



School: Banff Trail 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?

Theory of Action for Literacy:

If teachers design robust, responsive, engaging tasks grounded in the Neuro-linguistic Approach to teaching language, then students will improve their French Oral Language Skills.

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>June 2020 Report Card Data French Language Arts (FLA):</p> <p>The "speaks to communicate information and ideas" stem results showed:</p> <p>26.7 % of students received a grade indicator of 2 or lower</p> <p>The "reads to explore, construct and extend understanding" stem results showed:</p> <p>26.2% of students achieved a grade indicator of 2 or lower</p> <p>The "writes to develop, organize and express information and ideas" stem results showed:</p> <p>33.6% of students achieved a grade indicator of 2 or lower</p>	<p>2020-21</p> <p>Student achievement in Oral French Proficiency will improve.</p>	<p>2020-21</p> <p>Staff will:</p> <p>Engage in reviewing and intentionally implementing the Neuro-linguistic Approach (NLA) to teaching French.</p> <p>Staff analysis of the various curriculae to seek out connections to French Oral Language production.</p> <p>Work through the adjustment cycle in PLC groups to design engaging, robust, responsive tasks that create opportunities for students to see appropriate modeling and practice speaking French.</p> <p>With students, staff will:</p> <p>Use the NLA pedagogy in the instruction of French Language Arts.</p> <p>Develop students' implicit understanding and explicit knowledge of the French language through well designed tasks that focus on oral language production</p> <p>Review and explore success criteria and learning expectations for NLA tasks.</p>	<p>2020-21</p> <p>- Article - A new paradigm for the learning of a second or foreign language: the Neuro-linguistic approach.</p> <p>- Article - Five Key Strategies for Effective Formative Assessment (Dylan William)</p> <p>- CBE Website resources – Personalized Learning</p> <p>- PLCs focused on robust task design using NLA within an adjustment cycle.</p> <p>- Support form LL's and Lead Teacher who are trained in NLA</p> <p>- System- and grade-level developed rubric for Oral French calibration and evaluation</p>	<p>2020-21</p> <p>Staff to develop and implement tasks that are NLA-based.</p> <p>Staff develop a method of evaluating student French oral ability by grade level (via a structured format and associated rubric).</p> <p>First assessment in Nov/Dec; Checkpoint/reassessment in late Feb/early March; 3rd checkpoint in late April/early May.</p> <p>Rubrics developed by grade level that are accessible and referred to by students.</p> <p>Staff provide daily modeling and practice in Oral French that is based on the principles of NLA.</p> <p>Staff collaborate to develop tasks that are responsive to student need in PLCs (examining and reflecting upon student data via the adjustment cycle).</p> <p>Students demonstrate increased proficiency in oral French, evidenced in daily work as well as in structured oral checkpoint evaluations.</p>	<p>Measure 1:</p> <p>Average achievement of the class on the various categories of the grade-level rubric (based on the structured oral assessments) will increase from November through May by 5%.</p>	<p>Measure 1:</p> <p>Structured oral assessment performed in November/December 2020 will provide our baseline data by grade level.</p>	<p>Measure 1:</p> <p>Structured oral assessment performed in late April/early May will provide our end data by grade level.</p>	

<p>2021-22 Report Card Data French Language Arts (FLA):</p> <p>The "speaks to communicate information and ideas" stem.</p> <p>The "reads to explore, construct and extend understanding" stem.</p> <p>The "writes to develop, organize and express information and ideas" stem.</p>	<p>2021-22 Student achievement in French Reading Proficiency will improve.</p>	<p>2021-22 Staff will: Engage in reviewing and intentionally implementing the Neuro-linguistic Approach (NLA) to teaching French.</p> <p>Staff analysis of the various curriculae to seek out connections to French Language reading.</p> <p>Work through the adjustment cycle in PLC groups to design engaging, robust, responsive tasks that create opportunities for students to see appropriate modeling and practice reading in French.</p> <p>With students, staff will: Use the NLA pedagogy in the instruction of French Language Arts.</p> <p>Develop students' implicit understanding and explicit knowledge of the French language through well designed tasks that focus on developing French reading skills.