

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL																																																																																																																																																																																																						
<p>NUMERACY</p> <p>EQAO Trends (Cohort)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th colspan="5">Grade 3 (Level 3/4)</th></tr> <tr><th>12/13</th><th>13/14</th><th>14/15</th><th>15/16</th><th>16/17</th></tr> </thead> <tbody> <tr><td>76% (13/17)</td><td>100% (16/16)</td><td>NA</td><td>94% (15/16)</td><td>94% (15/16)</td></tr> </tbody> </table> <p>*cohort</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th colspan="5">Grade 6 (Level 3/4)</th></tr> <tr><th>12/13</th><th>13/14</th><th>14/15</th><th>15/16</th><th>16/17</th></tr> </thead> <tbody> <tr><td>60% (12/20)</td><td>62% (8/13)</td><td>NA</td><td>61% (11/18)</td><td>67% (14/21)</td></tr> </tbody> </table> <p>EQAO Trends (Gender)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th colspan="6">Grade 3 (Level 3/4)</th></tr> <tr><th></th><th>12/13</th><th>13/14</th><th>14/15</th><th>15/16</th><th>16/17</th></tr> </thead> <tbody> <tr><td>Male</td><td>70% (7/10)</td><td>100% (9/9)</td><td>NA</td><td>83% (5/6)</td><td>100% (6/6)</td></tr> <tr><td>Female</td><td>86% (6/7)</td><td>100% (7/7)</td><td>NA</td><td>100% (10/10)</td><td>90% (9/10)</td></tr> </tbody> </table> <table border="1" style="width: 100%; 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Our theory is that lack of engagement is contributing to this. 	<p>SCHOOL CLIMATE SURVEY DATA ~ 2017-2018</p> <ul style="list-style-type: none"> 4.2% (4/96) of students report that no one recognizes when they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or some other emotion (which is a decrease from 8.5% (7/85) on the 2016 survey) 10.3 % (9/87) of students report that they feel unsafe in the gym change rooms which is an increase from 7.6% (6/85) on the 2016 survey 15.4% (14/91) of students report that they feel unsafe on school buses
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GOALS

LITERACY				NUMERACY			
STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS	STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING – EQAO RESULTS	84%	87%	7/8	PRIMARY MATH – EQAO RESULTS will increase	68%	87%	7/8
PRIMARY WRITING – EQAO RESULTS	72%	87%	7/8	JUNIOR MATH – EQAO RESULTS will increase	64%	71%	10/14
JUNIOR READING – EQAO RESULTS	86%	85%	12/14	INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: students achieving above 70%	81%	84%	18/21
JUNIOR WRITING – EQAO RESULTS	100%	85%	12/14		89%	92%	19/21
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	67%	70%	15/21	INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: of students achieving above 70%			
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	62%	65%	14/21				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	89%	92%	19/21				

INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%				78%						
ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS				FROM %	TO %	# OF STUDENTS THIS REPRESENTS	ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING for students with special education supports				60%	100%	1/1	PRIMARY MATH for students with special education supports	40%	100%	1/1
PRIMARY WRITING for students with special education supports				60%	100%	1/1	JUNIOR MATH for students with special education supports	50%	100%	2/2
JUNIOR READING for students with special education supports				75%	100%	2/2	INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: with special education supports	33%	50%	1/2
JUNIOR WRITING for students with special education supports				100%	100%	2/2				
INTERMEDIATE READING for students with special education supports – GR 7				33%	50%	1/2	INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: with special education supports	50%	50%	2/4
INTERMEDIATE READING for students with special education supports – GR 8				75%	78%	3/4				
INTERMEDIATE WRITING for students with special education supports – GR 7				33%	50%	1/2				
INTERMEDIATE WRITING for students with special education supports – GR 8				50%	53%	2/4				

WELL-BEING FOCUS AND INITIATIVES:

Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)

Goal: To create a healthy, safe, inclusive and caring school environment that fosters resiliency within our students.

Commitments:

- Implement self-regulation, mindfulness and growth mindset learning strategies into daily teaching practices in all classrooms
- Set school-based/classroom based norms for how we will treat one another
- Identify students at risk /emotionally/socially/ marginalized

INTENDED EVIDENCE OF IMPACT:

- Students will report a greater sense of belonging / connectedness on school climate survey
- Students will demonstrate an increased ability to self-regulate
- Student engagement will increase

STUDENT LEARNING NEED (Literacy and Numeracy)

Numeracy:

- Fluency and automaticity with basic facts and procedures
- Problem Solving skills with a focus on reasoning and proving
- Development of self-efficacy, resiliency, and a growth mindset

Literacy:

- To further develop writing stamina (Primary Division)
- To develop writer’s voice through the use of descriptive language (Junior Division)
- Use of conventions (e.g., grammar, spelling, punctuation, usage) and vocabulary in written forms

EDUCATOR LEARNING NEED (Literacy and Numeracy)

Numeracy:

- Effective implementation of Number Talks, math minutes and math games
- Provide rich, authentic, open-ended tasks to engage students in multi-step problem solving, modelling the steps with a gradual release of responsibility
- Development of a greater understanding of growth mindset and its impact on how our students learn

Literacy:

- Provide more opportunities for quick writes to generate ideas and increase writing stamina (Primary Division)
- Increase writing engagement, particularly with our boys, through the use of voice and choice (Junior Division)
- Balanced approach to literacy instruction (modelled, shared, guided, independent)

<ul style="list-style-type: none"> Ongoing opportunities to receive and act upon descriptive feedback based on co-constructed learning goals and success criteria 		<ul style="list-style-type: none"> Provide descriptive feedback and opportunities for students to act on feedback 		
LITERACY/EQUITABLE OUTCOMES for Identified Student Groups <ul style="list-style-type: none"> Proportional learning outcomes for Identified in-risk student groups, with a focus on male students and students with exceptionalities in the Primary and Junior Divisions 		LITERACY/EQUITABLE OUTCOMES for Identified Student Groups <ul style="list-style-type: none"> Differentiation to meet the diversity of students' learning needs Use of technology to allow students equitable access to tasks and information (e.g. Google Read and Write) On-going / frequent monitoring (Faces on the Data) and implementation of individualized targeted interventions 		
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups <ul style="list-style-type: none"> Proportional learning outcomes for Identified in-risk student groups, with a focus on students in the junior division and students with exceptionalities 		NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups <ul style="list-style-type: none"> Differentiation to meet the diversity of students' learning needs Use of technology to allow students equitable access to tasks and information On-going / frequent monitoring (Faces on the Data) and implementation of individualized targeted interventions 		
SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Numeracy 4.5: Instruction and assessments are differentiated in response to student strengths, needs and prior learning 4.6: Resources for students are relevant, current, accessible and inclusive and monitored for bias 4.1: A culture of high expectations supports the belief that all students can learn, progress, and achieve	Numeracy <ol style="list-style-type: none"> A balance of shared, guided and independent learning set in a supportive and stimulating environment Teaching through and about problem solving Differentiation to meet the diversity of students' learning needs 	Numeracy <ul style="list-style-type: none"> Technology is a tool used to enhance student learning and increase engagement Digital resources are accessed by teachers and students to explore real world data and to identify and solve problems by creating new, useful or imaginative solutions The physical environment is laid out in a way that facilitates peer-to-peer collaboration. Students have the opportunity to work in partners, small groups, or interdependent large groups 	Numeracy <ul style="list-style-type: none"> Scaffold student learning through a balanced approach (guided, shared, and independent approaches) Ensure that automaticity and procedural fluency are built through conceptual understanding Provide meaningful practice in a variety of ways Facilitate regular opportunities for Number Talks to occur in the classroom with a focus on use of common vocabulary to name student strategies Provide rich open-ended tasks to engage students in multi-step problem solving, modelling the steps with a gradual release of responsibility Encourage students to estimate and compare answers to estimate in order to check for reasonableness Foster an appreciation for mathematics as an important tool in daily living Provide differentiation to meet the diversity of students' learning needs 	Numeracy <ul style="list-style-type: none"> Demonstrate skill in carrying out procedures flexibly, accurately, efficiently and appropriately Use a range of mental math and operational strategies across strands and tasks Apply thinking and application skills when solving multi-step, multi-strand problems Feel safe to wonder and take intellectual risks Position themselves as mathematical thinkers and doers Develop self-efficacy, resilience, and a growth mindset

<p>Literacy</p> <p>4.5: Instruction and assessments are differentiated in response to student strengths, needs and prior learning</p> <p>4.6: Resources for students are relevant, current, accessible and inclusive and monitored for bias</p> <p>4.1: A culture of high expectations supports the belief that all students can learn, progress, and achieve</p>	<p>Literacy</p> <ol style="list-style-type: none"> 1. A balance of modelled, shared, guided and independent learning set in a supportive and stimulating environment 2. Co-construction of learning goals, success criteria, exemplars, and anchor charts are used to inform timely and ongoing descriptive feedback to students 3. Differentiation to meet the diversity of students' learning needs 	<p>Literacy</p> <ul style="list-style-type: none"> • Technology is a tool used to enhance student learning and increase engagement • Using digital resources, students are supported in accessing a variety of texts, both fiction and non-fiction, that represent multiple viewpoints and perspectives • The physical environment is laid out in a way that facilitates peer-to-peer collaboration. Students have the opportunity to work in partners, small groups, or interdependent large groups 	<p>Literacy</p> <ul style="list-style-type: none"> • Scaffold student learning through a balanced approach (modelled, shared, guided, independent approaches) • Targeted teaching of writing skills • Provide students choice in writing topic and form • Model writing for students • Allow time for the writing process (planning, drafting, revising, and publishing) • Provide short daily writing tasks • Demonstrate how conventions improve the writing for the reader and provide meaningful practice in a variety of ways • Provide individualized feedback to students • Provide differentiation to meet the diversity of students' learning need 	<p>Literacy</p> <ul style="list-style-type: none"> • Communicate information and ideas effectively to multiple audiences • generate and develop ideas orally and prior to writing activities • Increase their writing stamina and become more engaged in writing activities • Co-construct/create classroom learning resources (learning goals, success criteria, anchor charts, exemplars) to support their learning • Set goals for their own learning and act upon descriptive feedback received from peers and teachers
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Budget/Expenditures		Release time for Faces Meetings		Release time for Faces Meetings	Release time for Faces Meetings		Release time for Faces Meetings		Release time for Faces Meetings	Release time for Faces Meetings	
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