DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL

STUDENT ACHIEVEMENT

- 2017 EQAO data (see below)
- 2018 Term 1 report card data (A&A folder)

CONFIDENTIAL

Applecroft P.S. 2017-2018 Term 1
Percentage of All Students at Levels 1,2 and 3,4
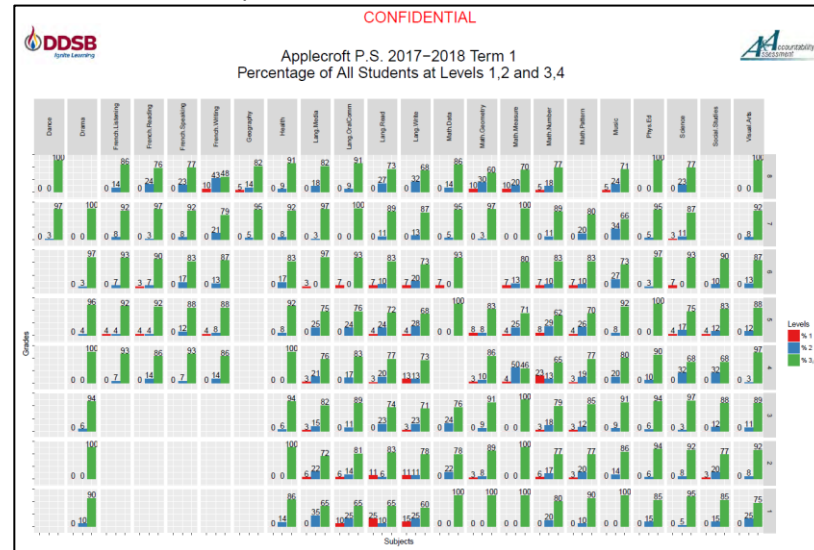
Levels
- L1
- L2
- L3,4

- 2017-2018 Term 1 Learning Skills

Percentage of All Students by Learning Skill Progress

Learning Skills: Needs Improvement, Satisfactory, Good, Excellent
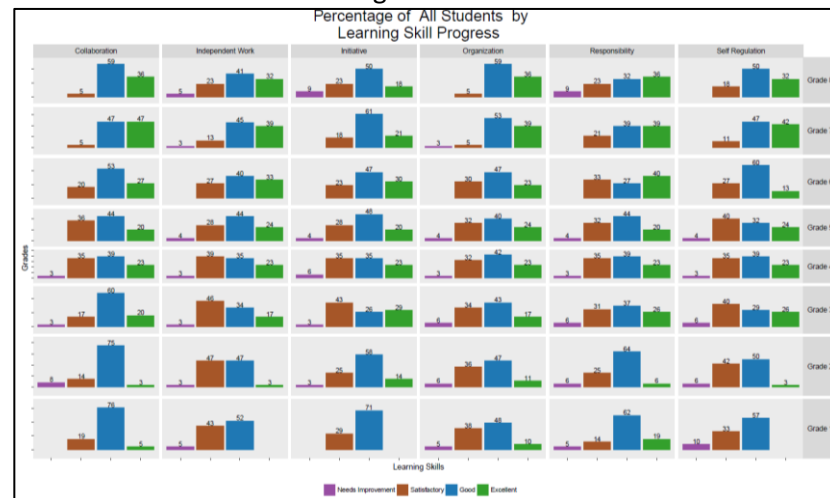
- BAS results, September 2018 (to be determined for primary, junior, intermediate divisions)

Grade (level at end of grade)	'At-grade' reading level (#/#)	September level	January level	June level	Percentage at grade level
1 (I)					
2 (M)					
3 (P)					
4 (S)					
5 (V)					
6 (Y)					
7 (Z)					
8 (Z)					

Notes:

CONTEXTUAL/EQUITY OF OUTCOMES

- 2017 EQAO Contextual data: (www.eqao.com)

	Grade 3	Grade 6
Number of students	35	39
English language learners	0%	0%
Students with special education needs (excluding gifted)	29%	15%
First language learned at home was other than English	29%	23%

