

DATA

STUDENT ACHIEVEMENT			CONTEXTUAL/EQUITY OF OUTCOMES			ATTITUDINAL
Report Card Data (2017-2018):			Report Card Data (2017-2018)			From school climate survey (2017-2018) From JR/INT student survey: 81.3% of students treated with respect always or most of the time 76.7% of students feel they belong always or most of the time 87.9% feel safe always or most of the time 83.5% enjoy learning always or most of the time 99.4% feel very safe in classrooms Unsafe areas: washrooms (11.1%), gym changerooms (12.8%), bus (13.0%), school grounds (12.3%), locker area (16.3%) Students reported being bullied once or more (49.4%) , bullied at school (23.0%) Verbal bullying (47.7%), physical bullying (23%), social (38.6%), electronic (13.3%), sexual (13.1%), about family income (11.5%) Parents reported that 29.4% of their students feel unsafe on the school grounds, suggest training for teachers and staff to deal with bullying
Grades	# of students at level R,1,2 - reading	# of students at level R,1,2- numeracy	Grades	# of identified students at level R,1,2 - reading	# of identified students at level R,1,2- numeracy	
1	12	6	1	0	0	
2	8	6	2	0	0	
3	8	12	3	1	1	
4	8	9	4	1	1	
5	15	11	5	2	2	
6	5	5	6	1	1	
7	11	9	7	2	1	
			Many of the students that were not identified and still working at a level R, 1,2 in reading and numeracy have been attending LBP for a number of years. Academic support and direct classroom interventions is necessary to help fill learning gaps.			

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	69	93	28	PRIMARY MATH – EQAO RESULTS will increase	60	75	23
PRIMARY WRITING – EQAO RESULTS	76	90	27	JUNIOR MATH – EQAO RESULTS will increase	58	70	29
JUNIOR READING – EQAO RESULTS	82	82	34	INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: students achieving above 70%	77	82	32
JUNIOR WRITING – EQAO RESULTS	80	80	33	INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: of students achieving above 70%	69	70	23
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	82	85	33				
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	77	80	31				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	63	70	23				
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	66	70	23				
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	65	70	1	PRIMARY MATH for students with special education supports	60	70	1
PRIMARY WRITING for students with special education supports	65	70	1	JUNIOR MATH for students with special education supports	60	70	1
JUNIOR READING for students with special education supports	68	75	1	INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: with special education supports	65	70	1
JUNIOR WRITING for students with special education supports	68	75	1	INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: with special education supports	60	70	3
INTERMEDIATE READING for students with special education supports – GR 7	65	70	2				
INTERMEDIATE READING for students with special education supports – GR 8	60	70	3				
INTERMEDIATE WRITING for students with special education supports – GR 7	60	70	2				
INTERMEDIATE WRITING for students with special education supports – GR 8	60	70	3				

WELL-BEING FOCUS AND INITIATIVES: help students develop strategies to cope with anxiety, help staff develop strategies to help coach students through instances of anxiety, training for staff to recognize and support students

INTENDED EVIDENCE OF IMPACT: higher student attendance and engagement with classroom and school activities

STUDENT LEARNING NEED (Literacy and Numeracy) – reading comprehension and inferencing, improve student thinking through - problem solving (understanding a problem, determining a reasonable answer, deciding upon a reasonable strategy)			EDUCATOR LEARNING NEED (Literacy and Numeracy) –use of data to determine student need and interventions, use of guided groups to implement targeted interventions		
LITERACY/EQUITABLE OUTCOMES for Identified Student Groups			LITERACY/EQUITABLE OUTCOMES for Identified Student Groups		
Basic reading skills and comprehension, independent use of technology to assist in reading			Use of leveled materials, LLI as intervention strategies		
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups			NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups		
Basic numeracy skills, help students determine a reasonable answer, use of a various manipulatives and technology to solve one and two-step problems			Use of technology, open-ended and parallel questions to build engagement		
SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:	
Literacy 4.7 – timely and tiered intervention, supported by team approach to respond to individual learning needs	1.use of BAS to regularly assess reading 2.targeting at risk students for SERT, volunteer support, small group support 3.use of LLI as a regular intervention tool	Newsela, RAZ kids, edugains	Regularly use BAS to assess at-risk students and use LLI as an intervention strategy, provide descriptive feedback to students Communicate regularly with school team about student concerns Develop home-school connection to encourage reading at home	Become involved with LLI if necessary – participate in home learning portion of LLI program	
Numeracy 4.7 – timely and tiered intervention, supported by team approach to respond to individual learning needs	1.use of rich tasks for engagement and also use parallel tasks to include students of all levels 2.use assessment regularly to determine gaps and directly teach to the needs 3.use the 4-step problem solving model in the class	Edugains,	Use assessment regularly to determine gaps, allow for repeated opportunities for practice, provide descriptive feedback to students Communicate regularly with school team about student concerns Directly teach to learning gaps, use small-group guided instruction to teach to students with similar learning needs	Display greater engagement in the problem solving process, utilize various tools to solve problems	

