

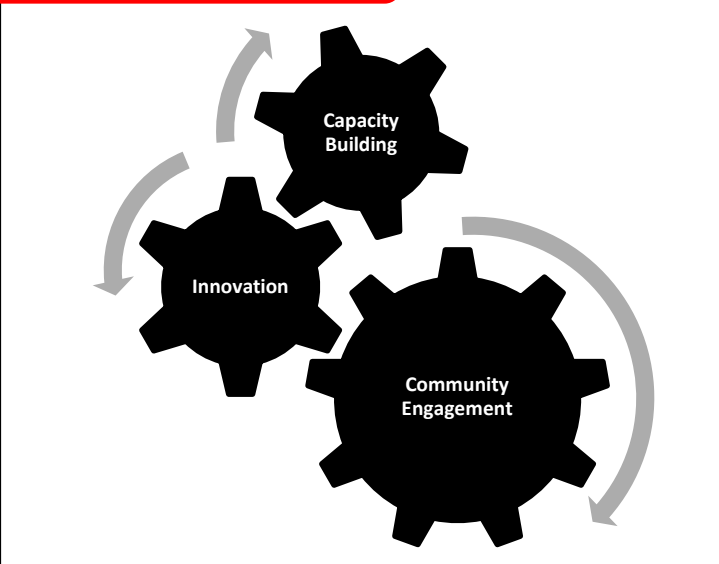


Together, we inspire innovation and a passion for learning in every student

Our Theory of Action

If we monitor the impact of our actions, at the district, school, classroom, and student level, through a triangulation of conversation, observation, and product data, then student achievement, as defined by our SMART goals, will increase.

