Student Success Plan and Annual Report

Note:

- The Student Success Plan is a living document and is updated throughout the year
- Use June's SSP reflection as a foundation on which to establish strategies/actions for the first short cycle
- Engage in short cycle planning processes throughout the year. Add and delete tables and rows as needed
- In June, complete and submit school staff reflection for the SSP Annual Report.

School: Oyster Pond Academy **School Year: 2024 - 2025**

Principal: Robin Legge **Student Enrollment:** 497

Literacy Goal: We will improve student achievement in **literacy**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.	
Literacy Cycle 1: September - November	
Evidence: How are students doing? How do you know? **We examined a variety of data, and there are some items that stood out.** **<u>June 2024- Grades P-2</u>** **Reading** **June CBAS** ● Overall, 17% of students were not yet meeting reading expectations ● 100% of students in Grades 1-3 of African and/or Indigenous Ancestry were meeting reading expectations **Phonological Awareness** **PAST Assessment** ● 25% were not yet meeting phonological awareness expectations ● 1 student of African Ancestry was approaching expectations toward phonological awareness **<u>June 2024- Grades 3-6</u>** **Spelling** **Spelling Inventory** ● 32% of students in Grades 3-6 spell fluently on Spelling Inventory assessments ● 25% of our students of ANS and Indigenous Ancestry were fluent by comparison on the same assessment **Writing** **Writing Continuum Evidence** ● 70% of students met expectations on a writing assessments ● 100% of students with African Ancestry, and 84% of students with Indigenous Ancestry, met	Strategy/Actions: What will you do to impact the learning for ALL students? **<u>Grades P-2</u>** **Focus on word attack and decoding strategies, to increase student's fluency and independence while reading.** **<u>Grades 3-6</u>** **Focus on improving conventions to reduce cognitive load such that they can focus more on writing ideas and organization.** **<u>Grades 7-9</u>** **Focus on organization, to increase students' independence.**

<u>June 2024- Grades 7-9</u> **Writing** **Classroom-Based Writing Assessment** ● All French Immersion students met expectations on a Writing Assessment ● 91% of English program students met ● 100% of students of African and Indigenous Ancestry students met **Based on conversation with staff and sharing of evidence, we have determined we need to focus on word attack/decoding (P-2), conventions (3-6) and organization (7-9).**	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) Students will… **<u>Grades P-2</u>** **Students will…** ● Be able to decode unknown words with varying difficulties across the grades P-2 ● Articulate strategies used when taking apart words ● Students' reading accuracy, fluency, and comprehension will improve **<u>Grades 3-6</u>** **Students will…** ● Start sentences with an uppercase letter ● Use an uppercase letter for proper nouns ● Increasingly see themselves as writers **<u>Grades 7-9</u>** **Students will…** ● Take risks with writing to increase their independence ● Use graphic organizers to support paragraph structure and overall organization ● Ask questions and respond to feedback to improve their work	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **<u>Grades P-2</u>** **Teachers will…** ● Employ mini lessons around decoding and modelling what decoding looks like while reading ● Display sound walls for student reference ● Implement UFLI lessons and activities to systematically develop word attack and decoding skills ● Engage in small group instruction and explicit ELST support ● Use mentor texts to teach reading strategies ● Record observations and anecdotal notes ● Confer with students and engage in running records **<u>Grades 3-6</u>** **Teachers will…** ● Use student written products as exemplars ● Record observations and anecdotal notes ● Confer with students and provide feedback ● Employ mini lessons with clear learning targets and explicit instruction around conventions ● Provide and model the use of a writer's checklist ● Offer multiple opportunities for low-risk writing to increase student independence with writing **<u>Grades 7-9</u>** **Teachers will…** ● Model various samples of well-organized written work ● Employ mini lessons with clear learning targets and explicit instruction around paragraph structure and overall organization of written pieces ● Offer multiple opportunities for low-risk writing to increase student independence with writing ● Offer choice writing assignments to encourage student independence and risk-taking

	● Use graphic organizers to scaffold independence with writing and organization ● Record observations and anecdotal notes ● Confer with students and provide feedback to improve student learning

