



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 implement disciplinary literacy strategies across all subject areas and if we build professional capacity for staff to gain a greater understanding of personalized task design that is authentic, meaningful and assessment rich then students will demonstrate investment in their learning and the ability to construct, explore and extend their educational learning to solve problems.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
<p>Students will be able to extend their understanding within and across all disciplines to solve problems</p>	<p>Students will use consistent discipline literacy strategies throughout all their classes</p> <p>Students will be engaged in cross curricular inquiry learning that is authentic and require them to critically and creatively solve problems</p> <p>Value will be given to the process of problem solving and task investigation</p> <p>Growth mindset and the use of "yet" will be promoted - "I don't know how to do this YET."</p> <p>Learning intentions will be clearly defined with students (what is being learned, why/relevance, and indicators of success)</p> <p>Learning will be personalized for students</p> <p>Increased use of formative assessment to inform next steps</p>	<p>Students are able to articulate the literacy strategy they are using</p> <p>Students will be able to articulate what they are learning, why they are learning it and how they will know when they have learned it</p> <p>Analysis of student work in PLCs</p> <p>Report card results</p> <p>PAT scores</p>	<p>On the 2017-2018 Provincial Achievement Test (PAT) School Reports:</p> <p>- 55% of students will meet with success on the "Space and Shape" component of the Math PAT as compared to the 2016-2017 achievement of 48.9% in grade 6</p>
			<p>On the 2017-2018 Provincial Achievement Test (PAT) School Reports:</p> <p>- 55% of students will meet with success on the "Space and Shape" component of the Math PAT as compared to the 2016-2017 achievement of 46% in grade 9</p>
			<p>On the 2017-2018 Provincial Achievement Test (PAT) School Reports:</p> <p>- 62% of students will meet with success on the "Synthesizing" component of the ELA PAT as compared to the 2016-2017 achievement of 59% in grade 6</p>
			<p>On the 2017-2018 Provincial Achievement Test (PAT) School Reports:</p> <p>- 62% of students will</p>

School Development Plan

			- 62% of students will meet with success on the "Synthesizing" component of the ELA PAT as compared to the 2016-2017 achievement of 56% in grade 9
			On Report Card Data: - Fewer than 5% of students will have an indicator of 1 as compared to 6.5% in June 2017 on the report card stem "Reads to explore, construct and extend understanding"
			On Report Card Data: - Greater than 15% of students will have an indicator of 4 as compared to 11.9% in June 2017 on the report card stem "Reads to explore, construct and extend understanding"- -
			On Report Card Data: - Fewer than 8% of students will have an indicator of 1 as compared to 12.2% in June 2017 on the report card stem "Uses mathematical reasoning to analyze and solve problems"
			On Report Card Data: - Greater than 15% of students will have an indicator of 4 as compared to 13.6% in June 2017 on the report card stem "Uses mathematical reasoning to analyze and solve problems"

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will implement disciplinary literacy strategies across all subject areas into their task design and assessment	Through PLC, PD, and Team meetings teachers will develop disciplinary literacy strategies to be used in all classes. Teachers will explicitly model and instruct students on the identified discipline literacy strategies Teachers will increase the use of formative assessment data to guide instructional decisions	Teachers will report an increased awareness and use of disciplinary literacy strategies.	
Collaboratively and individually, teachers will increase the use of challenging problems within	Teachers will increase the use of formative assessment data to guide instructional decisions to enable students to construct, explore and	Assessment records and PLC notes Teachers will reflect on their	

School Development Plan

<p>challenging problems within each topic of the Programs of Studies</p>	<p>students to construct, explore and extend their learning to solve problems.</p> <p>Through PD, teachers will develop a greater understanding of assessment and the use of anecdotal records for reporting.</p> <p>Through PD, PLCs and team meetings, teachers will continue their inquiry into task design and assessment that requires solving challenging problems</p> <p>Teachers will build a shared understanding of the criteria of a challenging problem</p> <p>Teachers will strive to use RTI, Flex Friday, the Learning Commons and a variety of technologies to support flexible instruction and personalization</p>	<p>Teachers will reflect on their practice using the TEF rubric.</p>	
--	---	--	--

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.