DDSB Ignite Learning

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL

STUDENT ACHIEVEMENT

LITERACY

Report card data: (Term 2 June 2018)

Percentage of QVPS students achieving Level 3 or 4				
	Reading		Writing	
	Term 1- 2018	Term 2 - 2018	Term 1- 2018	Term 2 - 2018
Primary	79	77	71	68
Junior	90	90	83	84
Intermediate	89.5	87	88	88

- Data shows relative consistency in achievement over terms despite shift in cohorts, except in Intermediate reading.
- Term 1 grade level achievement data shows only 55% and 69% of students in grade 1 and 2 achieve provincial standard in writing. Achievement in reading is higher than writing in every grade except grades 3 & 7.
- Term 1 report card data is slightly lower than EQAO 2017 results in Grade 3 and 6.

FOD Data:

- BAS: Teachers report that students struggle most with inferencing skills and making meaningful connections.
- FOD data shows consistent improvement in target student achievement in reading across all grades, including Grade 7 & 8
- Writing: Teachers report concern in area of writing; report card data shows greater percentage of students achieving provincial standard in reading rather than writing- teachers consistently request support with writing programming and assessment

EQAO Data: (2017-18)

Gr 3 Reading 85% (7% above DDSB)   Gr 6 Reading 82% (3% below DDSB)

Gr 3 Writing 85% (7% above DDSB)   Gr 6 Writing 92% (8% above DDSB)

Gr 3 Math 76%   (9% above DDSB)   Gr 6 Math 63% (9% above DDSB)

EDI:
- EDI data shows QVPS FDK students are slightly ahead of DDSB and provincial scores in Communication skills and General Knowledge but behind DDSB and on par with province in Language & Cognitive Development

CONTEXTUAL/EQUITY OF OUTCOMES

Equity of Outcomes: Gender and Students with Special Needs

Report Card Data:

Literacy:

- Report card data shows that in almost every grade the percentage of females achieving success in reading and writing is significantly greater than the percentage of males. Grade 5 is the only grade where the gender split is even.

Numeracy:

- According to report card data, there is a discernible difference in achievement by gender in the Junior and Intermediate grades. The boys outperform the girls in Grades 4, 5 and 6. In the intermediate grades, the females outperform the males.

FOD Data:

- More boys than girls were identified as target students last year.
- Most frequent focus of targeted interventions is reading.

EQAO Data: (2017-18)

- Almost all students in grade 3 and 6 were born in Canada, except one Grade 3 student and 2 Grade 6 students.
- Boys outnumbered girls 2:1 in Grade 3; in grade 6, the boys slightly outnumbered the girls.

Literacy:

- Last year's EQAO data showed boys outperformed girls in Reading, Writing and Math in Grade 3; while girls outperformed boys in all assessments in Grade 6.

Literacy				
Percentage of students achieving Level 3 or 4				
	Grade 3		Grade 6	
	Males	Females	Males	Females
Reading	91	75	74	92
Writing	91	75	89	96

- Last year's EQAO data showed our students with special needs did not achieve proportionally to the rest of their cohorts

ATTITUDINAL

School Climate Survey 2018

Safety

- Students feel safe:
  ~ on the school grounds – 98.9, unsafe 1.1
  ~ In classrooms – 100, unsafe 0
  ~ In the locker area – 93.4, unsafe 6.6
  ~ in the washrooms – 83.7, unsafe 16.3
  ~ in the change rooms – 87.3, unsafe 12.7
- Areas of concern: school areas where there is no consistent supervision, such as locker area, washrooms and change rooms
- Verbal bullying (micro-aggressions) are the highest rated form of bullying according to the survey

Belonging

- I enjoy learning – Never 1.7
- Students treat me with respect – Never 0.5

NUMERACY:

Report Card Data:

	NSN		Measurement		P & A	
	Term 1-2018	**Term 2 - 2018**	Term 1-2018	**Term 2 - 2018**	Term 1-2018	**Term 2 - 2018**
Primary	84	**81**	82	**90**	90	**82**
Junior	87	**87**	91	**75**	88	**87**
Intermediate	74.5	**79**	88.5	**73**	92	**87**

Percentage of QVPS students achieving Level 3 or 4

- Area to focus: Intermediate NSN
- Generally, achievement in NSN is lower than in the other strands, especially in Grade 2 (78%), Grade 7 (76%) and Grade 8 (73%).
- Achievement in Grade 2 Measurement = 72%.