</p> <p>Review and explore success criteria and learning expectations for NLA tasks.</p>	<p>2021-22</p> <ul style="list-style-type: none"> - Article - A new paradigm for the learning of a second or foreign language: the Neuro-linguistic approach. - Article - Five Key Strategies for Effective Formative Assessment (Dylan Wiliam) - CBE Website resources – Personalized Learning - PLCs focused on robust task design using NLA within an adjustment cycle. - Support form LL's and Lead Teacher who are trained in NLA - System- and grade-level developed rubric for Oral French calibration and evaluation - Visible Learning for Literacy - The Daily 5 	<p>2021-22 Staff to develop and implement tasks that are NLA-based.</p> <p>Staff determine a method of evaluating student French reading ability by grade level (associated rubric).</p> <p>First assessment in Nov/Dec; Checkpoint/reassessment in late Feb/early March; 3rd checkpoint in late April/early May.</p> <p>Rubrics developed by grade level that are accessible and referred to by students.</p> <p>Staff provide daily modeling and practice in French reading that is based on the principles of NLA.</p> <p>Staff collaborate to develop tasks that are responsive to student need in PLCs (examining and reflecting upon student data via the adjustment cycle).</p> <p>Students demonstrate increased proficiency in French reading, evidenced in daily work as well as in teacher-created evaluations.</p>	<p>Measure 1: French Language Arts (FLA) report card stem – "Reads to explore, construct and extend understanding".</p> <p>Measure 2: Grade-level reading rubric (CBE/school-made based on curricular outcomes and CBE guiding documents).</p>	<p>Measure 1: June 2021 report card results for the stem - "Reads to explore, construct and extend understanding."--Percentage of students, by grade-level, achieving a 3 or 4.</p> <p>Measure 2: Average achievement on the various categories of the grade-level rubric (based on the 3 reading assessment checkpoints) will increase from November through May by 5%.</p>	<p>Measure 1: June 2022 report card results for the stem - "Reads to explore, construct and extend understanding."--Percentage of students, by grade-level, achieving a 3 or 4, will increase by 3 percentage points.</p> <p>Measure 2: Average achievement on the various categories of the grade-level rubric (based on the 3 reading assessment checkpoints) will increase from November through May by 5%.</p>	
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<p>2022-23 Report Card Data French Language Arts (FLA):</p> <p>The "speaks to communicate information and ideas" stem.</p> <p>The "reads to explore, construct and extend understanding" stem.</p> <p>The "writes to develop, organize and express information and ideas" stem.</p>	<p>2022-23 Student achievement in French Writing Proficiency will improve.</p>	<p>2022-23 Staff will: Engage in reviewing and intentionally implementing the Neuro-linguistic Approach (NLA) to teaching French.</p> <p>Staff analysis of the various curriculae to seek out connections to French Language writing.</p> <p>Work through the adjustment cycle in PLC groups to design engaging, robust, responsive tasks that create opportunities for students to see appropriate modeling and practice writing in French.</p> <p>With students, staff will: Use the NLA pedagogy in the instruction of French Language Arts.</p> <p>Develop students' implicit understanding and explicit knowledge of the French language through well designed tasks that focus on developing French writing skills.</p> <p>Review and explore success criteria and learning expectations for NLA tasks.</p>	<p>2022-23</p> <ul style="list-style-type: none"> - Article - A new paradigm for the learning of a second or foreign language: the Neuro-linguistic approach. - Article - Five Key Strategies for Effective Formative Assessment (Dylan Wiliam) - CBE Website resources – Personalized Learning - PLCs focused on robust task design using NLA within an adjustment cycle. - Support form LL's and Lead Teacher who are trained in NLA - System- and grade-level developed rubric for Oral French calibration and evaluation - Visible Learning for Literacy - The Daily 5 	<p>2022-23 Staff to develop and implement tasks that are NLA-based.</p> <p>Staff determine a method of evaluating student French writing ability by grade level (associated rubric).</p> <p>First assessment in Nov/Dec; Checkpoint/reassessment in late Feb/early March; 3rd checkpoint in late April/early May.