



## 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: Nose Creek School

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

If teachers design learning tasks that are informed by pre and post learning evidence, and embed joyful and discipline-based literacy strategies, then students will demonstrate an increased ability to explore, construct and extend their understanding of texts.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will demonstrate an increased ability to explore, construct, and extend their understanding through, analysis and synthesis of texts within each subject discipline.	Students will engage in disciplinary-based text, through a variety of mediums, that allow students to make their learning visible and demonstrate an increased ability to utilize information within the given discipline. Students will demonstrate a greater appreciation for all forms of literacy through choice in instructional text and mediums.	Humanities Report Card stems: -Reads to explore, construct, and extend understanding -Writes to develop, organize, and express information and ideas  Grade 6 & 9 ELA and Social Provincial Achievement Test's	Grade 6 students will meet the provincial average in the area of Acceptable Standard in ELA and Social Studies  Grade 9 students meeting the Standard of Excellence in Social Studies will meet the provincial average  Grade 9 students meeting the Standard of Excellence in ELA will increase by 3%  The total number of Humanities students in all grades receiving a 1 in the stem of 'Reads to explore, construct, and extend understanding' will decrease by 5 students

The priority areas for system improvement that will be impacted by our school's focus for improvement in student learning are:

- Grades 1 to 9 report card results with respect to the English Language Arts stem -- reads to explore, construct and extend understanding

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers design learning tasks that are informed by intentional formative assessment and incorporate strategies based on joyful and disciplinary literacy strategies.	Working within Grade team and discipline-based PLC's, staff will embed joyful literacy (choice of instructional text) and disciplinary-based literacy strategies in student task design and assessment. Within grade teams, teachers will collaboratively utilize pre, post, and formative assessment data to inform next steps in learning and target high-impact literacy strategies and support.  Nose Creek School staff will connect with external supports such as the Calgary Board of Education's Literacy Cohort, on-going literacy-based professional learning opportunities, and specific expertise in the area of high-impact literacy strategies.	Teachers, utilizing pre and post evidence of learning, will embed joyful and disciplinary-based literacy strategies into their student learning tasks  Student learning is visible through work samples/conversation in grade teams, subject, and professional learning teams  Increased evidence, as demonstrated through evidence capture, of joyful and disciplinary-based literacy strategies in grade team and teacher designed tasks	An increase of 1.5 students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn (rigor) as identified on the Tell Them From Me Survey  Increase in teachers who indicate 'We analyze and interpret evidence of student learning to assess the impact we are having on different groups of students'

# School Development Plan

**These strategies and actions from the Three-Year Education Plan will guide our school's instructional improvement strategies:**

- Literacy strategy
  - Literacy environment
    - Language play and exploration
    - Choice in instructional texts
    - Multimodal tools and texts
    - Responsive, explicit instruction
  - Joyful learning (choice, wonder, delight)
  - High impact instructional strategies
    - Formative assessment and feedback
    - Student self-assessment
    - Microteaching to student specific learning needs
    - Intervention strategies for students not achieving to grade level/IPP expectations
  - Disciplinary literacy
    - All subject areas

## 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.