



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 a well-being for learning or an instructional goal)
- CBE Results Survey data — students (this information could support the determination of either an achievement goal, well-being for learning 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)
- In-school focus groups — students, parents/guardians and/or teachers (this information could support the determination of either an achievement goal, well-being for learning goal or an instructional goal)

School Development Plan

School: Peter Lougheed School

Theory of Action:

Literacy: If teachers purposefully instruct, model, and assess a variety of high impact strategies to strengthen reading skills, then student achievement in reading comprehension will improve.

Mathematics: If teachers increase use of visual modelling and establish common language around number sense, then students will increase their understanding of the size of numbers and what they represent in order to assess reasonableness of answers.

Well Being: If staff engage in purposeful relationship building initiatives and increase the use of restorative practices when working with students, then students will demonstrate acts of empathy and self regulation.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Literacy: Students will improve achievement in reading comprehension	<p>Students will be exposed to and use discipline specific academic language in learning tasks</p> <p>Students will identify and use high impact reading strategies when working with text (ie. pre-reading (THIEVES / PEEK), annotating, re-reading, inferencing (It says, I say, and so...))</p> <p>Students will consistently engage in a variety of reading activities across disciplines (ie. DEAR time, buddy read-alouds, student book recommendations, book talks)</p>	Report Card Stem - "Reads to explore, construct and extend understanding"	In 2019-20 there will be an improvement over 2018-19 results in the percentage of students achieving 3's & 4's on the "Reads to explore, construct and extend understanding" report card stem
		ELA Provincial Achievement Test – Gr. 6 Part B	In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 6 ELA PAT Exam - Part B
		ELA Provincial Achievement Test – Gr. 9 Part B	In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 9 ELA PAT Exam - Part B
Mathematics: Students will increase their understanding of the size of numbers and what they represent in order to assess reasonableness of answers	<p>Students will use pictorial representations to deepen their understanding of number</p> <p>Students will regularly engage in opportunities to explain their thinking, orally and written, to build their capacity to assess the reasonableness of answers</p>	Report Card Stem - "Number - Develops number sense and applies strategies for computation and estimation"	In 2019-20, we will be determining a baseline for the new math stems
		Mathematics Provincial Achievement Test – Gr. 6 Part B	In 2019-20, there will be improvement over the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 6 Mathematics PAT Exam (Part B)
		Mathematics Provincial Achievement Test - Gr. 9 Part	In 2019-20, there will be improvement over

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		B	the 2018-19 results in the percentage of students achieving at the acceptable level on Gr. 9 Mathematics PAT Exam (Part B)
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Well-Being for Learning Goal	Well-Being for Learning Strategy	Well-Being for Learning Measures	Well-Being for Learning Target
Students will demonstrate acts of empathy and self regulation	<p>Students will participate in sharing circles on a weekly basis</p> <p>Students will engage with staff to define what empathy looks like in our learning community</p> <p>Students will have a personal toolbox of regulatory strategies and implement them when needed</p> <p>Students will be able to identify a significant adult in the building that is a "go to " person for them and their "safe place"</p> <p>Students will participate in connect activities related to SMART goal setting, self-regulation strategies, and positive mental health awareness.</p>	CBE Student Survey	In 2019-20, there will be improvement over the 2018-19 results in the percentage of students who say "yes" when answering the CBE Survey question "there is at least one adult at school who I really connect with"
		Accountability Pillar Survey	In 2019-20, there will be improvement over the 2018-19 results in the percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school
		Student Learning Plans in Iris	In 2019-20, we will be determining a baseline for the students using Iris to identify positive self regulation strategies

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Literacy: Teachers will purposefully instruct, model, and assess a variety of high impact strategies to strengthen reading skills	<ul style="list-style-type: none"> • Formative assessment and feedback • Gradual release of responsibility • Small group or one-on-one instruction targeted to students' specific learning needs • Other: Teachers will provide ongoing specific feedback to their students related to their reading (ie. running records or reading conferencing) <p>Teachers will create and use shared/common languaging related to identified reading comprehension strategies</p>	PLC Conversations & Documentation	PLC documentation will indicate improvement in student achievement and/or teacher efficacy in using identified reading comprehension strategies