- Student survey of backgrounds, celebrations
  (https://docs.google.com/presentation/d/1Wf61DLbZUO4dAFH1EvQ8hyzIAmO0W878Ff9XJMwhFs/edit#slide=id.g2b5cca0384_0_6)
  - 148 students from grades 3-8 completed the survey.
  - 37/148 students identify their background as Canadian/part Canadian (25%), 12/148 students identified solely Canadian (8%)
  - 136/148 (92%) of our students identify themselves with a background other than Canadian.
  - The most prominent backgrounds include: India, Pakistan, Sri Lanka, Jamaica, Afghanistan
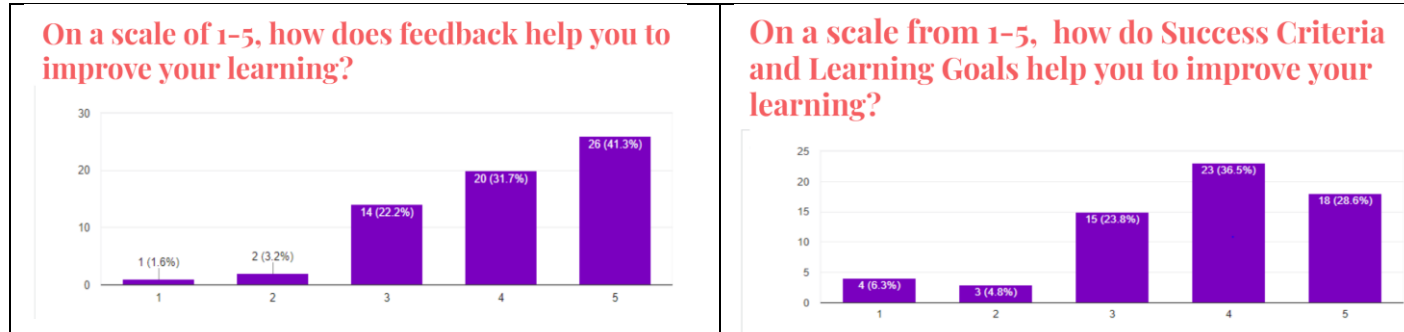
- 2016 EDI data (https://portal.ddsb.ca/ProgramServices/Kindergarten/EarlyYears/Pages/EDI.aspx#?Paged=TRUE&p_SortBehavior=0&p_FileLeafRef=Dr%20R%20Thornton.docx&p_ID=50&PageFirstRow=31&View=ce26b98d-a9cd-4e49-bbed-eb138fbc247f)

EDI DOMAINS	AREA OF VULNERABILITY
Physical Health and Well-Being	50%
Social Competence	18.8%
Emotional Maturity	14.6%
Language & Cognitive Development	4.2%
Communication Skills & General Knowledge	14.6%

- Community Demographic Summary

SSA#3:

On a scale of 1-5, how does feedback help you to improve your learning?

1 (1.6%), 2 (3.2%), 14 (22.2%), 20 (31.7%), 26 (41.3%)

On a scale from 1-5, how do Success Criteria and Learning Goals help you to improve your learning?

4 (6.3%), 3 (4.8%), 15 (23.8%), 23 (36.5%), 18 (28.6%)
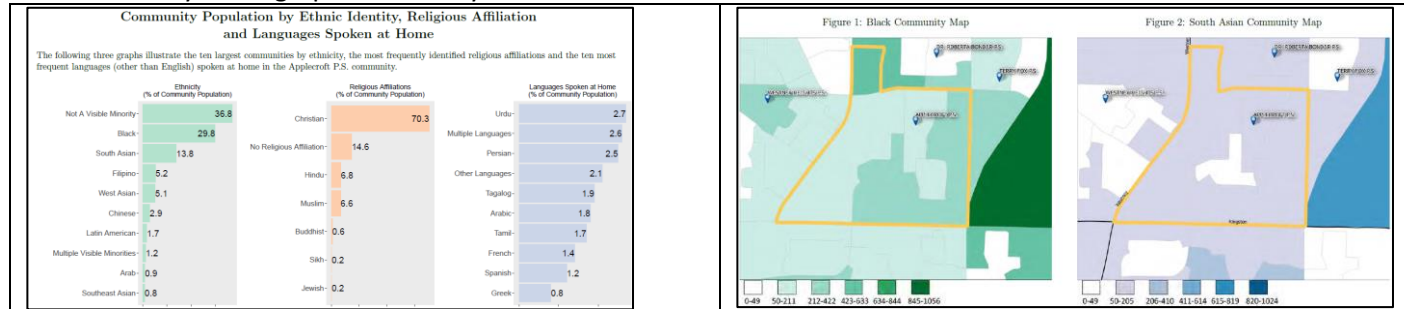
Math

How confident are you with word problems?

