Calgary Board of Education

|2017-2018| 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: **Robert Thirsk High School**

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

If [Teachers will understand and apply the mathematical competencies in their planning, task design assessment and interdisciplinary work in the multiple forms of mathematical literacy] then [Students will be engaged and successful learners through increased skills in mathematical competencies].

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will increase their skills in mathematical competencies	Discipline specific numeracy and mathematical competencies using discipline specific literacy text graphic and other formats across the competencies Greater involvement through expression of ideas and suggestions through student voice in task design and assessment Participation in interdisciplinary tasks with great explicit emphasis upon mathematical competencies	Six to eight week reviews (using Iris, SLTs and PLC meeting times) of the progress and challenges of students vis a vis mathematical competencies Greater levels of achievement (Basic, Adequate, Skilled Exemplary) for students in Mathematics Ten compared to 2016 - 2017 final grades (See Other for a more detailed explanation of this assessment scale) Greater student achievement in 2017 - 2018 (as well as the next two years of diploma results) on diploma examination school awarded portion on areas linked to mathematical competencies	Increased student success rates (final marks) in Mathematics Ten (as a percentage) in Basic Adequate Skilled and Exemplary June 2018 versus June 2017 such that the percentage of students in each category increases by 1 percent Ninety-eight percent (419 students) grade ten students successfully complete Mathematics Ten C (class size equals 429)

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will understand and apply the mathematical competencies in their planning, task design assessment and interdisciplinary work in the multiple forms of mathematical literacy	Use a variety of formative and summative assessment strategies to include and ascertain student levels of success in expressing mathematical competencies Professional development and interdisciplinary work on Thirsk Days as well as via in school Mathematics coaching to further develop and enhance teacher skills in mathematical competencies Collaborative task design and assessment building upon mathematical competencies across disciplines	Six to eight week reviews (using Iris, SLTs and PLC meeting times) of the progress and challenges of students vis a vis mathematical competencies Evidence of both competency assessment and outcomes assessment linked to mathematics across disciplines Balance of formative and summative assessment practices and formats that include mathematics explicitly and subtlety Parent and student feedback on Accountability Survey with measure linked to mathematics and satisfaction	Discipline teams and Grade Ten communities will explicitly discuss, design and implement mathematical competencies into their task designs an assessments. This topic of discussion will be noted in the agendas and feedback regarding this work will be shared once monthly at Learning Leader meetings Teachers will deepen their understanding, application and assessment strategies as demonstrated through a staff survey related to mathematical competencies to be conducted in May 2018

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.