



Promoting Well-Being

Goal: To develop children and students who have strong relationships and a positive sense of self and to support the whole child – (cognitive, emotional, social and physical well being).

SEF Indicator

- [Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment. \(2.5\)](#)

Actions:

Environmental Goal: if we create opportunities for scientific inquiry in our playground, then we will increase our understanding of environmental responsibility. For example Upcycling (in December), and the use of the outdoor classroom for curriculum.

Health School Goal: if we promote common language and tools for self-regulation, then our students will be more engaged in class and will have a greater focus on learning. For example, our Upstanding bracelets, which have our regulation strategies on the inside (January-March); Yoga and Zumba in the fall and February.

Community Goal: if we access community partners (Trees for Guelph, GRCA, City of Guelph, Elders, parent experts), then our school will increase its presence in the community thereby promoting public education (Walk to school, Education Week host, Two School One World Wampum project, etc.).

Monitoring:

Ongoing monitoring during directions team meetings, equity committee, staff meetings, and school council. Environmental Team will monitor “Green Activities”. Partner with School Council to create an outdoor classroom.



Ensuring Equity

Goal: To ensure all students will be inspired to reach their full potential, with access to rich learning experiences.

SEF Indicators

- [The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. \(3.1\)](#)

Actions:

Equity Goal: if we wish to see equity across our school, then focusing on the FNMI curriculum will provide a frame of reference for other equity activities and events (Anti-Bullying and World Café in October, Black History in February and through the year, making Cash Online accessible to all families).

Special Education support based on results from EPPS, Prime, EQAO, GB+, Fountas and Pinnell, in English and French tracks (Fall and Spring review).

Continue to use Equity Checklist to address site-specific areas for growth (increasing student voice; **visibly** and **equitably** supporting families and students with physical needs through food programs, clothing programs, etc.; professional development regarding the lived experience of our students and families.)

Continued use of the Prime Mathematics Assessments and Number Talks to ensure all students use higher order thinking skills, solve complex problems, develop and increase understanding, and construct new knowledge.

Use of self-regulation techniques to develop confidence, resilience, self-efficacy to learn and succeed (WITS, THINK, Zones, etc. promoted in class, at assemblies, and school wide on announcements and through our Upstander project).

Monitoring:

Ongoing monitoring during directions team meetings, equity committee, staff meetings, and school council.

Resource Team will introduce use of EPPS screening tool.

Implementation of Bully Prevention and Safe, Equitable and Inclusive school strategy through Upstander projects, Panther Assemblies, Student Ambassadors, CYC programming and visible, and trained supervisors on the yard.

Equity team preforms schools walks to ensure our Equity Checklist is addressed.



Achieving Excellence

Goal: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously to support students' achievement and well-being

SEF Indicators

- [A culture of high expectations supports the belief that all students can learn, progress and achieve. \(4.1\)](#)
- [A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. \(4.2\)](#)
- [A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps. \(1.2\)](#)
- [Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. \(2.1\)](#)
- [Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs. \(5.2\)](#)

Actions:

Staff will use EPPS and PRIME, GB+, Fountas and Pinnell and/or other board approved assessments in order to determine instruction levels, to continuously monitor learning, and to determine next steps for students.

K Staff USLN Mathematics: If we embed counting into our daily routines and build familiarity with the concepts of five and ten using manipulatives, anchors and familiar items, then students will develop their understanding of the concept of 1:1 correspondence. (Moving from concrete to representational to abstract.)

If we engage our students with a wider variety of math manipulatives and experiences, then we will create math thinkers and increase familiarity of math experiences for when they encounter math problems and manipulatives in later grades.

Language: Use of reading and writing continua to create guided practice groups.

If we use the reading and writing continua to create guided practice groups then we can focus and differentiate instruction with greater effectiveness.

Primary Staff USLN Mathematics: If we collaborate as a division and create specific goals along the mathematical continuum to direct guided practice (using: common language, strategies that are level appropriate, the same assessments), then we will see students using strategies effectively to demonstrate an understanding of numeracy skills.

Language: Use of reading and writing continua to create and direct guided practice groups.

If we are all consistently using the continua (reading/writing), then students will be able to effectively use reading strategies to read and will be able to produce a variety of written works (following different text types).

Junior Staff USLN Mathematics: If we continue to use number talks in the form of real life problems and incorporate manipulatives in group, guided and individual problem solving and practice then we will see growth in student mastery of computation skills.

Language: If we use the reading and writing continua to create guided practice groups that focus on targeted reading and writing skills (differentiated per group) we will see growth in student's reading decoding and comprehension and written output. If we do 1:1 writing conferences providing specific strengths and feedback to students we will see improvement in student's written output.

Planning time staff USLN Mathematics: If we make the mathematics processes more visible in our subject areas, and make math processes explicit (problem solving, strategies, communication), THEN students will see the connections and applications of mathematics processes and concepts to real life and other subjects.

Language: Use of reading and writing continua to create guided practice groups.

Authentic learning experiences for all student through a variety of in-school and extra-curricular programs and activities: wood working in Kindergarten; Chef a L'Ecole; Carnival; Technology Club; Choir and band; Elder visits; community partners (Trees for Guelph, etc.).

Monitoring:

Ongoing monitoring during SO visits, directions team meetings, equity committee, staff meetings, and school council.

Continue to work on our "Living SIPSA" to demonstrate teacher application and student engagement in SIPSA goals.

Teachers will use assessments to inform instructional practices throughout the reporting term.