</p> <p>Rubrics developed by grade level that are accessible and referred to by students.</p> <p>Staff provide daily modeling and practice in French writing that is based on the principles of NLA.</p> <p>Staff collaborate to develop tasks that are responsive to student need in PLCs (examining and reflecting upon student data via the adjustment cycle).</p> <p>Students demonstrate increased proficiency in French writing, evidenced in daily work as well as in teacher-created evaluations.</p>	<p>Measure 1: French Language Arts (FLA) report card stem –"Writes to develop, organize and express information and ideas"</p> <p>Measure 2: Grade-level writing rubric (CBE/school-made based on curricular outcomes and CBE guiding documents).</p>	<p>Measure 1: June 2021 report card results for the stem –"Writes to develop, organize and express information and ideas"-- Percentage of students, by grade-level, achieving a 3 or 4.</p> <p>Measure 2: Average achievement on the various categories of the grade-level rubric (based on the 3 writing assessment checkpoints) will increase from November through May by 5%.</p>	<p>Measure 1: June 2022 report card results for the stem - "Writes to develop, organize and express information and ideas"-- Percentage of students, by grade-level, achieving a 3 or 4, will increase by 3 percentage points.</p> <p>Measure 2: Average achievement on the various categories of the grade-level rubric (based on the 3 writing assessment checkpoints) will increase from November through May by 5%.</p>	
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Theory of Action for Well-Being for Learning Data:

If we increase opportunities for students to express themselves, take risks and receive actionable feedback then students will have higher levels of confidence in themselves as learners and in speaking French.

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 October 2020 - Perception Data Student Perception Data Informal Student Survey - all students Grades 1-5 Do you feel confident speaking French in class? ex. yes/no/sometimes -students shared how they felt about speaking French in class</p> <p>October 2020 Teacher Perception Data Informal Teacher Survey - all students Grades 1-5 Do you feel confident speaking French in class? ex. yes/no/sometimes - teachers reviewed classroom lists to evaluate student speaking levels</p> <p>End of October 2020 OurSchool Survey Results (Grade 4/5) Well-Being/Social-Emotional Outcome Survey Results:</p> <p>Students with a positive sense of belonging: 92%</p> <p>Students with positive relationships:92%</p> <p>Students with moderate or high levels of anxiety: 20%</p> <p>Multiple-Choice Question: Students were asked: "I feel confident speaking French in the classroom." Students feel confident: 59% Students sometimes feel confident: 40% Students do not feel confident: 1%</p>	<p>2020-21 Student well-being will improve as they show greater confidence in themselves as learners and in speaking French.</p>	<p>2020-21 Staff will: -utilize common language and strategies for teaching social-emotional learning (ex. risk-taking, growth mindset, confidence building, acceptance, etc.). -model and provide formative feedback for oral French to build student confidence.</p> <p>With students, staff will: -develop skills and strategies for students to build greater confidence and self-awareness to take risks and to communicate their learning by speaking French. -provide actionable feedback to support students to see themselves as capable learners. -create a supportive culture that accepts mistakes as learning opportunities.</p>	<p>2020-21 -Engage students in various types of literature and/or media related to growth-mindset to support students to see themselves as capable learners. -Ongoing development of learning tasks, tools and resources from teacher PLCs to support building and delivery of common learning tasks across school.</p> <p>-Identify and develop tools/resources for student confidence-building and growth mindset through collaboration between administration and teachers. -creation of a working group that examines how student well-being, including confidence, can be supported via school-wide initiatives.</p>	<p>2020-21 Staff will provide daily modeling and ongoing actionable feedback to grow and develop student confidence. Teachers and administration will collaborate to identify, develop and/or create learning tasks, tools and resources to support student confidence and encourage risk-taking in learning (in their grade and across grades). Students will demonstrate increased confidence, risk-taking, engagement and proficiency in speaking French to communicate their learning in daily classroom work.