



## 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: Ethel M. Johnson School

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

If [teachers will use authentic task design during instruction to support reading comprehension ] then [students will read to explore construct and extend meaning so that higher achievement on report cards and PAT results will occur].

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
students will read to explore construct and extend meaning so that higher achievement on report cards and PAT results will occur	<ul style="list-style-type: none"> <li>-identify the most significant areas of student growth</li> <li>-PLC share among each group and discuss common themes and areas of need.</li> <li>-Instruction and daily use of literacy skills in particular comprehension outcomes.</li> <li>-the use of the Reading Power strategies as well as the Super 9 comprehension strategies</li> <li>-develop the ability for higher level thinking skills such as synthesizing and inference from text.</li> <li>-tracking student progress in IRIS</li> <li>-using old PAT questions to improve understanding of language found on this assessment.</li> </ul> <p>Student summative achievement will improve in their comprehension and understanding when reading different information in all areas of their learning.</p>	<ul style="list-style-type: none"> <li>-Through the use of a pre-assessment type activity and then a post-lesson assessment, the students will see their own growth and progression of skills.</li> <li>-6 week assessment of Literacy comprehension with the use of a common activity</li> <li>-review of the growth in their SotW and S&amp;S books</li> <li>- Report card marks will reflect improvement</li> <li>- Improved marks on PAT tests</li> </ul> <p>Report Card assessment will reflect improvement in individual student achievement in related numeracy outcome. Improved results in TTFM surveys in related areas that demonstrate student understanding has shown growth.</p> <p>Growth in numeracy assessments using common assessment tools such as SLA or PAT during the school year.</p> <p>Meet student numeracy goals for students with an IPP.</p> <p>Meet personal learning goals for students who are using Priority Learning Cycles in IRIS.</p>	<p>This will be measured by teachers during the school year. Number of students below acceptable standard as measured by Gr. 6 PAT will be lowered by 5%.</p> <p>5% increase in students achieving acceptable standard and standard of excellence on ELA PAT result from 2016 results.</p> <p>95% or more students in Grade 6 will achieve 2 or higher on ELA reading comprehension report card outcome measured Dec 2017 and June 2017</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
teachers will use authentic task design during instruction to support reading comprehension	<p>Discuss the main goals within our PLCs as to the areas of growth - math comprehension and inferencing in Literacy, Social and Science</p> <ul style="list-style-type: none"> <li>-Share the information and strategies with other Division 2 teachers</li> <li>-Observations, demonstration of student understanding, conversations about the learning, rubrics, pre/post-tests, examples of formative assessment and anecdotal notes</li> </ul> <p>Share these elements with all other PLC's to understand common areas for students to be successful when understanding and interpreting text.</p> <p>Intentional implementation of</p>	<p>various deeper level thinking and authentic tasks that will engage the students and foster their learning</p> <ul style="list-style-type: none"> <li>-use a standard reading comprehension test, as well as using 10 PAT questions (from all areas) at the end of the 8 weeks</li> <li>-teachers will specifically target identified areas</li> <li>-Song of the Week journals – students will see progression of their own work as will teachers. They will be able to use their skill to develop better understandings of the songs, the will be able to read between the lines</li> <li>- Student self-confidence will</li> </ul>	<p>This will be measured by teachers during the school year. Number of students below acceptable standard as measured by Gr. 6 PAT will be lowered by 5%.</p> <p>5% increase in students achieving acceptable standard and standard of excellence on ELA PAT result from 2016 results.</p> <p>95% or more students in Grade 6 will achieve 2 or higher on ELA reading comprehension report card outcome</p>

# School Development Plan

	<p>teaching of problem solving elements for student success. Students develop an understanding of the language used and its meaning.</p> <p>Observations, demonstration of student understanding, conversations of learning, rubrics, pretesting and post testing are examples of formative assessments used to assess student understanding of outcomes.</p> <p>Teachers will develop common understanding of Learning Profiles/Plans to be used as part of the adjustment cycle to address specific learner's needs.</p> <p>PLC Meetings will address learning outcomes in Literacy using formative assessment strategies.</p> <p>Reduced level of anxiety reported by students in school survey (ie TTFM) through increased confidence in school.</p> <p>Teachers will see decrease in anxiety during written test tasks in Gr. 6 students. TTFM question added to indicate whether students have increased, about the same or decreased</p>	<p>increase and students will be willing to take more risks when demonstrating understanding</p>	<p>measured Dec 2017 and June 2017</p> <p>understanding of language and text.</p> <p>PLC teachers will identify an increase in at least 5% of literacy comprehension tasks that meet a higher level on the TEF framework.</p> <p>Teachers will meet TPGP outcomes related to literacy comprehension in our school.</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.