of what the data indicates, and are we examining multiple sources?
- Do we need more data to get a clearer idea of what's going on for our learners?

## IMPLEMENT, MONITOR AND EVALUATE

**The School Development Plan guides conversations and decisions and is revised as needed.**

- Is our Strategic Action Plan transparent to all teachers and regularly discussed? Are all staff members a part of implementation?
- How are actions impacting student learning? Teacher learning? Teacher practice? Student Engagement and Learning for All?
- What evidence are we using to evaluate and adjust the plan, determine when to restart the inquiry cycle, and celebrate our progress?



## IDENTIFY YOUR STRATEGIC ISSUE

**A strategic issue is a factor or trend that significantly influences a school's ability to reach their desired impact.**

- What opportunities for growth and improvement does the data suggest? What is within our circle of control?
- How might we narrow these challenges to 1-2 strategic issues?
- Do we need more data or evidence, including evidence of practice, to make an informed choice?

## DEVELOP A PLAN FOR IMPROVEMENT

**Outline the actions to address the strategic issue(s), specifying the person(s) responsible, timelines, and success criteria for each action.**

- How do our actions address professional learning, the social and physical environment, and the improvement of teaching and learning?
- Have we considered educator learning preferences, readiness levels, potential barriers, policy knowledge and implementation?
- Are the details for each action specific and measurable with a process to determine evidence of effectiveness on engagement and learning?