End of Literacy Cycle 1 Reflection - completed by December 2nd

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of the impact/gains in student achievement/well-being? How do we know?	What impact did the strategy/action have on teaching practices?
<u>Grades P-2 (n=125)</u> ● ANS Ancestry- 1/2 ● Indigenous Ancestry- 10/13 ● All Other- 64/104 ● IPP- 6 ● **Overall, with a total of 119 students, 75 are meeting** **Anecdotal Evidence** ● Students are aware of conventions but do not yet apply these to their consistently in their writing ● Students increasingly refer to their Writer's Checklist ● Students see themselves as writers **<u>Grades 3-6 (n=189, incl IPP)</u>** ● ANS Ancestry- 0/0 ● Indigenous Ancestry- 9/23 ● All Other- 65/158 ● IPP- 11 ● **Overall, with a total of 178 students, 77 are meeting** **Anecdotal Evidence** ● Students are aware of conventions but do not yet apply these to their consistently in their writing ● Students increasingly refer to their Writer's Checklist ● Students see themselves as writers **<u>Grades 7-9 (n=149)</u>** ● ANS Ancestry- 0/0 ● Indigenous Ancestry- 12/12 ● All Other- 126/126 ● IPP- 11 ● **Overall, with a total of 138 students, 138 are meeting** **Anecdotal Evidence** ● Students are progressing with their writing for both sentence and paragraph structure	**<u>Grades P-2</u>** ● Teachers collaborated and shared resources, viewing results together in PLC times ● By using UFLI across P-2, it created the ability for us to use common language and aligned the practice room to room ● Teachers now have a strong scope and sequence to inform their practice toward phonemic and phonetic awareness **<u>Grades 3-6</u>** ● Teachers engaged in professional learning with a focus on writing at Grade 6 ● Teachers collaborated and shared resources, viewing results together in PLC times ● Teachers discussed expectations, viewed student work against the writing continuum and reflected on provincial and classroom-based assessment data **<u>Grades 7-9</u>** ● Teachers planned in short cycles to co-create mini-lessons focused on the function and purpose of a paragraph, transitions between and within a paragraph, and editing the overall goal of improving student paragraph organization ● Teachers saw that students were noticing the importance of editing and revising their work, so co-created rubrics were carried out in ELA classes to compare student writing samples against the rubric ● Teachers clarified expectations around paragraph structure and organization of written pieces ● Teachers will continue to hold high expectations for all students with their writing and will continue to highlight student success

● Growth in students abilities to engage independently in all stages of writing ● Significant growth in the editing and revision of student work, contributing to overall organization of their work ● Students are becoming more familiar with expectations in their writing organization ● Students are working more independently and are engaged with the writing process, focusing on developing their authentic author's voice	

Literacy Cycle 2: December - March

Evidence: How are the students doing now? How do you know?	Strategy/Actions: What will you do next to impact the learning for ALL students?
We examined a variety of data, and there are some items that stood out. **<u>Grades P-2 (n=120)</u>** **Anecdotal Evidence** ● In our recent CLG meeting teachers brought data from their writing block and conferences. As a staff, we noted that nearly 38% of our P-2 students are not yet independently and appropriately encoding for their grade level ● Students are demonstrating an understanding of phonics rules and patterns in isolation, but are not yet applying them in their writing ● Many students are confident in reading many words, but not in writing it ● Students ask for support more frequently in writing than in reading **<u>Grades 3-6 (n=186)</u>** **Anecdotal Evidence** ● Students are becoming aware of punctuation norms but do not yet consistently apply these to their writing ● Students experience more success with adding punctuation to the end of sentences than within the middle, representing an area of focus ● Students do not yet see the distinction between their rough drafts and final products, often simply re-writing their errors rather than correcting them, representing an area of focus ● Students do not yet have a developed sense of writing stamina/perseverance **<u>Grades 7-9 (n=148)</u>** **Anecdotal Evidence**	**<u>Grades P-2</u>** **Focus on encoding strategies to increase student's fluency and independence while writing.** **<u>Grades 3-6</u>** **Focus on improving conventions to increase application of appropriate punctuation to increase the readability of students' work for themselves and an audience.** **<u>Grades 7-9</u>** **Focus on organization, particularly paragraph structure and when to start a new paragraph.**

