Calgary Board of Education

|2018-19| 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 students self-identified as Indigenous or English Language Learner.

Perception Data

- Accountability Pillar Survey data — students, parents/guardians 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/guardians 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: **CBe-Learn**

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Science students will increase their skills and demonstrate an understanding of science course specific learner outcomes.	Students will have multiple opportunities for formative and self assessment through multiple attempts at online quizzes, clear explanation of learning intentions and quiz attempts.	Report Card Marks.	Average final course grades on diploma courses will increase by 2 percentage points over June 2018 school awarded marks. Bio 30 will increase to 70.2 from 68.2%. Chem 30 will increase to 68.3 from 66.3%. Physics 30 will increase to 74.8 from 72.8%.
Humanities students will demonstrate an increased ability to respond meaningfully to a variety of sources and texts.	Students will have greater opportunity for formative and self assessment through increased interaction with automated and written feedback from peers and teachers.	Report Card Marks.	Average final course grades on diploma courses will increase by 2 percentage points over June 2018 school awarded marks. ELA 30-1 will increase to 74.5 from 72.5%. ELA 30-2 will increase to 61.6 from 59.6%. SS30-1 will increase to 75.4 from 73.4%. SS 30-2 will increase to 56.7 from 54.7%.
Math students will feel engaged, included and supported in their learning environment.	Students will have multiple opportunities for formative and self assessment through multiple attempts at online quizzes, clear explanation of learning intentions and quiz attempts.	Report Card Marks.	The number of students with a school awarded final mark below 50% will decrease by 1 percentage point below June 2018 results. Math 30-1 will decrease to 2.4% from 3.4%. Math 30-2 will decrease to 16.6% from 17.6%.
In grades 7-9 Language Arts, all students will show an increase ability to write to develop, organize and express information and ideas.	Grade 7-9 students will have multiple opportunity through formative assessment to generate ideas to demonstrate their understanding of diverse new topics and create connections between text and concepts to represent their understanding.	Language Arts report card strand" Writes to develop, organize and express information and ideas."	In comparison to 2017-18 report card data (8.9%), 2% more students will show an indicator level increase of 1 or more between reporting periods (to 10.9%).
In grades 7-9 Social Studies, all students will show an increase ability to explore events and issues from different points of view.	Grade 7-9 students will have multiple opportunities through formative assessment to explore events and issues from different points of view.	Social Studies report card strand" Explores events and issues from different points of view."	In comparison to 2017-18 report card data (15%), 2% more students will show an indicator level increase of 1 or more between reporting periods (to 17%).
In grades 7-9 Science, all students will be able to analyze and solves problems through scientific reasoning.	Grade 7-9 students will have multiple opportunities through formative assessment to analyze and solves problems through scientific reasoning.	Science report card strand" Analyzes and solves problems through scientific reasoning."	In comparison to 2017-18 report card data (3.8%), 2% more students will show an indicator level increase of 1 or more between reporting periods (to

			reporting periods (to 5.8%).
In grades 7-9 Math, Students will be able to use mathematical reasoning to analyze and solve problems.	Grade 7-9 students will have multiple opportunities through formative assessment to use mathematical reasoning to analyze and solves problems.	Math report card strand" Use mathematical reasoning to analyzes and solves problems."	In comparison to 2017-18 report card data (10%), 2% more students will show an indicator level increase of 1 or more between reporting periods (to 12%).

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 | Achievement Goal

The change/improvement a school intends to create in student achievement.

3 | Achievement Strategy

Describes the overall focus or improvement effort that will be implemented within students' learning experiences to improve their achievement.

4 | Achievement Measure

The means by which achievement is measured. Determines whether the Achievement Strategy is successful in improving student learning.

5 | Achievement Target

This is a numerical target specific to the Achievement Measure that would demonstrate improvement. Measures are based on the data analysis that surfaced the area of focus for the School Development Plan.

6 | Instructional Goal

The change a school intends to create within instructional practices to support the student achievement goal.

7 | 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.

8 | 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.

9 | Instructional Target

This is a numerical target specific to the Instructional Measure that would demonstrate improvement.