58.1 % feel confident (response of 4 or 5)
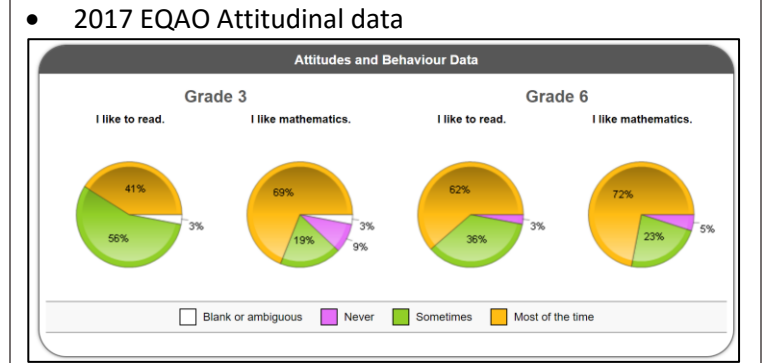
30.6% are in the middle (3)

11.3% do not feel confident (1 or 2)

- 2017-2018 Identified students (excluding Gifted)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
4	10	4	4	2	5	6	8

- Staff feedback from staff meeting (see below)

ATTITUDINAL

- 2017 EQAO Attitudinal data

Attitudes and Behaviour Data

Grade 3 / Grade 6

I like to read. / I like mathematics. / I like to read. / I like mathematics.

Blank or ambiguous, Never, Sometimes, Most of the time

- 2017-2018 SSA #3 data (May 2018)
  (https://docs.google.com/presentation/d/1iqmDXE8Ekw3bwOcBaZD7ScD9DiSLT7Ep82M5KL96xd4/edit#slide=id.g37d6869e61_0_30)
- ➤ 45% of the students felt that their family or themselves were **NOT** represented in our school through toys, games, books or announcements on an almost never to rarely scale
- ➤ Whereas 11% felt they were represented within the school most of the time

- School Climate Survey 2017-2018

When I am at my school:
I feel I belong.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	29	31.2	35.4	35.4
	Most of the time	32	34.4	39.0	74.4
	Sometimes	13	14.0	15.9	90.2
	Never	8	8.6	9.8	100.0
	Total	82	88.2	100.0	
Missing	System	11	11.8		
Total		93	100.0		

I enjoy learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	38	40.9	48.1	48.1
	Most of the time	30	32.3	38.0	86.1
	Sometimes	7	7.5	8.9	94.9
	Never	4	4.3	5.1	100.0
	Total	79	84.9	100.0	
Missing	System	14	15.1		
Total		93	100.0		

GOALS

LITERACY

STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING – EQAO RESULTS (2017 TOTAL OF 35 STUDENTS WRITING; 36 IN 2018 – 1 EXCLUDED)	69%	59%	21/36
PRIMARY WRITING – EQAO RESULTS (TOTAL OF 36 STUDENTS WRITING)	74%	61%	22/36
JUNIOR READING – EQAO RESULTS (2017 TOTAL OF 31 STUDENTS WRITING; 31 IN 2018)	100%	80%	25/31
JUNIOR WRITING – EQAO RESULTS (TOTAL OF 31 STUDENTS WRITING)	95%	84%	26/31
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70% (39 STUDENTS)	89%		
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70% (39 STUDENTS)	87%		
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70% (21 STUDENTS)	81%		
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70% (21 STUDENTS)	81%		

ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-GROUPS	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY READING for students with special education supports	40%	0%	5/5
PRIMARY WRITING for students with special education supports	30%	0%	5/5
JUNIOR READING for students with special education supports	100%	40%	2/5
JUNIOR WRITING for students with special education supports	67%	40%	2/5
INTERMEDIATE READING for students with special education supports – GR 7	100%		
INTERMEDIATE READING for students with special education supports – GR 8	75%		
INTERMEDIATE WRITING for students with special education supports – GR 7	83%		
INTERMEDIATE WRITING for students with special education supports – GR 8	75%		

NUMERACY

STUDENT LEARNING OUTCOMES	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY MATH – EQAO RESULTS will increase (TOTAL OF 35 STUDENTS WRITING)	63%	47%	17/36
JUNIOR MATH – EQAO RESULTS will increase (TOTAL OF 31 STUDENTS WRITING)	74%	41%	13/31
INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: students achieving above 70% (TOTAL OF 39 STUDENTS WRITING)	89%		
INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: of students achieving above 70% (TOTAL OF 21 STUDENTS WRITING)	77%		

ENSURING EQUITABLE OUTCOMES / IDENTIFIED SUB-	FROM %	TO %	# OF STUDENTS THIS REPRESENTS
PRIMARY MATH for students with special education supports	30%	0%	5/5
JUNIOR MATH for students with special education supports	33%	0%	5/5
INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION: with special education supports	100%		
INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION: with special education supports	88%		