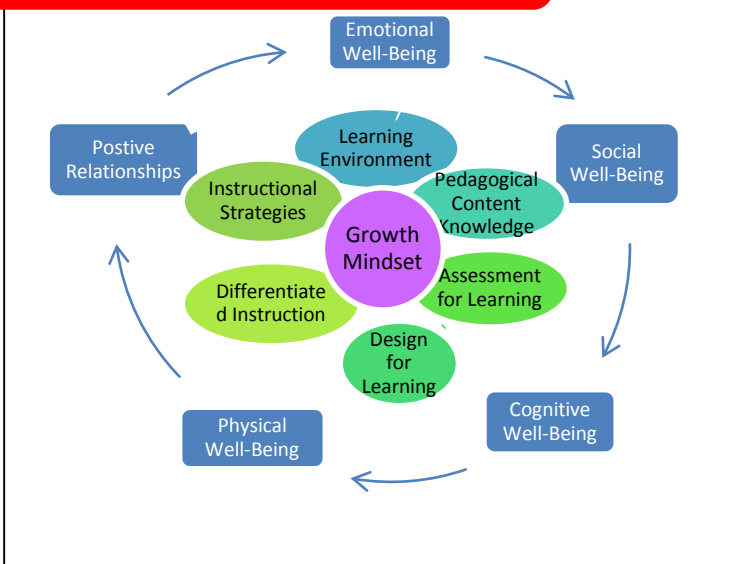
LINKS TO STRATEGIC PLAN



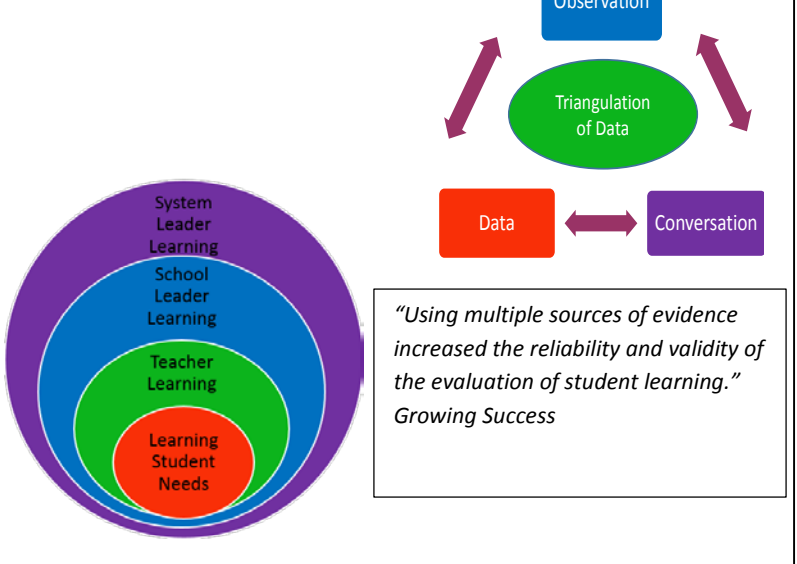
KEY STRATEGIES TO SUPPORT STUDENTS IN BECOMING INNOVATIVE THINKERS



CREATING CONDITIONS FOR SUCCESS



MONITORING



LITERACY

Student Learning Goal: Students will make their thinking visible by critically analyzing, and evaluating the meaning of texts to inform a critical stance, response and/or action.

Actions to Build Our Capacity and Improve our Efficacy to Improve Student Learning:

- Student thinking
- Role of the classroom environment
- Differentiate instruction and assessment
- Professional learning – collaborative inquiry (co-teach, co-observe, co-plan)
- Shared leadership
- Assistive Technology and accommodations

NUMERACY

Student Learning Goal: Students will make their thinking visible through reasoning and proving.

Actions to Build Our Capacity and Improve our Efficacy to Improve Student Learning:

- Student thinking
- Role of the classroom environment
- Differentiate instruction and assessment
- Professional learning – collaborative inquiry (co-teach, co-observe, co-plan)
- Shared leadership
- Assistive Technology and accommodations

PATHWAYS

Student Learning Goal: All students will identify their personal interests, strengths, abilities and accomplishments in the Individual Pathways Plan (IPP) and the All About Me Portfolio. All students will use this knowledge to inform their choice of programs and learning opportunities as measured by their engagement in a variety of pathway programs and activities. Students with identified needs, in cooperation with families and community agencies, will also use this information to support their transitions plans throughout school.

Actions to Build Our Capacity and Improve our Efficacy:

- Students' strengths, needs, values, interests, culture
- Inquiry, collaboration, choice
- Informed choices about program pathways
- Explicit connections between course content and program pathways
- Discussions of various career choices
- Use of technology to engage and support

COMMUNITY/CULTURE/CARING

Student Learning Goal: Students will experience well-being through inclusive, mentally healthy communities that focus on growth mindset and promote self-regulation and resilience.

Actions to Build Our Capacity and Improve our Efficacy:

- Mental Health
- Student Voice Initiative
- Enhancement of safe, caring and respectful learning and working environments
- Model a growth mindset
- Parental and community engagement

MONITORING DATA

Percentage of Students at level 3 and 4					
	12/13	13/14	14/15	15/16	16/17
Primary EQAO Reading	46%	55%	NA	64%	70%
Primary EQAO Writing	53%	62%	NA	70%	78%
Junior EQAO Reading	66%	68%	NA	72%	76%
Junior EQAO Writing	56%	58%	NA	63%	70%
OSSLT		71%	70%	82%	86%

Grade 3 FI Benchmark Assessment Targets				
	# students	Fall Baseline	Winter Target	Spring Target
A-G	56	34%	15%	8%
H-K	34	25%	30%	12%
L & up	47	41%	55%	80%

Key Strategies

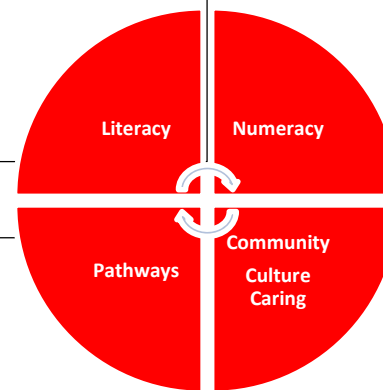
- Common Board Assessments for -grades 3, 6, 7, 8, 9 10
- Moderated Marking
- 3-5 tracker students/class

