



**Student Achievement Board-wide Goals: School Effectiveness Framework Indicators**

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

Goals:	Actions:	Monitoring:
<ul style="list-style-type: none"> <li>❖ If we continue to regularly integrate number talks and connect them to all strands, then students will gain numeracy confidence and develop a deeper understanding of number sense.</li> <li>❖ If we continue to use visuals representations during number talks, then students will continue to develop a deeper conceptual understanding.</li> <li>❖ If we verbally explain, visually outline and physically display various math strategies, then students will demonstrate increased resiliency &amp; independence.</li> <li>❖ If we plan engaging &amp; meaningful tasks for all students within a Balanced Math Program, then we will be more available to do small group number talks.</li> <li>❖ If, based on varied assessment, we create strategic math groups, then we will better address the diverse needs in our classrooms.</li> <li>❖ If we strategically plan our number talks, then students will be better able to communicate their thinking on classroom tasks and during the EQAO assessment.</li> <li>❖ If we have a regular check-ins, then we will understand where students are in their use of strategies and use this date to plan next steps.</li> <li>❖ If we use manipulatives during Number Talks and everyday instruction, then students will develop a deeper, conceptual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers will continue to integrate regularly scheduled number talks (goal of min. 3x/week or daily).</li> <li>➤ Teachers will ensure students reflect on their own strengths, weaknesses and next steps as mathematicians and that they make their thinking visible.</li> <li>➤ Teachers will use their choice of tool (examples: PRIME, Leaps &amp; Bounds, Nelson or self-developed tools) for assessment purposes and to create groups for differentiated small group instruction.</li> <li>➤ Teachers will co-create, post and regularly refer back to learning goals and success criteria to clearly identify what is being taught and why.</li> <li>➤ Teachers will provide ongoing descriptive feedback to students</li> <li>➤ Teachers will use Modelled, Shared, Guided and Independent practice when providing instruction within their Balanced Math Programs.</li> <li>➤ Teachers will integrate the purposeful use of Technology with Math to increase engagement and support conceptual understanding.</li> <li>➤ Teachers will make regular use of a variety of manipulatives/ Problem Solving Tool Kit.</li> <li>➤ Teachers will use visual representation of mathematical strategies and exemplars during Number Talks and post them for students to refer to during small group and independent work.</li> <li>➤ Teachers will communicate with parents/guardians so that they know where their children are in their learning in math and can support at home, where possible.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of regular and strategic number talks occurring in classrooms and documented in Day Plans</li> <li><input type="checkbox"/> Evidence of check-ins and students demonstrating competency &amp; self-awareness of strategies by quick exit ticket (or alternate) on a regular basis</li> <li><input type="checkbox"/> Evidence of improvement in recall of number facts and use of efficient strategies.f</li> <li><input type="checkbox"/> Evidence of visual representation and naming of strategies during Number Talks and posted on the classroom walls</li> <li><input type="checkbox"/> Evidence of improved self-reflection in students</li> <li><input type="checkbox"/> Documentation of Diagnostic, Formative and Summative Assessment</li> <li><input type="checkbox"/> For Formative Assessment with Number Talks, evidence of tracking methods that inform daily practice, assist in forming small groups for instruction and provide opportunities for feedback</li> <li><input type="checkbox"/> Documentation of communication with parents/guardians about achievement and progress in math</li> <li><input type="checkbox"/> Improvement of Report Card Grades (this Feb./June and next October)</li> <li><input type="checkbox"/> Improvement in Spring 2019 EQAO Math Scores</li> </ul>



# Ross R MacKay SIPSA 2019: Student Inclusion, Well-Being & Engagement



## Board-wide Goals: School Effectiveness Framework 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. (SEF 3.1)
- ❖ The opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools, and community programs. (SEF 5.2)
- ❖ The school and community build partnerships to enhance learning opportunities and well-being for students. (SEF 6.3)
- ❖ 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. (SEF 2.5)

### Goals:

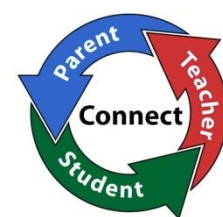


❖ If we support and encourage students and staff to develop the skills and perspectives needed to engage in sustainable environmental practices... then we will empower environmentally responsible citizens.

❖ If we promote Well Being and incorporate Healthy School initiatives & Mental Health intervention strategies in classrooms... then we support the whole child and will develop children/students who have strong relationships and a positive sense of self



❖ If we implement Equity & Inclusive Education policies as well as Bullying Prevention & Intervention Strategies... then we will create a welcoming, safe and inclusive school and will ensure all students will be inspired to reach their full potential.



❖ The school will develop strong communication strategies with the goal of increasing parent engagement & partnership

### Action

Commit to the expectations to maintain Silver Status in Eco-Schools

Continue to improve recycling accuracy to divert waste through a variety of means (incentives for compliance, Litterless-lunches etc...)

Continue to reduce the consumption of paper and other resources.

Commit to exploring outdoor learning opportunities that link to curriculum

Commit to Daily Physical Activity/body breaks/Brain Gym times to support readiness to learn

Continue to promote well-being and mental health with students & families so that they support by ensuring adequate sleep, healthy eating, exercise, time outdoors and minimal screen time.

Continuation of the teaching/use of Zones of Regulation within the school

Continuation of the use of Collaborative Problem Solving strategies within the school

Explore ways to better access Community Mental Health Supports

Continually make school equity initiatives and social justice issues visible in the school, through school & classroom activities, newsletters, social media, school website etc...

Commit to having more visuals in classroom and school to increase awareness about diversity and equity issues

Commit to ways of involving student voice/choice within Equity/Anti-bullying initiatives

Continue to use various methods of traditional communication (Agendas, Newsletters, School Sign, phone calls) as well as electronic communication (emails, Class Dojo, Twitter, School Website, CASL emails, School Messenger App.) to regularly connect with families

Ensure that communication provides information but also resources and methods that encourage parents/guardians to support the goals of our School Improvement Plan

Encourage parent/guardian involvement and engagement in school meetings, events and activities

### Monitoring

☐ Achievement of Silver Status in Eco-Schools

☐ Evidence of accurate recycling and waste reduction (Daily observations, Weekly checks as well as Waste Audit)

☐ Evidence of reduced paper and consumption of other resources

☐ Classes are engaged in outdoor learning experiences

☐ Students are arriving at school ready to learn

☐ Public Health & CMHA Resources are being utilized

☐ Zones of Regulation are being used consistently across the school

☐ CPS strategies will be used consistently

☐ Equity Walk will be re-completed in Spring 2019

☐ Evidence that Equity & Social Justice issues are being promoted across the school

☐ Evidence of ongoing communication

☐ Evidence of correspondence that includes both information as well as resources

☐ Evidence of increase involvement, engagement and support

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