FOD Data:

- PRIME data shows some improvement in proportional reasoning, including estimation, results but it is still the weakest common area of need
- Teachers continue to report students struggle with multi-step questions and basic number manipulation.
- FOD data indicates most teachers identified and focused interventions on basic number sense and operations

EQAO Data:

- EQAO data shows students struggle with multi-step problems and explaining their thinking

Numeracy:

	Grade 3		Grade 6	
	Males	Females	Males	Females
Math	77	75	67	59

Numeracy

Percentage of students achieving Level 3 or 4

- Last year's EQAO data showed our students with special needs did not achieve proportionally to the rest of their cohorts

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	85	88		**PRIMARY MATH – EQAO RESULTS** will increase	76	79	
PRIMARY WRITING – EQAO RESULTS	85	88		**JUNIOR MATH – EQAO RESULTS** will increase	63	70	
JUNIOR READING – EQAO RESULTS	82	85		**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	83	85	
JUNIOR WRITING – EQAO RESULTS	92	92					
INTERMEDIATE STUDENTS – GR 7 READING: students achieving above 70%	88	90		**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** of students achieving above 70%	80	83	
INTERMEDIATE STUDENTS – GR 7 WRITING: students achieving above 70%	86	88					
INTERMEDIATE STUDENTS – GR 8 READING: students achieving above 70%	89	90					
INTERMEDIATE STUDENTS – GR 8 WRITING: students achieving above 70%	93	93					
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 *Term 2 Report Card Data*	56	70		**PRIMARY MATH** for students with special education supports *NSN Report data*	67	70	
PRIMARY WRITING for students with special education supports	50	70		**JUNIOR MATH** for students with special education supports	80	82	
JUNIOR READING for students with special education supports	83	85		**INTERMEDIATE STUDENTS – GR 7 NUMBER SENSE AND NUMERATION:** with special education supports	80	82	
JUNIOR WRITING for students with special education supports	72	75					
INTERMEDIATE READING for students with special education supports – GR 7	100	100		**INTERMEDIATE STUDENTS – GR 8 NUMBER SENSE AND NUMERATION:** with special education supports	50	70	
INTERMEDIATE READING for students with special education supports – GR 8	67	70					
INTERMEDIATE WRITING for students with special education supports – GR 7	100	100					
INTERMEDIATE WRITING for students with special education supports – GR 8	83	85					

WELL-BEING FOCUS AND INITIATIVES:
Based on data informed school need using the (Aligned and Integrated Model from SMH-ASSIST)

GOAL: Well-being and positive mental health promotion, especially resiliency, are considered in curricular planning, teaching strategy selection, the learning environment and student learning perspectives

Commitments:

- Differentiate instruction so that it meets the students' unique strengths, needs and learning styles
- Continue to focus on creating flexible learning spaces (digital and physical) to meet individual student need and learning styles
- Focus on addressing micro-aggressions
- Develop common language and practices that promote resiliency and strong character education
- Build knowledge and confidence in further developing mental health practices of staff through job-embedded learning

INTENDED EVIDENCE OF IMPACT:

Evidence of Impact: All students will have the opportunity to engage in daily practices that support their well-being

STUDENT LEARNING NEED (Literacy and Numeracy)
Numeracy

- Ongoing opportunities for students to be aware of, receive and act on descriptive feedback based on co-constructed learning goals and success criteria
- Apply thinking and application skills to effectively solve and demonstrate understanding of multi-step problem solving tasks
- Conceptual understanding and procedural skills with a focus on process expectations of reasoning and proving
- Continue to develop growth mind-set