As measured by EQAO OSSLT Overall Avg.	13/14	14/15		15/16	16/17
		Predicted	Actual		
All students at level 3 and 4	71%	78%	70%	82%	86%
Students with IEP at Level 3 and 4	56%	65%		70%	75%
FNMI Students	58%	65%	77%	70%	75%
R2, Understanding Implicitly stated information & ideas	72%	78%	71.5%	83%	87%
W4, Topic Development (main idea, supporting details & organization)	72%	78%	74%	83%	87%
As measured by Mark Distribution in ENG2P	13/14	14/15		15/16	16/17
All students at level 3 and 4	38%	45%	45%	50%	60%
All students at level 2	16%	20%	25%	30%	28%
All students at level 1	18%	20%	15%	13%	10%
Students with IEP at Level 3 and 4	37%	49%	42%	56%	63%
FNMI Students	28%	40%	42%	52%	59%

As measured by EQAO Gr. 9 App. Math Overall Avg.	From 13/14	14/15		15/16	16/17
		Predicted	Actual		
All students at level 3 and 4	42%	47%	38%	57%	64%
All students at level 2	38%	37%	33%	30%	27%
All students at level 1	15%	10%	10%	7%	4%
Students with IEP at Level 3 and 4	35%	45%		50%	65%
FNMI Students	27%	37%		47%	57%
As measured by Mark Distribution in MFM1P	From 13/14	14/15	14/15	15/16	16/17
All students at level 3 and 4	48%	55%	43%	60%	62%
All students at level 2	20%	25%	27%	25%	24%
All students at level 1	20%	15%	20%	7%	6%
Students with IEP at Level 3 and 4	42%	52%	24%	59%	66%
FNMI Students	21%	41%	26%	53%	60%

Key Strategies

- Common Board Assessments for -grades 3, 6, 7, 8, 9 10
- Moderated Marking
- 3-5 tracker students/class



Social Emotional Well-being - Sense of Belonging									
TTFM		2011-2012		2012-2013		2013-2014		2014-2015	
Measure		F	M	F	M	F	M	F	M
Positive Sense of Belonging	Gr.6	71%	72%	75%	77%	-	-		
	Gr. 7	52%	67%	61%	72%	47%	70%	52%	70%
	Gr. 8	61%	72%	48%	67%	46%	67%	61%	72%
	Gr. 9	54%	66%	53%	64%	48%	54%	54%	66%
	Gr. 10	60%	66%	55%	62%	46%	56%	60%	66%
	Gr. 11	59%	68%	47%	58%	54%	60%	59%	68%
	Gr. 12	57%	70%	56%	64%	59%	63%	57%	70%
Social Emotional Well-being – Positive Teacher Student Relations									
Note: below could be triangulated EQAO Math and Literacy Perceptual data									
TTFM		2011-2012		2012-2013		2013-2014		2014-2015	
Measure		F	M	F	M	F	M	F	M
Interest & Motivated (English, Math, Science)	Gr. 6	71%	68%	74%	75%	74%	75%	79%	80%
	Gr. 7	62%	62%	62%	62%	62%	62%	70%	70%
	Gr. 8	64%	58%	58%	58%	58%	58%	75%	70%
	Gr. 9	60%	60%	61%	58%	61%	58%	70%	70%
	Gr. 10	60%	58%	57%	54%	57%	54%	70%	70%
	Gr. 11	56%	57%	57%	56%	57%	56%	70%	70%
	Gr. 12	62%	64%	56%	58%	56%	58%	70%	70%
Social Emotional Well-being – Bullying, Exclusion and Harassment									
TTFM		2011-2012		2012-2013		2013-2014		2014-2015	
Measure		F	M	F	M	F	M	F	M
Values School Outcomes	Gr.6	32%	36%	31%	27%	-	-		
	Gr. 7	36%	34%	32%	32%	30%	27%	25%	22%
	Gr. 8	32%	37%	38%	29%	40%	25%	30%	20%
	Gr. 9	24%	23%	24%	26%	27%	29%	22%	23%
	Gr. 10	22%	21%	25%	21%	25%	27%	20%	21%
	Gr. 11	20%	21%	27%	20%	20%	20%	15%	15%
	Gr. 12	18%	11%	17%	19%	18%	18%	15%	11%