● Students have made much progress with paragraph structure, and will benefit from support with when to start a new paragraph as we move forward ● Student interest and motivation varies between classes, as does student independence with paragraph structure ● While students understand what is expected of them (that their written work is to be organized in a particular way), they require additional support to organize their paragraphs independently **Based on conversation with staff and sharing of evidence, we have determined we need to encoding (P-2), conventions (3-6) and organization (7-9).**	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **<u>Grades P-2</u>** **Students will…** ● Students will participate in writing and demonstrate increased writing independence ● Students will take risks and attempt to sound out words before asking for help ● Students will use the "rules" learned in UFLI with increasing accuracy when writing an unknown word **<u>Grades 3-6</u>** **Students will…** ● Apply appropriate punctuation (period, exclamation or question mark) at the end of sentences ● Increasingly apply appropriate quotation marks and commas within sentences ● Experience feelings of success when re-reading their work and sharing with an audience **<u>Grades 7-9</u>** **Students will…** ● Use graphic organizers to organize and support their topic ideas ● Use transition words at the start of a new sentence when creating new paragraphs ● Vary sentence lengths in their work ● Edit/revise/critique their own paragraphs	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **<u>Grades P-2</u>** **Teachers will…** ● Use UFLI lessons daily to strengthen letter sounds and letter relationships ● Use a letter/sound wall to build independence ● Employ mini-lessons around encoding and modelling what writing looks and sounds like ● Record observations and anecdotal notes ● Conference with students **<u>Grades 3-6</u>** **Teachers will…** ● Work with small, guided intervention groups to confirm individuals' understanding and application of punctuation, conferring with students and providing feedback ● Employ mini lessons with clear learning targets and explicit instruction around punctuation, referring to the writer's checklist ● Offer multiple opportunities for low-risk writing practice to increase student independence **<u>Grades 7-9</u>** **Teachers will…** ● Provide ample opportunities for low-risk writing to increase stamina and authentic author voice ● Provide examples of properly organized bodies of work, including highlights where a new paragraph was made and why it was made at that point ● Use mentor texts and student samples (provide a guideline of expectations)

	● Discuss techniques writers use when organizing their written work

End of Literacy Cycle 2 Reflection - completed by March 31st

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of impact/gains for student achievement/well-being? How do you know?

Grades P-2 (n=125, incl IPP) SSP WRITING GOAL

- ANS - 2/2 meeting
- Indigenous Ancestry- 10/13 meeting
- All Other- 66/104 meeting
- IPP- 6
- **Overall, with a total of 119 students, 78 are meeting**

Anecdotal Evidence

- More students are making attempts when encountering an unknown word
- Students are segmenting and blending words with greater accuracy
- Students are applying/naming strategies taught and reviewed in UFLI when independently reading
- Students are progressing in reading levels

Grades P-2 (n=120) READING CBAS GOAL

- ANS - 2/2 meeting
- Indigenous Ancestry- 12/13 meeting
- All Other- 87/102 meeting
- IPP- 3
- **Overall, with a total of 117 students, 101 are meeting**

Anecdotal Evidence

- Student decreasingly ask for help with sounding out words, showing application of their growing phonics skills
- Students are using environmental print, personal word walls, and classroom sound walls to support their writing
- Students are noticing and naming phonics rules during writing

Grades 3-6 (n=186)

- ANS Ancestry- 0/0
- Indigenous Ancestry- 21/23 meeting
- All Other- 135/153 meeting
- IPP- 10
- **Overall, with a total of 176 students, 156 are meeting**

Anecdotal Evidence

What impact did the strategy/action have on teaching practices?

Grades P-2

- All P-2 teachers conducted daily UFLI/phonics lessons, and modelled encoding and encoding strategies while doing Writers Workshop and Shared Writing
- Classroom Teachers, Resource, and ELST used common practices, sound walls, and terminology
- Teachers saw some transferring of skills in isolation to student's independent writing

Grades 3-6

- All 3-4 teachers are engaging students in daily targeted lessons
- Teachers worked together in PLC's to plan lessons and share strategies for writing with a focus on conventions
- Teachers are seeing some transferring of skills in isolation to students independent writing

Grades 7-9

- Teachers planned lessons around short story writing and essay writing this cycle, including lessons around character development, description writing, and the development of conflict in a story
- Numerous mini-lessons around paragraph structure, the use of dialogue in a text, the use of transition words and phrases, and meaningful word choice were also carried out this cycle
- During our PLC/prep time, ELA 9 teachers co-created an inquiry unit around identity (with a focus on low-risk writing and speaking and listening outcomes) that was implemented in the Grade 9 classes