</p>	<p>Measure 1: Perception Surveys -Student and Teacher Surveys - Informal Assessment(s) - Grade 1- 5 students and Classroom Teachers</p> <p>Measure 2: OurSchool Survey/Well-Being Survey Grade 4/5</p> <p>Focus on Well-Being survey measures: -Social-Emotional Outcomes (ex. sense of belonging, positive relationships, students with moderate or high levels of anxiety) -Multiple-Choice Question: Students were asked: "I feel confident speaking French in the classroom."</p>	<p>Measure 1: October 2020 - Student and Teacher Perception Surveys Informal Assessment(s) Grade 1- 5 Students and Classroom Teachers</p> <p>Students: -will provide self-assessment for statement/measure: Do you confident do you feel speaking French in class? -possible responses: yes/no/sometimes</p> <p>Teachers: -will provide their assessment of each student; evaluating confidence based on classroom observations interactions and discussions</p> <p>Measure 2: End of October 2020 - OurSchool Survey Baseline Data Results, Grade 4/5</p> <p>Well-Being/Social-Emotional Outcome Survey Results; see Well-Being for Learning Data</p>	<p>Measure 1: June 2021 Student &Teacher Perception Surveys Informal Assessment(s) Grade 1- 5 Students & Homeroom Teachers</p> <p>Students will: -complete self-assessment for statement: Do you confident do you feel speaking French in class? (yes/no/sometimes)</p> <p>Teachers will: -complete assessment of each student; evaluating confidence based on classroom observations interactions and discussions</p> <p>Measure 2: Late Spring 2021 - OurSchool Survey Grades 4/5 - Follow-Up Survey (if available)</p> <p>Focus on Well-Being/Social-Emotional Measures. Goal(s) for improvement:</p> <p>Sense of Belonging: 92% to 95% Positive Relationships: 92% to 95% Moderate to High Levels of Anxiety: 20% to 17%</p> <p>Multiple-Choice Question: Students were asked: "I feel confident speaking French in the classroom." Goals for Improvement: Students feel confident: 59% to 64% Students sometimes feel confident: 40% to 36% Students do not feel confident:1% to 0%</p>	

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<p>2021-22 Student Perception Data (Do you feel that most people are kind in our building? Do you know how to show kindness in school, in the community, etc?)</p> <p>OurSchool Survey Results</p> <p>Accountability Survey Results</p>	<p>2021-22 Student well-being will improve as they engage in a school-wide character and well-being program, focusing on 'How can kindness make our world better?'</p>	<p>2021-22 Staff will: -learn about and utilize one of the resources in the appendix of the CBE Bullying Document to implement a school-wide well-being program -Create a well-being committee to guide implementation. -Engage in the creation of assemblies that incorporate some of the character/well-being themes being explored.</p> <p>With students, staff will: -explore ways that we can improve the well-being of others, using research-based strategies found in programs such as randomactsofkindness.org -integrate positive character work, including past learning about confidence/growth-mindset, and new learning about kindness, throughout the program of studies.</p>	<p>2021-22 -Engage students in various types of literature and/or media related to growth-mindset and well-being/kindness.</p> <p>-Ongoing development of learning tasks, tools and resources from teacher PLCs to support building and delivery of common learning tasks across school.</p> <p>-Identify and implement resources, such as one from the indicated list in the CBE Bullying document, for student well-being and growth mindset.</p> <p>-Creation and/or leveraging of a committee that examines how student well-being, including confidence, can be supported via school-wide initiatives.</p>	<p>2021-22 Staff will provide daily modeling and ongoing actionable feedback to grow and develop student confidence, well-being and perceived sense of joy and safety.</p> <p>Teachers and administration will collaborate to identify, develop and/or create learning tasks, tools and resources to support student confidence and promote kindness.</p> <p>Students will demonstrate increased confidence and understanding of what kindness looks like.</p>	<p>Measure 1: OurSchool Student Survey - Grades 4 and 5 -focus on data for well-being/social-emotional questions/responses</p> <p>Measure 2: Accountability Pillar Survey - Grade 4 -focus on Well-Being questions/responses -Survey Measure(s): Safe & Caring Schools</p> <p>Measure 3: Report Card Data The percentage of students who achieve EV or EX on the report card stem, "Treats others with respect and compassion".