EDUCATOR LEARNING NEED (Literacy and Numeracy)
Numeracy

- Deepened understanding of assessment of four categories of achievement, with a focus on co-construction of leaning goals, success criteria and descriptive feedback connected to grade level curriculum content and the four categories of achievement
- Balanced approach to programming (scope and sequence) and assessment across four categories of achievement, with a specific focus on deepening knowledge of the categories of thinking and application
- Mental math talks to support thinking and application (with a focus on reasoning and proving)
- Deepening content understanding of procedural math concepts

Literacy	Literacy
• Ongoing opportunities to receive and act on descriptive feedback based on co-constructed learning goals and success criteria • Apply critical literacy skills of inferencing and making connections to determine the main idea of fiction and non-fiction texts (multi-modal texts) • Written communication skills with a focus on generating ideas, topic development and organization (sentence and paragraph structures) • Continue to develop growth mindset	• Deepened understanding of assessment of four categories of achievement, with a focus on co-construction of learning goals, success criteria and descriptive feedback connected to grade level curriculum content and the four categories of achievement • Balanced approach to literacy instruction (modelled, shared, guided and independent) to support understanding of inferencing and extending understanding (making connections) with fiction and non-fiction multi-modal texts • Balanced approach to instruction (modelled, shared, guided and independent) to support understanding of writing process, with a focus on generating ideas, topic development and organization
LITERACY/EQUITABLE OUTCOMES for Identified Student Groups	**LITERACY/EQUITABLE OUTCOMES** for Identified Student Groups
• Proportional learning outcomes for identified in-risk student groups with a focus on Learning Disabilities	• Differentiated instructional approaches with a focus on guided practice and guided interventions • Personalized learning goals, success criteria, and descriptive feedback
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups	**NUMERACY/EQUITABLE OUTCOMES** for Identified Student Groups
• Proportional learning outcomes for identified in-risk student groups with a focus on Learning Disabilities	• Differentiated instructional approaches with a focus on guided practice and guided interventions • Personalized learning goals, success criteria, and descriptive feedback

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL:	STUDENT WILL:
Literacy **Assessment for, as and of Learning** 1.3 : Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria. 1.4: During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria **Curriculum, Teaching and Learning** 4.4: Learning is deepened through authentic, relevant and meaningful student inquiry 4.7 : Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being **Student Engagement** 3.1 : 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	1. Oral language structures (talk moves) and teacher questioning to deepen student analyses of texts – multi-model fiction and non-fiction texts. 2. Literacy instruction in all content areas to strength connections among reading, oral and media texts with a special focus on writing 3. Co-construction of interactive learning walls (the learning loop) with clearly articulated learning goals, success criteria, exemplars and anchor charts used to inform timely and ongoing descriptive feedback	• The physical environment is flexible to allow for varying learning opportunities, and is laid out in a way that facilitates peer-to-peer collaboration. Students have the opportunities to work in partners, small groups or interdependent large groups. • Teachers support students in making real-world connections to learning, leveraging digital tools • Teachers support students to use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways	• Use prompts, questions, and talk moves to build higher level thinking • Foster critical literacy skills through focused instruction on main idea • Provide cross-curricular inquiry learning opportunities and approaches supported through the effective use of technology • Practice growth mindset for themselves and students; errors are seen as opportunities for learning and growth • Develop and use inclusive and common instruction and assessment language across classrooms • Collaboratively design and use assessment and instruction, including common assessments, to ensure clear understanding of learning goals and success criteria • Co-construct with students interactive learning walls (including learning goals, success criteria, anchor charts, exemplars) • Use learning goals and success criteria to consistently scaffold student learning, provide descriptive feedback and set high expectations for students • Provide timely, explicit and constructive feedback related to the success criteria that is descriptive rather than evaluative ad extends thinking	• Demonstrate critical thinking skills (inferring and connecting) and focus on topic development and organization in their writing when engaging in inquiry learning approaches within the literacy block and across the curriculum content areas • Engage in inquiry learning approaches • Co-construct and create classroom learning resources to support their learning • Set goals for their own learning and act upon descriptive feedback received from peers and teachers Be able to answer 5 key questions when prompted: **What are you learning?** **How are you doing?** **How do you know?** **Where can you go for help?** **How can you improve?**