● Studentsimproved in using the conventions correctly in their writing ● Students require fewer prompts to use the conventions, showing consolidation of skills, and are independently using environmental print to support their writing ● Each student is showing improvement across genres **<u>Grades 7-9 (n=148)</u>** ● ANS Ancestry- 0/0 ● Indigenous Ancestry- 12/12 ● All Other- 136/136 ● IPP- 4 ● **Overall, with a total of 148 students, 148 are meeting** **Anecdotal Evidence** ● Overall, it was observed that students showed growth in paragraph structure and organization ● Through various types of low-risk writing opportunities, students showed improvement in paragraph structure and organization	
Literacy Cycle 3: April - June	
Evidence: How are the students doing now? How do you know? **We examined a variety of data, and there are some items that stood out.** **<u>Grades P-2 (n=125)</u>** **Anecdotal Evidence** ● We have a group of students in each classroom who are very strong readers, yet experience difficulty with writing ● Students can read many high-frequency words, yet spell them incorrectly in their writing ● Students enjoy reading detailed sentences in books though applying this same level of detail into their writing remains a work in progress ● Many students view reading and writing as two different processes **<u>Grades 3-6 (n=189)</u>** **Anecdotal Evidence** ● Students' lead sentences are not yet 'leads', but rather 'wrap ups'. i.e. "I had a good weekend" ● Most students' word choice (vocabulary) is limited	Strategy/Actions: What will you do next to impact the learning for ALL students? **<u>Grades P-2</u>** **Focus on building the reciprocity between reading and writing by helping students transfer knowledge of reading skills to writing through a 'I do, we do, you do' model of instruction.** **<u>Grade 3-9</u>** **Focus on adding details and descriptive language to student writing through a 'I do, we do, you do' model of instruction.**

• Some students' writing does not stay yet on topic, lacks focus **<u>Grades 7-9 (n=149)</u>** **Anecdotal Evidence** • Overall, students write a general idea for a broad topic, requiring support to add additional personal details and/or examples to support their writing • Students are more motivated, and thus have greater writing stamina and success, with creative writing • When researching, many students require prompting to paraphrase, use authentic voice and add evidence to their written work	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **<u>Grades P-2</u>** **Students will…** • Write in a variety of genres and write for authentic purposes • Use the word wall and classroom tools provided to support writing • Extend sentences using conjunctions and descriptive sentences • Engage in daily opportunities to share their drafts and revisions; build engagement and excitement as writers and to receive feedback **<u>Grades 3-6</u>** **Students will…** • Confer with peers and teachers about their writing, as guided by rubrics and/or checklists toward editing/revising, as it relates to descriptive language and details • Self-assess their own writing, as guided by rubrics and/or checklists toward editing/revising, as it relates to descriptive language and details • Engage in 'author share' to improve their writing, receiving and applying feedback as it relates to descriptive language and details **<u>Grades 7-9</u>** **Students will…** • Confer with peers and teachers to assess, edit, revise and review their written work in relation to descriptive language and details	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **<u>Grades P-2</u>** **Teachers will…** • Use engaging read-alouds, mentor texts and mini-lessons to EXPLICITLY SHOW the reciprocity between reading and writing • Demonstrate text features and 'five-star sentences' during Writers' Workshop • Use exemplars to show students writing expectations • Provide a clear structure for drafts to support students getting ideas on paper; model the drafting process using 'think alouds' • Use word walls/personal dictionaries to support the writing of high-frequency words • Provide opportunities for guided and independent to reinforce the application of writing techniques and concepts learned **<u>Grades 3-6</u>** **Teachers will…** • Teach explicit lessons on the 'TIDE and POWER strategies' to target using details and evidence in student writing and to help students remember the writing process, Preplanning, Organizing, Edit and Revise • Teachers will employ the 'Semantic Gradients' strategy • Offer mini-lessons and model using descriptive language to paint a picture in the reader's mind, incorporating personal details and making connections to text • Collect and use mentor texts and student samples to provide a guideline of expectations

● Assess their written work against a success criteria related to descriptive language and details ● Converse with peers and collaborate with others when brainstorming personal details that can be added into their written work	● Teachers will collect ongoing evidence of learning toward the application of descriptive language and details **<u>Grades 7-9</u>** **Teachers will…** ● Engage students in mini-lessons around using research/evidence from a text to support original ideas; descriptive language to paint a picture in the reader's mind; personal details and connections to a text to enhance writing ● Use mentor texts and student writing samples (provide a guideline of expectations)