</p> <p>Measure 4: The percentage of students who ach</p>	<p>Measure 1: OurSchool Student Survey results from end-of-year 2021.</p> <p>Measure 2: Percentage of students responding positively about well-being questions from previous assessment data available</p> <p>Measure 3: Percentage of students who receive EV or EX on the report card in June 2021</p>	<p>Measure 1: OurSchool Student Survey - Grades 4 and 5 Spring 2022/ survey completed</p> <p>Measure 2: Percentage of students responding positively about well-being questions in the most recent survey.</p> <p>Measure 3: Percentage of students who receive EV or EX on the report card in Jan/June 2022</p> <p>Measure 4: Alberta Pillar Survey - Grades 4 Late Spring 2021/AB Pillar Survey completed -data gained will serve to inform/plan for next steps in the upcoming school year -focus on data centered upon well-being/social-emotional well-being -ex. survey measures: Safe & Caring Schools</p> <p>Measure 5: June 2021 Report Card Data The percentage of students who achieve EV or EX on the report card stem "Engages in learning with confidence and persistence."</p>
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<p>2022-23 Student Perception Data (Do you know how to show kindness at school? How have you demonstrated kindness towards others? etc)</p> <p>OurSchool Survey Results</p> <p>Accountability Survey Results</p>	<p>2022-23 Student well-being will improve as they apply learning about kindness and well-being to their daily lives.</p>	<p>2022-23 Staff will: -Consolidate the implementation of the new school-wide well-being program, utilizing one of the resources in the appendix of the CBE Bullying Document to implement a school-wide well-being program -Leverage the well-being committee to guide implementation. -Engage in the creation of assemblies that incorporate some of the character/well-being themes being explored.</p> <p>With students, staff will: -Explore ways that we can improve the well-being of others, using research-based strategies found in programs such as randomactsofkindness.org -Integrate positive character work, including past learning about confidence/growth-mindset/kindness, throughout the program of studies.</p>	<p>2022-23 -Engage students in various types of literature and/or media related to growth-mindset and well-being/kindness.</p> <p>-Ongoing development of learning tasks, tools and resources from teacher PLCs to support building and delivery of common learning tasks across school.</p> <p>-Ongoing implementation of research-based resources, such as one from the indicated list in the CBE Bullying document, for student well-being and growth mindset.</p> <p>-Leveraging of committee that examines how student well-being, including confidence, can be supported via school-wide initiatives to continue school-wide improvement of well-being.</p>	<p>2022-23 Staff will provide daily modeling and ongoing actionable feedback to grow and develop student confidence, well-being and perceived sense of joy and safety.</p> <p>Teachers and administration will collaborate to identify, develop and/or create learning tasks, tools and resources to support student confidence and promote kindness.</p> <p>Students will demonstrate increased confidence and application of kindness in their school (and beginning to explore it's use in the broader community).</p>	<p>Measure 1: CBE OurSchool Student Survey - Grades 4 and 5 -focus on data for well-being/social-emotional questions/responses</p> <p>Measure 2: Accountability Pillar Survey - Grade 4 -focus on Well-Being questions/responses -Survey Measure(s): Safe & Caring Schools</p> <p>Measure 3: Report Card Data The percentage of students who achieve EV or EX on the report card stem, "Treats others with respect and compassion".</p>	<p>Measure 1: OurSchool Student Survey results from end-of-year 2022.</p> <p>Measure 2: Percentage of students responding positively about well-being questions from previous assessment data available</p> <p>Measure 3: Percentage of students who receive EV or EX on the report card in June 2022</p>	<p>Measure 1: OurSchool Student Survey - Grades 4 and 5 Spring 2023/ survey completed</p> <p>Measure 2: Percentage of students responding positively about well-being questions in the most recent survey.</p> <p>Measure 3: Percentage of students who receive EV or EX on the report card in Jan/June 2023.</p>	
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