



## 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: Harold Panabaker School

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

If teachers instruct students on how to use literacy strategies in all core classes, then the number of students moving from a 1 to a 2 on Literacy Stems of the report card will increase by 3 percentage point to 59% in 2017-2018 from 56% in 2016-2017.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Student achievement in Literacy will improve if teachers focus on the development of literacy skills, specifically reading comprehension and writing.	Students will apply the knowledge and reading strategies gained from the Notice and Note program to fiction and nonfiction reading. They will further develop their reading comprehension by: 1. Identifying key terms or concepts. 2. Making connections to what they know. 3. Develop questioning skills. 4. Developing vocabulary. 5. Using reasoning and analytical thought. 6. Constructing and exploring to make new understanding.	The percentage of students achieving a 2 on the report card stem: Reads to explore, construct and extend understanding.	In 2017-18, 44% of students will have an indicator of 2 on the report card stem, "Reads to explore, construct and extend understanding." This will be an increase of 2 percentage points over the 2016-17 result of 42%.
		The percentage of students achieving a 2 on the report card stem: Writes to develop, organize and express information and ideas	In 2017-18, 31% of students will have an indicator of 2 on the report card stem, "Writes to develop, organize and express information and ideas." This will be an increase of 2 percentage points over the 2016-17 result of 29%.
		The percentage of students achieving a 2 on the report card stem: Manages and evaluates information and ideas	In 2017-18, 40% of students will have an indicator of 2 on the report card stem, "Manages and evaluates information and ideas." This will be an increase of 2 percentage points over the 2016-17 result of 38%.
		The percentage of students achieving a 2 on the report card stem: Represents ideas and creates understanding through a variety of media	In 2017-18, 41% of students will have an indicator of 2 on the report card stem, "Represents ideas and creates understanding through a variety of media" This will be an increase of 2 percentage points over the 2016-17 result of 39%.
		The percentage increase of 3 percentage points of students achieving the Acceptable Standard on the ELA 09 PAT	In 2017-18, the number of students achieving the acceptable standard will increase to 67%. This

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			to 67%. This represents an increase of 3 percentage points over the 2016-17 result of 64%.
	Through Panther Time Activities, students will develop the skills and understanding necessary to improve personal well being and readiness to learn.	A 2 percentage point increase in the number of students reporting positively about feeling safe while at school on the Accountability Pillar Survey	In 2017-2018, 68% of students will report agreeing or strongly agreeing that they feel Safe While at School on the Accountability Pillar Survey. This represents a 2 percentage point increase from 66% in 2016-2017.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Students will utilize knowledge of the Notice and Note program as an tool for improving student' literacy.	Teachers will instruct students on the use of Notice and Note as a key strategy in improving student literacy	All teachers will be seen using Notice and Note during classroom visits	
Teachers will utilize strategies from Disciplinary Literacy to assist students with broadening students' contextual vocabulary.	Students are able to increase their contextual vocabulary through deliberate and clear exposure to Disciplinary Literacy practice. Including the use of: 1. Word walls 2. Front loading vocabulary in context 3. Applying new vocabulary during Instructional unit 4. Purposeful reading exercise specific to curriculum areas	On classroom visits the teachers will be witnessed using disciplinary literacy techniques.	
Teachers will understand the importance of implementing a Growth Mindset in meeting students where they are and moving every student forward	Personalization of learning through welcoming and understand students. Teachers design tasks with multiple entry and exit points.	During classroom visits, teachers will be witnessed providing students with tasks which are accessible for all students.	
Teachers will recognize the role trauma plays in readiness to learn. Trauma informed practice will allow teachers to use strategies to give students the opportunity to be successful and self - regulate during class time.	Teachers understand students by building relationships. They need to calm students or direct them to the Student Success centre to gain self regulation.	Increased number of visits to the Student Success Center.	

## 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.