

Data Story

2016-2017 School Development Plan

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*
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- 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 teaming 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 indicators 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 understand and apply the competencies from Alberta Education in their planning, task design, assessment and interdisciplinary work to support student success particularly in the multiple forms of literacy then Students will be engaged and successful as learners through increased skills in literacy.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Students will be engaged and successful as learners through increased skills in literacy	<ul style="list-style-type: none"> ? Participate in interdisciplinary literacy tasks, especially for Grade Xs through Connect and all students grades X - XII ? Evolve student learning plan/Individual learning plan to include literacy goals ? Identify personal FOCUS strategies ? participate and develop voice in the learning process (task, assessment, interventions required) ? Discipline specific literacy tasks and assessment. using visual, text, graphic and other formats across and within disciplines ? Provide leadership and contribute to Comet Culture ? Greater involvement through expression of ideas and suggestions in student work and student voice, choice and successes 	<ul style="list-style-type: none"> ? Student Learning Plans that include self-knowledge, literacy goal setting and exemplars ? Student usage of literacy strategies in FOCUS ? Intervention successes with the use of literacy goals with increased course completion results ? Student exit feedback ? Credit/course completion ? Diploma/school awarded mark data particularly those associated with source analysis, literacy in discipline specific tasks and assessments ? Student feedback on "Tell Them from Me" for those aspects linked to literacy ? Parent/student feedback on Accountability Survey with measures linked involvement and satisfaction 	<ul style="list-style-type: none"> ? Evidence of literacy goals in Student Learning plan data for all students on IRIS ? Grade 10 students will complete at least four cross--curricular tasks as linked to literacy in multiple formats ? Tell Them from Me survey results will show continued improvement in rigor, relevance, interest and engagement particularly in literacy based areas ? School improvement results on Accountability Pillar Survey will continue to improve particularly those linked to literacy ? Parental on Accountability Pillar Survey will improve ? Diploma results "standard of excellence" will improve as well as results directly linked to literacy in its many formats ? School-awarded marks will continue to improve reflecting assessment policy and literacy focus ? Tell Them From Me data will show an increase in percentage of students experiencing moderate to high levels of confidence and success in areas related to literacy

The priority areas for system Improvement that will be impacted by our school's focus for improvement in student learning are:

- First Nation, Metis and Inuit student achievement in all academic disciplines
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Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Teachers will understand and	? Lead student conversations and	? Number of IRIS Individual	? Evidence of

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<p>apply the competencies from Alberta Education in their planning, task design, assessment and interdisciplinary work to support student success particularly in the multiple forms of literacy.</p>	<p>activities during "Connect" using competencies and outcomes and the "Connect Communicator" tasks</p> <ul style="list-style-type: none"> ? Share student profiles/Individual Program Plans through community meetings and student learning team structures to focus on competencies ? Staff contribute to student profiles and facilitate the development of a learning plan for all students linked to competencies ? Identify FOCUS and intervention strategies for student support/enrichment using systems <p>Multiple forms of results on</p> <ul style="list-style-type: none"> ? Collaboratively design tasks/assessment as discipline teams using profiles and competencies ? Collaboratively design tasks/assessment as community (cross discipline) teams using profiles and the competencies ? Facilitate student voice in task design and assessment ? Link the assessment of outcomes and competencies through our learning management systems (D2L, Edmodo, Home Logic) ? Use a variety of formative and summative assessment practices supportive and reflective of competencies ? Professional development regarding students profile data, wellness, task design and assessment based upon interdisciplinary and disciplinary approaches to competencies <p>CBE Three-Year Education Plan Strategy</p> <ul style="list-style-type: none"> ? student agency and intellectual engagement ? active and effortful tasks designed for student interests and learning needs ? assessment that informs teaching and learning ? students knowing what they know, how they know it, how they show it and what they need next 	<p>Program Plans and Student Learning Plans including competencies goals and strategies</p> <ul style="list-style-type: none"> ? Number of rich Common discipline and interdisciplinary competency based student experiences in task / assessment visible on learning management systems ? Balance of formative and summative assessments on learning management engagement competencies as ? School improvement approach <p>evident on learning management systems</p> <ul style="list-style-type: none"> ? Reflection of the RTHS assessment spectrum and numeric indicators for assessment ? Evidence of both outcomes and competency assessment across disciplines 	<p>competencies in Student Learning plan data for all students on IRIS</p> <ul style="list-style-type: none"> ? Grade 10 students will complete at least four cross-curricular tasks competency based and assessed ? Tell Them from Me survey results will show continued improvement in rigor, relevance, interest and the universal ? <p>model assessment</p> <p>Accountability Pillar Survey will continue to improve</p> <ul style="list-style-type: none"> ? Parental involvement on Accountability Pillar Survey will improve ? Diploma results "standard of excellence" will improve ? School-awarded marks will continue to improve reflecting assessment policy and focus on competencies ? Tell Them From Me data will show a increase in percentage of students experiencing moderate to high levels of confidence and success in areas related to literacy ? Teachers will deepen their (teachers and students) understanding, application and assessment strategies related to the competencies from Alberta Education. Thus literacy across the disciplines will become more evident in instruction, planning, as well as tasks/assessments
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These strategies and actions from the Three-Year Education Plan will guide our school's instructional improvement strategies:

- x:J Extend the use of learning plans and profiles that help each students be known and develop as a learner
- * Learning plans

School Development Plan

- 0 Extend the design of responsive, inclusive, rigorous and engaging teaming tasks that ensure students participate, progress and achieve
 - 0 Nature of the task
 - 0 Reflects student interests and voice
 - 0 Reflects authentic disciplinary work
 - 0 Has multiple entry and exit points
 - 0 Assessment practices
 - 0 Formative assessments
 - 0 Outcomes-based evaluation (grading) practices
 - 0 Other: Student self and peer assessment
- 0 Indigenous education strategies
 - 0 Learning environment
 - 0 Culturally responsive instructional design and assessment and support
 - 0 Early interventions :
 - 0 School connectedness
 - 0 Engaging with families and community
 - ii Attendance
 - 0 Students feel known, connected and supported
 - 0 Students setting and working toward teaming goals
- 0 High School Success strategies
 - 0 Use of learning plans and profiles to inform instruction
 - 0 Learning plans
 - 0 Assessment practices
 - 0 Formative assessments
 - 0 Outcomes-based evaluation (grading) practices
 - 0 Other: Student self and peer assessment
 - 21 Flexibility in time, space and resources
 - 0 Students feeling known, connected and supported
 - 0 Student engagement and leadership opportunities

School Development Plan

:!| Literacy strategy

x:! Literacy environment

x:! Shared literacy experiences

x::! Choice in instructional texts

x:! Multimodal tools and texts

:!| Responsive, explicit instruction

:!| High impact instructional strategies

x:! Formative assessment and feedback

x:! Student self-assessment

x:1 Microteaching to student specific learning needs

x:! Intervention strategies for students not achieving to grade level/IPP expectations

x:! Classroom discussion

:!| Spaced versus mass practice

:!| Student metacognition re literacy learning strategies

:!| Other: Self-reflection and goals setting

x:! Disciplinary literacy

x:! All subject areas

:!| Math strategy

:!| Content areas

x:1 Problem solving

x:1 Conceptual understanding

:!| Other: Self and peer assessment

:!| High impact instructional strategies

Formative assessment and feedback

x:! Student self-assessment

x:! Microteaching to students' specific learning needs

Intervention strategies for students not achieving to grade level/IPP expectations

x:! Classroom discussion

:!| Spaced versus mass practice

:!| Other: Self-reflection and goal setting

School Development Plan

School Development Plan Terms

1 Development Planning

A process of data driven inquiry to improve student success. It enables focused 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 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

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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

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11 Achievement Measure

Determines whether the achievement strategy is successful in improving student learning.

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<p>forms of literacy.</p> <p>”</p> <p>•</p>	<p>competencies</p> <p>? Staff contribute to student profiles and facilitate the development of a learning plan for all students linked to competencies</p> <p>? Identify FOCUS and intervention strategies for student support/enrichment using a competencies as the universal approach model</p> <p>? Collaboratively design tasks/assessment as discipline teams using profiles and competencies</p> <p>? Collaboratively design tasks/assessment as community (cross discipline) teams using profiles and the competencies</p> <p>? Facilitate student voice in task design and assessment</p> <p>? Link the assessment of outcomes and competencies through our learning management systems (D2L, Edmodo, Home Logic)</p> <p>? Use a variety of formative and summative assessment practices supportive and reflective of competencies</p> <p>? Professional development regarding students profile data, wellness, task design and assessment based upon interdisciplinary and disciplinary approaches to competencies</p> <p>CBE Three-Year Education Plan Strategy</p> <p>? student agency and intellectual engagement</p> <p>? active and effortful tasks designed for student interests and learning needs</p> <p>? assessment that informs teaching and learning</p> <p>? students knowing what they know, how they know it, how they show it and what they need next</p>	<p>based student experiences in task / assessment visible on learning management systems</p> <p>? Balance of formative and summative assessments on learning management systems</p> <p>? Multiple forms of assessment of competencies evident! on learning management systems</p> <p>? Reflection of the RTHS assessment spectrum and numeric indicators for assessment</p> <p>? Evidence of both outcome and competency assessment across disciplines</p>	<p>competency based and assessed</p> <p>? Tell Them from Me survey results will show continued improvement in rigor, relevance, interest and engagement</p> <p>? School improvement results on Accountability Pillar Survey will continue to improve</p> <p>? Parental involvement on Accountability Pillar Survey will improve</p> <p>? Diploma results "standard of excellence" will improve</p> <p>? School-awarded marks will continue to improve- reflecting assessment policy and focus on competencies</p> <p>? Tell Them From Me data will show an increase in percentage of students experiencing moderate to high levels of confidence and success in areas related to literacy</p> <p>? Teachers will deepen their (teachers and students) understanding, application and assessment strategies related to the competencies from Alberta Education. Thus literacy across the disciplines will become more evident in instruction, planning, as well as tasks/assessments</p>
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