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	<p>Teachers will design learning tasks that allow students to identify and practice using specific reading strategies</p> <p>Teachers will participate in monthly PLC meetings where they analyze the impact of strategies on student growth and achievement</p> <p>Teachers will engage in shared professional learning experiences (PD days, department meetings) specifically targeting identified reading strategies</p>		
		<p>Pre and post survey around teacher/staff understanding, efficacy, and implementation of identified reading strategies with students</p>	<p>Between November 2019 and June 2020 there will be an increase in the number of teachers who report they have grown professionally in terms of understanding and implementing identified reading comprehension strategies with students</p>
<p>Mathematics: Teachers will increase use of visual modelling and establish common language around number sense</p>	<ul style="list-style-type: none"> • Formative assessment and feedback • Gradual release of responsibility • Small group or one-on-one instruction targeted to students' specific learning needs • Other: Teachers will create and use a common language and model in relation to describing and representing what a number is (ie. use of visualization or modelling to assess reasonableness, common language to describe what is a whole in different models/situation, building capacity with base 10 and metric number system) <p>Teachers will regularly use Number Talks with students to build capacity with mental math and flexibility of numbers</p> <p>Teachers will provide high level tasks/prompts to develop reasoning, problem solving and sense making abilities</p> <p>Teachers will participate in monthly PLC meetings where they analyze the impact of strategies on student growth and achievement</p> <p>Teachers will engage in shared professional learning experiences (PD days, department meetings) specifically targeting identified math strategies</p>	<p>PLC Conversations & Documentation</p>	<p>PLC documentation will indicate improvement in student achievement and/or teacher efficacy in using identified math strategies</p>
		<p>Pre and post survey measuring teacher understanding, efficacy, and implementation of identified</p>	<p>Between November 2019 and June 2020 there will be an increase in the number</p>

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		math strategies with students	of teachers who report they have grown professionally in terms of understanding and implementing identified math strategies with students
Well Being for Learning: Staff will engage in purposeful relationship building initiatives and increase the use of restorative practices when working with students	<ul style="list-style-type: none"> • Small group or one-on-one instruction targeted to students' specific learning needs • Other: Staff will engage and connect with students using a 2x10 strategy (Building Equity, p. 68) <p>Staff will engage in restorative practices (ie. sharing circles) with students</p> <p>Staff will participate in PD around creating positive mental health supports for students (ie. Go to Educator, TCI, TIP, restorative practices, sharing circles)</p> <p>Teachers will create and use common language around regulation strategies (ie. Zones of Regulation) when working with students</p>	Pre and post survey data regarding relationship building/building connections with students	Between November 2019 and June 2020 there will be an improvement in the number of students that staff feel they have made connections with throughout the school year
		Pre and post survey around teacher/staff understanding, efficacy, and implementation of identified well being strategies with students (ie. facilitating sharing circles, restorative conferencing with students, etc...)	Between November 2019 and June 2020 there will be an increase in the number of mental health and wellness PD sessions staff participate in
			In June 2020 teachers will share evidence that they have grown professionally in terms of understanding and implementing identified well being strategies with students

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 an improvement target specific to the Achievement Measure. Measures are based on the data analysis that surfaced the area of focus for the School Development Plan.

6 | Well-Being for Learning Goal

The change/improvement you want to see in student well-being for learning.

7 | Well-Being for Learning Strategy

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

8 | Well-Being for Learning Measure

The means by which well-being for learning is measured. Determines whether the Well-Being for Learning Strategy is successful in improving student well-being for learning.

9 | Well-Being for Learning Target

This is an improvement target specific to the Well-Being for Learning Measure. Measures are based on the data analysis that surfaced the area of focus for the School Development Plan

10 | Instructional Goal

The change a school intends to create within instructional practices to support the Achievement and Well-Being for Learning Goals.

11 | 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 and Well-Being for Learning Goals.

12 | 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.

13 | Instructional Target

This is an improvement target specific to the Instructional Measure.