WELL-BEING FOCUS AND INITIATIVES:
Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)
Goal: to increase student and staff well-being by providing specific strategies to teachers and students to help them navigate challenging situations; to increase students' feelings of belonging at school
- Continue working with staff and students on self-regulation strategies
- Make use of flexible/alternative seating to assist students in their own self-regulation
- Work with staff to identify student emotional needs and work with staff to build capacity in working with these students
- Use inclusive and respectful language with students; provide culturally relevant materials to help students see themselves in their learning; implement Compendium for Black Student Success document
- Continue in discussions around building a growth mindset

INTENDED EVIDENCE OF IMPACT:
- Students will feel a better sense of belonging and their work reflecting their background
- We will use a survey (as part of our SSA) to collect pre- and post-data with our students to measure their belonging
- Kindergarten students are participating in a self-regulation/CRRP initiative and will measure their success using survey data
- Students will be more positive in their approach to their work, their interactions with classmates, and conversations with teachers

STUDENT LEARNING NEED (Literacy and Numeracy)
Numeracy:
- Grade 3 and 6 students need to refine their understanding and responses of application-style questions; grade 6 students also saw challenges in thinking-style questions (2018 EQAO Results)

Literacy:
- Students need to understand the value of using success criteria, learning goals, and descriptive feedback (currently 64% find SC/LG useful to their learning; 72% find DF useful to their learning, SSA#3)
- Grade 3 students struggled accurately completed 'making connections' questions (2018 EQAO)
- Grade 6 students struggled with more 'implicit' questions versus explicit ones (2018 EQAO)

EDUCATOR LEARNING NEED (Literacy and Numeracy)
Numeracy:
- Focus on curriculum deconstruction and the use of Scope and Sequence to ensure smooth transitions between grades, certainty that all curriculum is being covered, a shared math resource for all staff to help ensure coherence school-wide
- Continue to refine use of the LOOP, including descriptive feedback, and success criteria linked with learning goals
- Support in implementing a balanced approach to math programming (ie. guided groups, guided interventions)
- Conversations around understanding the four categories of achievement; time to deconstruct elements of curriculum to determine pedagogical pathway; refining use of technology use in the classroom and the use of manipulatives

Literacy:
- Ensuring students are exposed to success criteria that are linked to learning goals and allow for a greater range of responses (ie. allowing for a variety of student responses and outcomes)
- Text selections to support Culturally Responsive and Relevant pedagogy
- Continued opportunities to reflect on their use of the LOOP
- Professional development in building co-created, curriculum-driven, and rich success criteria; teachers will receive ongoing professional development in the collection and implementation of CRRP in their classrooms to ensure ideas are embedded in their teaching

LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups	LITERACY/**EQUITABLE OUTCOMES** for Identified Student Groups
• Proportional learning outcomes for identified and in-risk groups with a focus on students who may be marginalized	• Use the Equity Continuum to ensure that Black students are represented in resources, posters, bulletin boards and display cases in the school and ensure that Afrocentric responsive curriculum is embedded in classroom practice
NUMERACY/**EQUITABLE OUTCOMES** for Identified Student Groups	NUMERACY/**EQUITABLE OUTCOMES** for Identified Student Groups
• Proportional learning outcomes for identified and in-risk groups with a focus on students who may be marginalized	• Use the Equity Continuum to ensure that Black students are represented in resources, posters, bulletin boards and display cases in the school and ensure that Afrocentric responsive curriculum is embedded in classroom practice

