Calgary Board of Education

|2016-2017| School Development Plan

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: **National Sport School**

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

If teachers utilize the Teaching Effectiveness Framework to design learning tasks and assessments that provide literacy support then students will more effectively evaluate and solve reading intensive questions on standardized tests.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will be more intellectually engaged, reading comprehension, writing and academic performance will improve.	Students will apply feedback gained while solving numerical response questions through formative assessment and practiced reading comprehension to their construction of understanding in all courses. Students will apply their understanding of curriculum to complex problems, decoding information and required tasks from readings. Students will develop literacy skills as a result of personalized instruction and feedback, especially through: conferencing sessions, portfolio assessment, observations, free reading time, anecdotal records, and assessment via scoring guides and rubrics.	Standardized test results on complex problems (Numerical Response) and written representation of student understanding in Biology 30, Chemistry 30, Physics 30 and Math 30-1 diploma exams scores.	Students will demonstrate an increase in performance on all Numerical response questions in Biology 30, Chemistry 30, Physics 30 and Math 30-1 numerical response questions. Diploma exam scores in Biology, Chemistry, Physics and Math 30-1 will increase on average by 2%.

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will provide literacy support creating opportunities for more student engagement with learning tasks and assisting in complex problem decoding (numerical response questions).	Teachers will focus on reading intensive assessments of student understanding (numerical response problems in biology, chemistry, physics and math 30-1), helping students decode information presented and apply understanding of curriculum.	Diploma exam results. Grade 12 exit survey.	Students will indicate an increase in having the skills they require when reading in everyday life. Students will indicate an increase in having the writing skills they require for everyday life.
Teachers will utilize the Teaching Effectiveness Framework to design learning tasks and assessments to more fully engage students in literacy development.	Teachers will have the opportunity to provide more personalized instruction and feedback through: conferencing sessions, portfolio assessment, observations, anecdotal records, and assessment via scoring guides and rubrics.	Standardized reading comprehension and writing assessments will provided continued feedback on student literacy skill development. (year to year and within each school year).	Students will demonstrate an increase in reading comprehension ability and writing skill using standardized writing and reading assessments throughout the year.

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.