End of Literacy Cycle 3 Reflection - completed by June 13th

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of impact/gains for student achievement/well-being? How do you know?	What impact did the strategy/action have on teaching practices?
<u>Grades P-2 (n=119)</u> **<u>PRIMARY</u>** ● ANS- 1/1 meeting ● Indigenous Ancestry- 3/4 meeting ● All Other- 29/35 meeting ● IPP- 0 ● **Overall, with a total of 40 students, 32 are meeting** **<u>ONE</u>** ● ANS - 1/1 meeting ● Indigenous Ancestry- 3/3 meeting ● All Other- 29/40 meeting ● IPP- 0 ● **Overall, with a total of 44 students, 33 are meeting** **<u>TWO</u>** ● ANS - 0/0 meeting ● Indigenous Ancestry- 5/5 meeting ● All Other- 20/27 meeting ● IPP- 3 ● **Overall, with a total of 32 students, 25 are meeting** **<u>OVERALL</u>** ● ANS - 2/2 meeting ● Indigenous Ancestry- 11/12 meeting ● All Other- 78/102 meeting ● IPP- 3 ● **Overall, with a total of 116 students, 92 are meeting** **Anecdotal Evidence**	**Focus on building the reciprocity between reading and writing by helping students transfer knowledge of reading skills to writing through a 'I do, we do, you do' model of instruction.** **<u>Grades P-2</u>** ● Teachers have noticed students identifying sounds (parts of words) and whole words in their writing that they read that day and vice versa ● Teachers saw students using classroom supports more consistently, such as word walls, dictionaries, and thematic word banks ● Teachers modified lessons to try to better align reading workshop and writing workshop to further demonstrate that the two processes are connected and that many of the same skills can be used in both ● Teachers will continue to keep reading/writing lessons aligned as frequently as possible ● Teachers will continue to supply students with familiar words, topic vocabulary, and word banks to support students in their daily independent writing ● Teachers will continue to have students reading and writing every day and will continue to reinforce the connection between the two **<u>Grades 3-6</u>** ● Teachers have noted that despite teaching targeted lessons following the gradual release of responsibility model, most students are not able to independently use the taught structures without prompting even though they are able to use the structures in targeted lesson activities.

- Students are using personal dictionaries, sound walls, and word walls to support writing
- Students are able to find practiced words in their reading and writing
- Students are taking more risks when sounding out unknown words

Grades 3-6 (n=186)

THREE

- ANS - N/A
- Indigenous Ancestry- 5/6 meeting
- All Other- 30/42 meeting
- IPP- 3
- **Overall, with a total of 51 students, 35 are meeting**

FOUR

- ANS - N/A
- Indigenous Ancestry- 3/4 meeting
- All Other- 28/30 meeting
- IPP- 2
- **Overall, with a total of 36 students, 32 are meeting**

FIVE

- ANS - N/A
- Indigenous Ancestry- 4/6 meeting
- All Other- 38/45 meeting
- IPP- 3
- **Overall, with a total of 54 students, 42 are meeting**

SIX

- ANS - N/A
- Indigenous Ancestry- 5/5 meeting
- All Other- 28/38 meeting
- IPP- 6
- **Overall, with a total of 49 students, 33 are meeting**

OVERALL

- ANS Ancestry- N/A
- Indigenous Ancestry- 17/21
- All Other- 121/155
- IPP- 14
- **Overall, with a total of 190 students, 139 are meeting**

Anecdotal Evidence

- Students are having more conversations when working with each other as shown when working with the semantic gradients
- Students learned more vocabulary, how to describe things and how to use it through mini lessons, and working with semantic gradients.
- Teachers noted that over half of the students are more about getting it done, not how it is done or the quality of the product
- Teachers did see some improvements with targeted mini lessons
- Teachers started to share more of their high expectations and send work home with grades to be signed which has made some improvements.
- Teachers noticed that the classes that did more author shares, peer editing, pair share, the student became more engaged in writing and were able to use more descriptive language
- Teachers that used the semantic gradients note students were more likely to use more descriptive language in their writing if the topic pertained to one of the gradients
- Teachers that used TIDE/POW or some form of it, noted that students were able to fill in prewriting/planning pages using more descriptive language, some did not transfer that learning to independent writing pieces

Grades 7-9

- Teachers planned lessons about short story writing and persuasive essay writing this term.
- Teachers provided students with numerous opportunities for both written and verbal analysis and reflection. During these opportunities, teachers noticed that students made improvements in choosing appropriate descriptive words to describe their thoughts.
- Teachers carried out peer-editing opportunities with written tasks to further build on the use of descriptive words.
- Teachers used mentor texts and student samples as an exemplar to identify examples of descriptive language. These mentor texts and student samples gave students an understanding of how to apply descriptive language.