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL/INNOVATIVE SPACES	TEACHER WILL:	STUDENT WILL:
Literacy **1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.** 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.	1.co-construction of rich success criteria with use of learning goal; use of descriptive feedback, exemplars and anchor charts 2.balanced literacy programming (modeled, shared, guided, and independent approaches) 3.engaging in culturally-relevant discussions, leading to student-selected tasks which best reflect their own background and interests	• Physical environment changes include flexible seating, varied seating options; Kindergarten Matchbox funding • Embedding of technology use at the point of learning and instruction; including use of Google Classroom to facilitate student learning and teacher feedback and assessment • Students requiring additional interventions for success will use technology to help facilitate these interventions	• Make use of new Literacy Profile • Provide feedback based on Success Criteria • Provide culturally relevant materials; provide opportunities for student voice to be shared • Embed relevant Afrocentric curriculum across subject areas; rich tasks • Use assessments to determine next steps in programming and interventions (ie. BAS, LLI, guided practice) • Embed use of technology (at point of learning, instruction) • Encourage a Growth Mindset	• Make use of flexible seating when possible • Co-construct Success Criteria • Use graphic organizers • Seek out and use descriptive feedback • Participate in sharing their 'stories'; participate in provided activities
Numeracy **1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction** 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being	1. expectations, goals, criteria, and tasks are aligned 2. meaningful tasks are designed to foster thinking and metacognition 3. multiple and varied opportunities are provided for students to demonstrate, communicate and refine their thinking	• Physical environment changes include flexible seating, varied seating options; Kindergarten Matchbox funding • Embedding of technology use at the point of learning and instruction; including use of Google Classroom to facilitate student learning and teacher feedback and assessment • Students requiring additional interventions for success will use technology to help facilitate these interventions	• Provide culturally-relevant problems • Utilize Scope and Sequence • Provide (timely, descriptive) feedback based on Success Criteria • Guided practice, Number Talks; differentiated instruction ("meet kids where they are") • Rich tasks and teach 'through' and 'about' problem solving • PRIME as diagnostic tool • Encourage Growth Mindset • Embed use of technology (at point of learning, instruction) • Provide manipulatives • Consider impact of "spatial sense"	• Participate fully in guided groups • Use technology to enhance learning • Use feedback to improve • Engage in rich/open tasks • Engage in accountable talk • Engage in a variety of problems solving strategies

Aligning Principal Leadership and Monitoring
MAPPING OUT THE YEAR

DDSB — Ignite Learning

Literacy	Numeracy	Well-Being	Equity and Inclusion	Leveraging Digital

LITERACY GOAL:
- Continue with conversations from last year to refine use of the LOOP in classrooms, including a focus on descriptive feedback based on co-constructed learning goals and success criteria
- Ensuring students are exposed to success criteria that are linked to learning goals and allow for a greater range of responses (ie. allowing for a variety of student responses and outcomes)
- Text selections to support Culturally Responsive and Relevant pedagogy

NUMERACY GOAL:
- Focus on curriculum deconstruction and the use of Scope and Sequence to ensure smooth transitions between grades, certainty that all curriculum is being covered, a shared math resource for all staff to help ensure coherence school-wide
- Continue to refine use of the LOOP, including descriptive feedback, and success criteria linked with learning goals

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Director's Meeting	Meeting 28th		Meeting 16th	Meeting 13th	Meeting 11th	Meeting 15th	Meeting 12th	Meeting 26th	Meeting 16th	Meeting 7th BIP/SIP	Meeting 11th
Family of Schools	Meeting 28th	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	Thursday August 30	Canceled	Tuesday October 2	Tuesday November 6	Tuesday December 4	Tuesday January 8	Tuesday February 5	Tuesday March 5	Tuesday April 2	Tuesday May 7	Tuesday June 4
School Improvement Team				SIT #1: November 19 SSA#1: November 26			SIT #2: February 19 SSA#2: February 27			SIT #3: May 6 SSA#3: May 13	
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations											
Faces on the Data			FoD Meeting #1 October 15 Spec. Ed FACES October 23			FoD Meeting #2 January 21 Spec. Ed FACES October 28			FoD Meeting #3 April 15 Spec. Ed FACES April 23		
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)	Review EQAO Plan for 2018-2019 school year	. Review available data for the grade 3 and 6 students from EQAO 2017 . Review EQAO data trends for the school . Analyze the items on assessments to determine the area of need . Create student profiles, determining target, 'In Risk' and identified students	Mock EQAO for practicing both content and test-taking skills	*Create student profiles, determining target, 'In Risk' and identified students EQAO practice questions to be sent home, completed by students; signed off by parents*		Grade 3 and 6 students will be working with our ETL, practicing using Google R&W with documents *(ETL has also committed to staying full days if scribing is required for our identified and ELL students)*	Mock EQAO given to students Will take place in individual classrooms and in library/SERT room for identified students Mock will be moderated by grade 3 and 6 teachers Teachers will facilitate students completing EQAO post-survey Review student profiles, Mock EQAO results	Implement plan to address student need	Attend DDSB-provided EQAO preparation workshop prior to EQAO Administer Primary and Junior EQAO Assessment	Administer Primary and Junior EQAO Assessment Review and reflect on EQAO plan; consider adjustments for next year	

								Determine student needs and student groups based on need Develop a plan to address student needs			
Professional Learning • BCI			BCI: October 17 KHubs: October 30	BCI: November 27	KHubs: December 5	BCI: January 17	BCI: February 28 K Hubs: February 4	K Hubs: March 21			
Professional Learning • Workshops/Training • Projects/Initiatives											
Budget/Expenditures											