



School: Janet Johnstone School

Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What does the Data Story surface?	What area(s) need to be improved?	What professional learning will staff do to build their capacity to provide for these experiences? What strategic actions will staff take with students to advance the goals?	What resources (<i>learning structure, human, physical, technological, financial</i>) will be needed in order to realise the goal?	What are the improvements expected as a result of the actions	What are the specific data sources that will show the summative evidence of the achievement of key outcomes?	For each measure, what is (<i>are</i>) the beginning of the year number(s) / interpretation?	For each measure, what is (<i>are</i>) the end of the year number(s) / interpretation?	What is the result of the End number minus the Begin number?

Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
<p>2020-21</p> <p>-Report card data from the FLA stem "Speaks to communicate information and ideas" and the ELA stem "Constructs meaning and makes connections through speaking" indicates a large percentage of students with PL 2 in grades 1 and 2.</p> <p>-Grade level Professional Learning Communities (PLCs) report that a better understanding of levels of proficiency is needed and that assessment of oral language is often done by observation.</p> <p>-An examination of oral proficiency data collected by teachers indicates that French Immersion teachers observed that students do not always speak in complete sentences and insert English words and English teachers observed that students use simple sentences and do not include supporting details when responding orally to texts.</p>	<p>2020-21</p> <p>Students' oral language proficiency will improve when communicating their comprehension of text in English and French Immersion.</p>	<p>2020-21</p> <p>Staff will:</p> <ul style="list-style-type: none"> -use PLCs to plan and assess intentional opportunities that elicit purposeful interactions (Teaching Sprints) -develop a common assessment tool to assess oral proficiency -develop a common understanding of grade level expectations for reading comprehension <p>With students, staff will:</p> <ul style="list-style-type: none"> -provide small group opportunities for students to record and self assess their oral language when communicating their comprehension of text -provide opportunities for students to receive and apply actionable feedback during guided literacy 	<p>2020-21</p> <ul style="list-style-type: none"> -use of foundational CBE tools to drive planning and assessment: K-9 ELA Assessment and Reporting Guide, Understanding Grade Level Reading document, Assessment and Reporting in the CBE (page 8: Proficiency scales), Structured Observations of Students' Language document -purchase the book "Embedded Formative Assessment" by Dylan William (one per cohort) -admin team to attend "Leading Teaching Sprints" course by Simon Breakspear (October 22, December 2) -admin team to provide instructional leadership during PLCs and team planning for instruction on leading teaching sprints -use "Teaching Literacy in the Visible Learning Classroom, Grades K-12" by Fisher, Frey, Hattie (Chapter 1 Laying the Groundwork (page 44), Chapter 2 Surface Literacy Learning Chapter 3 Deep Literacy Learning), "Content Area Conversations" by Fisher, Frey, Rottenberg -Virtual professional development with Jeff Stockton (January 29) on Oral Story Telling with students (specific focus on supporting students to tell their stories of "What can we learn from the land?") 	<p>2020-21</p> <ul style="list-style-type: none"> -staff use of high impact strategies during flexible groupings (guided literacy groups) that elicit purposeful interactions -staff have a balanced approach in their body of evidence, which will include audio recordings of student oral language -staff use of formative assessment strategies to plan and assess purposeful interactions with their students (personalization) -students' use of teacher feedback to enhance their oral demonstration of their comprehension of texts 	<p>Measure 1: Staff will collect audio recordings of students at least once per term.</p> <p>Measure 2: Teacher documentation of students' responses to types of feedback twice per term.</p> <p>Measure 3: Student progress in oral language using learning progressions created by PLCs.</p>	<p>Measure 1: September 2020 to January 2021: Teachers will collect one recording of their students' oral language</p> <p>Measure 2: September 2020 to January 2021: Observations in PLC of types of feedback and students' responses</p> <p>Measure 3: September 2020 to January 2021: -XX % of students are at a PL 1 -XX % of students are at a PL 2 -XX % of students are at a PL 3 -XX % of students are at a PL 4</p>	<p>Measure 1: Year 2020-2021: Teachers recorded students' oral language X times throughout the year.</p> <p>Measure 2: February to June 2021: Observations in PLC of types of feedback and students' responses</p> <p>Measure 3: February to June 2021: -XX % of students are at a PL 1 -XX % of students are at a PL 2 -XX % of students are at a PL 3 -XX % of students are at a PL 4</p>	