			Provide students with multiple and varied opportunities to revise and refine their demonstrations of learning • Engage in Faces on the Data conferences, implement and monitor impact of intervention strategies • Engage in professional learning related to the school improvement plan and personal learning needs	
Numeracy **Assessment for, as and of Learning** 1.3 : Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria. 1.4: During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria **Curriculum, Teaching and Learning** 4.4: Learning is deepened through authentic, relevant and meaningful student inquiry 4.7 : Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being **Student Engagement** 3.1 : 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	1. Balanced numeracy programming (modelled/guided, shared and independent) based on scope and sequence 2. Teaching through problem solving using cross-strand multi-step and open tasks 3. Co-construction of interactive learning walls (the learning loop) with clearly articulated learning goals, success criteria, exemplars and anchor charts used to inform timely and ongoing descriptive feedback	• The physical environment is flexible to allow for varying learning opportunities, and is laid out in a way that facilitates peer-to-peer collaboration. Students have the opportunities to work in partners, small groups or interdependent large groups. • Teachers support students in making real-world connections to learning, leveraging digital tools • Teachers support students to use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways	• Scaffold student learning through balanced approach (modelled, shared, guided and independent) based on scope and sequence • Embed multi-step and open/parallel tasks in all learning cycles • Use prompts, questions, and talk moves to build higher level thinking • Practice growth mindset for themselves and students; errors are seen as opportunities for learning and growth • Develop and use inclusive and common instruction and assessment language across classrooms • Collaboratively design and use assessment and instruction, including common assessments, to ensure clear understanding of learning goals and success criteria • Co-construct with students interactive learning walls (including learning goals, success criteria, anchor charts, exemplars) • Use learning goals and success criteria to consistently scaffold student learning, provide descriptive feedback and set high expectations for students • Provide timely, explicit and constructive feedback related to the success criteria that is descriptive rather than evaluative ad extends thinking • Provide students with multiple and varied opportunities to revise and refine their demonstrations of learning • Engage in Faces on the Data conferences, implement and monitor impact of intervention strategies • Engage in professional learning related to the school improvement plan and personal learning needs	• Apply thinking and application skills when solving multi-step tasks, open tasks • Demonstrate reasoning and proving strategies when justifying their thinking • Demonstrate improvement in proportional thinking skills and concepts • Co-construct and create classroom learning resources to support their learning • Set goals for their own learning and act upon descriptive feedback received from peers and teachers Be able to answer 5 key questions when prompted: **What are you learning?** **How are you doing?** **How do you know?** **Where can you go for help?** **How can you improve?**

Aligning Principal Leadership and Monitoring
MAPPING OUT THE YEAR

DDSB Ignite Learning

Literacy   **Numeracy**   **Well-Being**   **Equity and Inclusion**   **Leveraging Digital**

LITERACY GOAL:						NUMERACY GOAL:					
	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	Aug. 30		Oct. 1	Nov. 5	Dec. 3	Jan. 7	Feb. 4	Mar. 4	Apr. 1	May 6	June 3
School Improvement Team	Aug. 30	Sept. 28									
Principal Monitoring • Instructional Rounds/Walking to Learn • Critical Conversations		Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly	Ongoing Weekly
Faces on the Data			TBD								
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)											
Professional Learning • BCI			Oct. 19 PJ Oct. 29 Kdgn								
Professional Learning • Workshops/Training • Projects/Initiatives											
Budget/Expenditures											