

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL																																													
<p>-Over the last 5 years, we have been consistently above board and provincial achievement levels for Reading, Writing and Math for both Primary and Junior EQAO assessments</p> <p>-Over the last 5 years, our achievement in Reading, Writing and Mathematics for Grades 3 and Grade 6 has either increased or remained consistent</p> <div data-bbox="108 540 689 1260"> <p>Percentage of Students</p> <table border="1"> <caption>Reading</caption> <thead> <tr> <th>Year</th> <th>Grade 3</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>'13-'14</td> <td>67</td> <td>90</td> </tr> <tr> <td>'14-'15</td> <td>75</td> <td>92</td> </tr> <tr> <td>'15-'16</td> <td>87</td> <td>89</td> </tr> <tr> <td>'16-'17</td> <td>76</td> <td>88</td> </tr> </tbody> </table> <table border="1"> <caption>Writing</caption> <thead> <tr> <th>Year</th> <th>Grade 3</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>'13-'14</td> <td>72</td> <td>88</td> </tr> <tr> <td>'14-'15</td> <td>73</td> <td>91</td> </tr> <tr> <td>'15-'16</td> <td>77</td> <td>94</td> </tr> <tr> <td>'16-'17</td> <td>76</td> <td>86</td> </tr> </tbody> </table> <table border="1"> <caption>Mathematics</caption> <thead> <tr> <th>Year</th> <th>Grade 3</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>'13-'14</td> <td>67</td> <td>55</td> </tr> <tr> <td>'14-'15</td> <td>69</td> <td>68</td> </tr> <tr> <td>'15-'16</td> <td>85</td> <td>72</td> </tr> <tr> <td>'16-'17</td> <td>71</td> <td>57</td> </tr> </tbody> </table> </div> <p>-In most areas, report card data is consistent with EQAO results, and both demonstrate an overall school need in the area of Writing for both identified and non-identified learners, and corroborate Writing as an overall area of need for the school</p>	Year	Grade 3	Grade 6	'13-'14	67	90	'14-'15	75	92	'15-'16	87	89	'16-'17	76	88	Year	Grade 3	Grade 6	'13-'14	72	88	'14-'15	73	91	'15-'16	77	94	'16-'17	76	86	Year	Grade 3	Grade 6	'13-'14	67	55	'14-'15	69	68	'15-'16	85	72	'16-'17	71	57	<p>Special Education:</p> <p>-When considering students Identified with Learning Disabilities, there is an inequitable outcome regarding Writing achievement, with 54% of students at or above standard</p> <p>-Overall, 61% students with an Identification are achieving at or above Grade Level in Number Sense and Numeration</p> <p>Equity (FNMI):</p> <p>-S.A. Cawker P.S. has a service agreement with the Mississaugas of Scugog Island First Nation, and we have 18 students who have self-identified as FNMI.</p> <ul style="list-style-type: none"> -In Number Sense and Numeration, 50% of self-identified students were at or above standard (9/18 students) -In Reading 78% of self-identified students were at or above standard (14/18 students) -In Writing, 78% of self-identified students were at or above standard (14/18 students) <p>Early Development Instrument</p> <p>-EDI data indicates that 40.6% of the students surveyed had vulnerabilities in at least one EDI domain, and 21.9% were vulnerable in two areas. Of greatest concern were the domains of social competence as well as Communication Skills and General Knowledge (both 15.6% vulnerable) and Emotional Maturity (25% vulnerable)</p>	<p>Students</p> <ul style="list-style-type: none"> -73% of students like to read, 66% of students like to write -72% of students like math -85% of students feel safe at school, 89% of students feel that individuals from other cultures are respected at school <p>Staff</p> <ul style="list-style-type: none"> - 31% of staff implemented PRIME with their entire class 2 or more times during the year, and 61% feel comfortable using PRIME to address misconceptions and close learning gaps -76% of staff implemented BAS with their entire class 2 or more times during the year (48% 3 or more times), and 76% feel comfortable using BAS to drive guided practice to address misconceptions and learning gaps -92% of staff believe that students have a strong sense of belonging at school, and 100% believe that students feel safe at school always or most of the time <p>Parents</p> <ul style="list-style-type: none"> -82.6% of parents feel that their child feels a sense of belonging at school -86.5% of parents feel that their child feels safe at school -31% of parents state that others recognize when their child is feeling sad, anxious, hopeless, stressed, angry, confused wired, or experiencing another unusual emotion only sometimes or never
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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	76%	79%	27/34	PRIMARY MATH – EQAO RESULTS will increase	71%	76%	26/34
PRIMARY WRITING – EQAO RESULTS	76%	79%	27/34	JUNIOR MATH – EQAO RESULTS will increase	57%	67%	30/45
JUNIOR READING – EQAO RESULTS	88%	89%	40/45	INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: students achieving above 70%	76%	78%	60/77
JUNIOR WRITING – EQAO RESULTS	86%	89%	40/45				
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	76%	78%	60/77	INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: of students achieving above 70%	70%	73%	52/71
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	73%	75%	58/77				
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	71%	73%	52/71				
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	68%	71%	50/71				
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	50%	55%	5/9	PRIMARY MATH for students with special education supports	40%	55%	5/9
PRIMARY WRITING for students with special education supports	70%	66%	6/9	JUNIOR MATH for students with special education supports	21%	55%	5/9
JUNIOR READING for students with special education supports	57%	55%	5/9	INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: with special education supports	38%	52%	11/21
JUNIOR WRITING for students with special education supports	57%	55%	5/9				
INTERMEDIATE READING for students with special education supports – GR 7	63%	62%	13/21	INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: with special education supports	48%	71%	10/14
INTERMEDIATE READING for students with special education supports – GR 8	81%	79%	11/14				
INTERMEDIATE WRITING for students with special education supports – GR 7	44%	57%	12/21				
INTERMEDIATE WRITING for students with special education supports – GR 8	74%	79%	11/14				