<p>2021-22</p>	<p>2021-22 Students' oral language proficiency will improve when communicating their comprehension of text in English and French Immersion.</p>	<p>2021-22 Staff will: -continue to use PLC time to use formative assessment to plan and assess purposeful interactions during guided literacy and mathematics and to analyze samples collected of oral language using oral language learning progressions developed in the 2020-2021 school year -continue to use Structured Observations of Students' Language document to build a body of evidence of students' oral language -develop a common understanding for grade level expectations of oral communication in mathematics With students, staff will: -provide small group opportunities for students to listen to their peers' oral language and give peer to peer feedback based on learning intentions in the context of mathematics -create charts with students to illustrate oral language success criteria</p>	<p>2021-22 -continue to use "Embedded Formative Assessment" by D. William and focus on the strategy activating students as learning resources for one another -build staff capacity in peer to peer feedback -build staff capacity in choosing a variety of texts for guided literacy and in understanding the definition of text beyond printed texts -professional learning opportunities in Mathematical Discussion (CBE document) and assessment strategies from CBE's Math Strategy</p>	<p>2021-22 -staff and students create success criteria for oral language regularly -staff model giving and receiving actionable peer feedback -students' use of posted success criteria to give peer feedback -staff use of assessment strategies from CBE's Math Strategy to plan and assess purposeful interactions in math groups -students' use of teacher and peer feedback to enhance their oral demonstration of their comprehension of texts in mathematics</p>	<p>Measure 1: Staff will collect assessment data of students' oral abilities in mathematics at least twice per term. Measure 2: Teacher documentation of types of peer to peer feedback twice per term. Measure 3: Student progress in oral language (mathematical context) using learning progressions created in PLCs.</p>	<p>Measure 1: September 2021 to January 2022: Staff will collect 2 samples of students' oral proficiency in explaining mathematical thinking. Measure 2: September 2020 to January 2022: Observations in PLC of types of peer to peer feedback and students' responses Measure 3: September 2021 to January 2022: -XX % of students are at a PL 1 -XX % of students are at a PL 2 -XX % of students are at a PL 3 -XX % of students are at a PL 4</p>	<p>Measure 1: Year 2021 - 2022: Staff collected X samples of students' oral proficiency in explaining mathematical thinking. Measure 2: February 2021 to January 2022: Observations in PLC of types of peer to peer feedback and students' responses Measure 3: February 2021 to June 2022: -XX % of students are at a PL 1 -XX % of students are at a PL 2 -XX % of students are at a PL 3 -XX % of students are at a PL 4</p>	
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<p>2022-23</p>	<p>2022-23 Students' oral language proficiency will improve when communicating their comprehension of text in English and French Immersion.</p>	<p>2022-23 Staff will: -continue to use PLC time to use formative assessment to plan and assess purposeful interactions during guided literacy and to analyze samples collected of oral language -develop a collection of methods to elicit oral comprehension in the disciplines of science and social studies With students, staff will: -provide small group opportunities for students to use oral language to express their understanding of science and social studies texts -use class created charts to self-assess oral language</p>	<p>2022-23 -continue to use "Embedded Formative Assessment" by D. William and focus on the strategy activating students as owners of their own learning -build staff capacity in goal-setting and self-assessment -professional learning opportunities in disciplinary literacy (CBE's Literacy Strategy, From Text Books to Text Sets, "This is Disciplinary Literacy" by R. Lent)</p>	<p>2022-23 -staff and students create success criteria for oral language regularly -staff model goal setting and self-assessment using success criteria -staff use of disciplinary literacy assessment strategies from the document Noticing and Naming Literacy Best Practices from CBE's Literacy Strategy -students' use of success criteria and feedback from teacher, peer and self to enhance their oral demonstration of their comprehension of texts in science and social studies</p>	<p>Measure 1: Staff will collect assessment data of students' oral abilities in the disciplines of science and social studies at least twice per term. Measure 2: Students' will input goals and reflections of oral proficiency in science or social studies in Iris at least once per term. Measure 3: Student progress in oral language (science or social studies context) using learning progressions created in PLCs.