- Through authors share, students became more willing to share their writing when they saw that their peers were being helpful and supportive with their writing providing feedback and suggestions
- Some students became more interested in writing since engaging in authors share
- Students were able to use descriptive language more in poetry (as done by some teachers this cycle)

Grades 7-9 (n=148)

SEVEN

- ANS - 0/0 meeting
- Indigenous Ancestry- 3/3 meeting
- All Other- 24/24 meeting
- IPP- 2
- **Overall, with a total of 47 students, 47 are meeting**

EIGHT

- ANS - 0/0 meeting
- Indigenous Ancestry- 7/7 meeting
- All Other- 43/43 meeting
- IPP- 0
- **Overall, with a total of 50 students, 50 are meeting**

NINE

- ANS - 0/0 meeting
- Indigenous Ancestry- 2/2 meeting
- All Other- 46/47 meeting
- IPP- 2
- **Overall, with a total of 51 students, 50 are meeting**

OVERALL

- ANS Ancestry- 0/0
- Indigenous Ancestry- 12/12
- All Other- 135/136
- IPP- 4
- **Overall, with a total of 148 students, 147 are meeting**

Anecdotal Evidence

- Overall, students developed their understanding of using descriptive language to add details in their writing. A number of students wrote short stories, while others wrote persuasive essays.
- There was an observed growth in students using additional details in their writing this term. It was also noticed that students added additional descriptive details in their written and verbal responses when looking at comprehension of material.

Mathematics Goal: We will improve student achievement in **mathematics**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Mathematics Cycle 1: September - November

Evidence: How are students doing? How do you know?

We examined a variety of data, and there are some items that stood out.

June 2024 - Grades P-2

- We did not trace P-2 math data last year.

June 2024 - Grades 3-6

Fact Fluency

- 77% of students met expectations based on classroom assessment data. We did not closely track this data by Ancestry.

June 2024 - Grade 8

- In French Immersion, 1 student did not yet meet Grade 8 math expectations.
- 5 students did not yet meet Grade 8 math expectations in the English program.
- 100% of students of African and Indigenous Ancestry met Grade 8 math expectations.

Strategy/Actions: What will you do to impact the learning for ALL students?

Grades P-2

Focus on representing numbers concretely, pictorially, and symbolically

Grades 3-6

Focus on improving students' application of fact fluency

Grades 7-9

Focus on improving mathematical risk-taking and the application of problem solving across units

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)

Grades P-2

Students will…

- Count orally in a range of ways
- Show numbers in a variety of ways (manipulatives, ten frames, tallies, base ten, subitizing)
- Recognize and record numerals
- Use math manipulatives to support their understanding and show what they know and can do

Grades 3-6

Students will…

- Make sure they understand and can explain the mathematical basis for the procedures they are using
- Demonstrate flexible use of strategies and methods while reflecting on which procedures

Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

Grades P-2

Teachers will…

- Make real-world connections to students' math learning
- Implement math centers/stations, incorporating student choice where possible
- Collect multiple forms of assessment (conversations, observations, products)
- Work with students in small groups toward targeted instruction

Grades 3-6

Teachers will…

- Provide students with opportunities to use their own reasoning strategies and methods for solving problems
- Ask students to discuss and explain why the procedures that they are using work to solve particular problems

seem to work best for specific types of problems
- Determine whether specific approaches generalize to a board range of problems

Grades 7-9
Students will…
- Take risks with math questions
- Show resilience when trying challenging math problems
- Ask questions and collaborate to improve their learning in a culturally responsive environment

- Connect student-generated strategies and methods to more efficient procedures as appropriate

Grades 7-9
Teachers will…
- Show examples of student products (assignments, quizzes, projects, online work)
- Collect observational evidence and anecdotal notes
- Engage students in conversations (whole-group, small-group, partner shares) to encourage students to think out loud when problem solving
- Use daily practice/cumulative review/retrieval practice to consolidate learning
- Reinforce strategies to scaffold student problem solving
- Use both Formative and Summative Assessments to provide feedback, assess, and evaluate student learning
- Facilitate conversations (student-teacher, student-student, and small group) to encourage mathematical risk-taking
- Continually create student products with practical problem solving questions (assignments; check-ins; entrance/exit slips) based off of student success

End of Mathematics Cycle 1 Reflection - completed by December 2nd

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of the impact/gains in student achievement/well-being? How do we know?