WELL-BEING FOCUS AND INITIATIVES:

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

Welcome – Social and Physical Environments

- * School wide focus on being an Ally for others to create a safe, inclusive and accepting environment for all students
- * Explicit teaching of Self-Regulation strategies

INTENDED EVIDENCE OF IMPACT:

- * All students will feel safe, included and accepted throughout the school and on the school yard
- * Students will be able to remain in the classroom through the use of explicitly taught strategies to self-regulate and return to learning

STUDENT LEARNING NEED (Literacy and Numeracy): To be provided with opportunities to close individual learning gaps based on standardized assessments and personalized learning opportunities based on their interests and/or learning preferences

- * To co-construct clear, curriculum based Learning Goals and be provided with opportunities to use connected Success Criteria and Descriptive Feedback

EDUCATOR LEARNING NEED (Literacy and Numeracy):

- * Further develop their knowledge and understanding of the standardized assessment tools (BAS, PRIME, SOAR) and how to address student learning needs based on the assessment data through targeted, strategic interventions and guided groups
- * Clarify and refine their use of Learning Goals, Success Criteria, and Descriptive Feedback

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups

*Students with a Learning Disability identification need opportunities to close individual learning gaps based on standardized assessments and personalized learning opportunities based on their interests and/or learning preferences

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups

Further develop their knowledge and understanding of the standardized assessment tools (BAS, SOAR) and how to address student learning needs based on the assessment data through targeted, strategic interventions and guided groups

NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups

*Students with a Learning Disability identification need opportunities to close individual learning gaps based on standardized assessments and personalized learning opportunities based on their interests and/or learning preferences

NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups

Further develop their knowledge and understanding of the standardized assessment tools (PRIME) and how to address student learning needs based on the assessment data through targeted, strategic interventions and guided groups

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy and Numeracy 1.4: During Learning, timely, ongoing, descriptive feedback about student progress is provided, based	1.Learning goals and success criteria are used consistently to scaffold student learning, provide descriptive feedback and set high expectations for students	We are a cycle 2 school and are looking forward to learning and growing this year with access to the newest board technology	* Co-create Learning Goals and Success Criteria with the students * Focus on providing timely and meaningful descriptive feedback	* Co-create Learning Goals and Success Criteria with the teachers

<p>on student actions and co-constructed success criteria.</p> <p>4.5: Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p>2. Timely, explicit and constructive feedback related to the success criteria is descriptive rather than evaluative and extends thinking</p> <p>3. Student learning and progress is clarified throughout the learning process (e.g., through interviews, conferences and learning conversations with small groups and/or individual students)</p>	<p>* Continue to work on developing the confidence and ability of staff and students to use Google Classroom and Google Read and Write</p> <p>* Staff will work collaboratively with our newly assigned technology coach to enhance their knowledge and abilities using technology</p>	<p>* Use standardized assessment tools (BAS, PRIME and a teacher developed writing continuum) at least twice a year (September, May) to determine students current strengths and areas of need and monitor growth (Staff are encouraged to complete the assessments 3 times per year – September, January, May)</p> <p>* Create flexible groupings based on student learning needs and readiness to learn a concept</p> <p>* Participate in Professional Development with our facilitator/coach to further develop their knowledge and understanding</p>	<p>* Use descriptive feedback, based on the success criteria , to revise and refine their demonstrations of learning and set individual goals</p> <p>* Participate in and try their best when completing standardized assessments (such as BAS, PRIME and Writing samples)</p> <p>* Participate in guided learning groups based on their learning strengths and needs</p>
	<p>1. Based on the analysis of student data, personalized learning activities are designed to address students’ diverse learning preferences, interests and readiness to learn a concept.</p> <p>2. Learning groups are based on prior assessment of student learning, strengths and needs, interests and/or learning preferences</p> <p>3. Students are grouped and re-grouped, frequently and flexibly</p>			