</p>	<p>Measure 1: September 2022 to January 2023: Staff will collect 2 samples of students' oral proficiency, in science or social studies. Measure 2: September 2022 to January 2023: Students will input one goal and one reflection in Iris about their ability to orally show their comprehension of a science or social studies text. Measure 3: September 2022 to January 2023: -XX % of students are at a PL 1 -XX % of students are at a PL 2 -XX % of students are at a PL 3 -XX % of students are at a PL 4</p>	<p>Measure 1: Year 2022 - 2023: Staff collected X samples of students' oral proficiency, in science or social studies. Measure 2: Year 2022 - 2023: Students inputted X goals and X reflections in Iris about their ability to orally show their comprehension of a science or social studies text. Measure 3: February 2023 to June 2023: -XX % of students are at a PL 1 -XX % of students are at a PL 2 -XX % of students are at a PL 3 -XX % of students are at a PL 4</p>	
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Well-Being for Learning Data	Well-Being for Learning Student Goals	Well-Being for Learning Instructional Actions	Well-Being for Learning Resources	Well-Being for Learning Key Outcomes	Well-Being for Learning Measures	Well-Being for Learning Begin	Well-Being for Learning End	Well-Being for Learning Improvement
<p>2020-21</p> <p>-Accountability Pillar Survey data reflects the percentage of students who feel that students respect other students has decreased by 5 percentage points from 2019 to 2020.</p> <p>-Student achievement data in Result 5 in the report card stem "Treats others with respect and compassion" shows that most students have the level of proficiency EV.</p>	<p>2020-21</p> <p>The percentage of students who feel that students respect each other will increase.</p> <p>The percentage of students who have EX on the report card stem "Treats others with respect and compassion" will increase.</p>	<p>2020-21</p> <p>Staff will:</p> <ul style="list-style-type: none"> -participate in professional discussions at each Professional Development Day to: -develop common language about what respect looks like, sounds like, feels like -discuss effective universal strategies for teaching social skills -plan purposeful interactions with students to practice social emotional skills <p>With students, staff will:</p> <ul style="list-style-type: none"> -develop social emotional skills and vocabulary including empathy, respect, self-advocacy, self-control 	<p>2020-21</p> <ul style="list-style-type: none"> -funds to purchase resources to support social emotional learning (i.e. "Social Thinking Curriculum" by Michelle Garcia Winner and picture books about empathy and respect in English and French) -professional learning opportunities to build staff capacity in teaching social emotional skills (book studies, working with Area 6 Complex Needs strategist, Occupational Therapist) -CBE's Continuum of Support -Administrative Regulations 6005 (Student Code of Conduct) and 6006 (Progressive Discipline) -"Building Equity" (Dominique Smith, et al) – Chapter 2 -"The Formative Five" (Thomas R. Hoerr) – Chapters 2 and 3 	<p>2020-21</p> <ul style="list-style-type: none"> -staff utilize common language and strategies for teaching social emotional skills -staff model respectful communication with students -students can give examples of respectful words and actions -students participate in a school-wide storytelling event and have opportunities to give and receive feedback in a respectful way 	<p>Measure 1:</p> <p>PLCs record of social emotional lesson topics (whole class and small group) at least one lesson per month.</p> <p>Measure 2:</p> <p>Accountability Pillar Survey results percentage of students who answered yes to the question "Do students respect each other?"</p> <p>Measure 3:</p> <p>Report Card data from Result 5: "Treats others with respect and compassion"</p> <p>Measure 4:</p> <p>Grade 1 to 4 student responses to the question "Adults care whether I am school or not" from staff-created empathy survey (from the equity audit from "Building Equity" by Smith et al)</p>	<p>Measure 1:</p> <p>November 2020 to January 2021: At least one lesson per month on social emotional topics.</p> <p>Measure 2:</p> <p>March 2020: 83% answered yes</p> <p>Measure 3:</p> <p>January 2020: EM 9.8%, EV 54.7%, EX 35.5%</p> <p>Measure 4:</p> <p>November 2020: 83% answered yes</p>	<p>Measure 1:</p> <p>Year 2020 - 2021:X lessons on social emotional topics were delivered.</p> <p>Measure 2:</p> <p>March 2021: XX% answered yes</p> <p>Measure 3:</p> <p>January 2021: EM XX%, EV XX%, EX XX%</p> <p>Measure 4:</p> <p>May 2021: XX% answered yes</p>	