Aligning Principal Leadership and Monitoring MAPPING OUT THE YEAR



Literacy

Numeracy

Well-Being

Equity and Inclusion

Leveraging Digital

LITERACY GOAL:	AUGUST					NUMERACY GOAL:					
	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Director’s Meeting	Meeting 28 th		Meeting 16 th	Meeting 13 th	Meeting 11 th	Meeting 15 th	Meeting 12 th	Meeting 26 th	Meeting 16 th	Meeting 7 th BIP/SIP	Meeting 11 th
Family of Schools	Meeting 28 th	Meeting – week of 17-21		Meeting – week of 19-23 SSA	Meeting – week of 17-21	Meeting – week of 21-25	Meeting – week of 19-22 SSA	Meeting – week of 4-7	Meeting – week of 23-26	Meeting – week of 13-17 SSA	Meeting – week of 17-21 SIP Moderation last week of June/ first week of July
Staff Meetings • Division & Department	Scope and Sequence (see AG bell) – how to co-plan a five day block, review SIPSAW	Scope and Sequence	Assessment tools, assessment loop	Descriptive feedback, use of technology, review of SIPSAW	Inquiry, engaging tasks	Student voice, equity	Descriptive feedback, use of technology	Inquiry, engaging tasks	Student voice, equity	assessment loop	Review of SIPSAW, development of new goals for September
School Improvement Team		Development of problem solving question, baseline determined –	Meeting one – continue focus on problem solving – focus on descriptive			Meeting two -assessment of question			Meeting three Assessment of question		

		look at achievement chart – what student need to we want to address?	feedback to students								
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations		Ongoing Focus on gr 3 and 6	Ongoing Focus on, junior intermediate grades	Ongoing Focus on primary and FDK grades	Ongoing Focus on gr 3 and 6	Ongoing Focus on, junior intermediate grades	Ongoing Focus on primary and FDK grades	Ongoing Focus on gr 3 and 6	Ongoing Focus on, junior intermediate grades	Ongoing Focus on primary and FDK grades	
Faces on the Data		End of september		Early November			Early February		Late April		Early June
School Self-Assessment (SSA)				SSA Due November 30, 2018				SSA Due March 7, 2019		SSA Due May 31, 2019	
School-Wide Consolidation (EQAO, OSSLT Plan)				EQAO team to meet to plan mock tests	Mock test And moderation	Mock test and moderation	Mock test and moderation	Mock test and moderation	Mock test and moderation		
Professional Learning • BCI			Focus on problem solving in numeracy – understanding problem and choosing appropriate strategies	Focus on problem solving in numeracy – understanding problem and choosing appropriate strategies			Focus on problem solving in numeracy – understanding problem and choosing appropriate strategies		Focus on problem solving in numeracy – understanding problem and choosing appropriate strategies		
Professional Learning • Workshops/Training • Projects/Initiatives		PRIME/BAS training	SK/grade 1 reading project	Open-tasks/Number Talks	SK/grade 1 reading project	Using technology to help with student interventions	Small-group guided instruction	SK/grade 1 reading project			SK/grade 1 reading project
Budget/Expenditures		Lunch and learn	Release time for SK/grade 1/ECE staff	Lunch and learn	Release time for SK/grade 1/ECE staff	Lunch and learn	Lunch and learn	Release time for SK/grade 1/ECE staff			Release time for SK/grade 1/ECE staff