<p>2021-22</p>	<p>2021-22 The percentage of students who feel that students respect each other will increase.</p> <p>The percentage of students who have EX on the report card stem "Treats others with respect and compassion" will increase.</p>	<p>2021-22 Staff will: -choose an anchor text that relates to the social emotional skills the staff agrees to focus on for the school year (what we can accomplish together) -participate in professional conversations on each Professional Development Day to develop common language of showing respect to others by giving specific feedback</p> <p>With students, staff will: -develop social emotional skills and vocabulary related to appreciation of others' contributions</p>	<p>2021-22 -funds to purchase an anchor text that all teachers can use to introduce the social emotional skill of focus for the school year (appreciation of others) -What Did You at School Today? (S. Friesen) - Principle 3 -"The Formative Five" (Thomas R. Hoerr) – Chapter 5 -"Building Equity" (Dominique Smith, et al) – Chapter 4</p>	<p>2021-22 -staff develop a common language of individuals' contributions to the functioning of the group -staff work with students to develop common goals to demonstrate respect in the classroom community -students participate in cooperative activities and use common language to give feedback to others about their contributions</p>	<p>Measure 1: Teacher documentation of students' respectful actions toward classroom goals at least twice per term.</p> <p>Measure 2: Accountability Pillar Survey results percentage of students who answered yes to the question "Do students respect each other?"</p> <p>Measure 3: Report Card data from Result 5: "Treats others with respect and compassion"</p> <p>Measure 4: Grade 1 to 4 student results from staff-created student empathy survey (from the equity audit from "Building Equity" by Smith et al)</p>	<p>Measure 1: September 2021 to January 2022: Sharing evidence of students' actions with PLC twice.</p> <p>Measure 2: March 2021: XX% answered yes</p> <p>Measure 3: January 2021: EM XX%, EV XX%, EX XX%</p> <p>Measure 4: November 2021: XX% answered yes</p>	<p>Measure 1: Year 2021 - 2022: Staff shared evidence of students' actions X times.</p> <p>Measure 2: March 2022: XX% answered yes</p> <p>Measure 3: June 2022: EM XX%, EV XX%, EX XX%</p> <p>Measure 4: May 2022: XX% answered yes</p>	
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<p>2022-23</p>	<p>2022-23 The percentage of students who feel that students respect each other will increase.</p> <p>The percentage of students who have EX on the report card stem "Treats others with respect and compassion" will increase.</p>	<p>2022-23 Staff will: -choose an anchor text that relates to the social emotional skills the staff agrees to focus on for the school year (personal contributions for the benefit of the community, perseverance, grit) -participate in professional conversations on student self-reflection and goal-setting of social-emotional skills and the effectiveness of service projects on increasing self-esteem and collective efficacy</p> <p>With students, staff will: -develop a common understanding of goal-setting and self-assessment of contributions to the classroom and school community -explore action projects that students can undertake within the school or beyond</p>	<p>2022-23 -funds to purchase an anchor text that all teachers can use to introduce the social emotional skill of focus for the school year -Socially Empowered Learning (University of Calgary) -What Did You at School Today? (S. Friesen) - Principle 4 -"The Formative Five" (Thomas R. Hoerr) – Chapter 6 -"Building Equity" (Dominique Smith, et al) – Chapter 5</p>	<p>2022-23 -staff will develop a common language of goal-setting and reflection of personal contributions -students and teachers will work together to develop a class action project, set goals and reflect on their accomplishments</p>	<p>Measure 1: Teacher documentation of students' goal setting and reflections at least twice per term.</p> <p>Measure 2: Accountability Pillar Survey results percentage of students who answered yes to the question "Do students respect each other?"</p> <p>Measure 3: Report Card data from Result 5: Treats others with respect and compassion</p> <p>Measure 4: Grade 1 to 4 student results from staff-created student empathy survey (from the equity audit from "Building Equity" by Smith et al)</p>	<p>Measure 1: September 2022 to January 2023: Sharing evidence of reflections with PLC twice.</p> <p>Measure 2: March 2022: XX% answered yes</p> <p>Measure 3: January 2022: EM XX%, EV XX%, EX XX%</p> <p>Measure 4: November 2022: XX% answered yes</p>	<p>Measure 1: Year 2022 - 2023: Staff shared evidence of reflections X times.</p> <p>Measure 2: March 2023: XX% answered yes</p> <p>Measure 3: June 2023: EM XX%, EV XX%, EX XX%</p> <p>Measure 4: May 2023: XX% answered yes</p>	
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