Grades P-2 (n=125)
- ANS Ancestry- 2/2 meeting
- Indigenous Ancestry- 11/13 meeting
- All Other 93/104 meeting
- IPP- 6
- **Overall, with a total of 119 students, 105 are meeting**

Anecdotal Evidence
- Students showed a stronger understanding of math language. They were able to represent numbers in multiple ways.
- Many students grew a greater accuracy in counting
- Students independently use math language
- Students apply math strategies in natural environments

Grades 3-6 (n=189)
- ANS Ancestry- 0/0
- Indigenous Ancestry- 12/23
- All Other- 107/155
- IPP- 11

What impact did the strategy/action have on teaching practices?

Grades P-2
- Teachers developed a clearer scope and sequence, and a stronger understanding of what multiple forms of representations students needed to delve deeper into
- Teachers collaborated and shared resources, viewing results together in PLC times

Grades 3-6
- Teachers engaged in professional learning related to fact fluency
- Teachers collaborated and shared resources, viewing results together in PLC times

Grades 7-9
- Teachers collaborated toward strategies to ensure students feel comfortable taking mathematical risks
- Teachers actively constructed a positive classroom culture by fostering relationships with students
- Teachers gained insights into student learning by having them converse with others in problem-solving situations

• **Overall, with a total of 178 students,119 are meeting** **Anecdotal Evidence** • Students represent numbers in different ways as shown through the fact fluency strategies • Students perform two-digit multiplication as their addition foundation is strong as a result of having engaged in fact fluency learning • Students perform two-digit division as their subtraction foundation is strong as a result of having engaged in fact fluency learning • Students have improved working with larger numbers, as they are applying their understanding from having successfully used strategies when smaller numbers **<u>Grades 7-9 (n=149)</u>** • ANS Ancestry- 0/0 • Indigenous Ancestry- 11/12 • All Other- 122/126 • IPP- 11 • **Overall, with a total of 138 students, 133 are meeting** **Anecdotal Evidence** • Students have been working to solve challenging problems in mathematics with an increasing number of students willing to take risks and ask questions • When students are problem solving, students are beginning to collaborate and communicate in pairs or small groups toward strategy development.	
Mathematics Cycle 2: December - March	
Evidence: How are the students doing now? How do you know? **We examined a variety of data, and there are some items that stood out.** **<u>Grades P-9 (n=463)</u>** **Anecdotal Evidence** • Staff have indicated that 31% of students in P-2 are not yet demonstrating grade-level mental math skills • Students are often unable to explain their math thinking and understanding using words • During PLCs, we are not yet fully analyzing evidence collected at the classroom level to inform our school-wide co-planning, together	Strategy/Actions: What will you do next to impact the learning for ALL students? **<u>Grades P-9</u>** **Focus on gathering ongoing evidence of student understanding in relation to computation fluency (Elementary) and Problem-Solving (JH), using this to inform next steps in instruction, asking ourselves: where students are, and what is our next step.**

• Students experience difficulty with choosing the most efficient strategy, representing an area of focus • Students perform well with foundational strategies such as 10 and some more, doubles, double doubles, for many facts • Students' knowledge of basic facts impacts their ability to work well with larger numbers • 4 students in Gr. 8 (English strand) did not meet outcomes in the Numbers Strand on recent report cards • 1 student did not meet outcomes in Grade 9 on recent report cards **Based on conversation with staff and sharing of evidence, we have determined we need to gather quantitative data (meeting/not meeting) to inform our instruction.**	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **<u>Grades P-9</u>** **Students will…** • Demonstrate confidence in understanding of number-related concepts • Explain their strategies and show how they know • Engage in collaborative learning with peers • Take risks with math questions • Show resilience when trying challenging math problems • Ask questions and collaborate to improve their learning in a culturally responsive environment	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **<u>Grades P-9</u>** **Teachers will…** • Collect a variety of assessments (conversations, observations, products, math running records) to inform them of what students have under control and our next steps in instruction • Will use the criteria document and progression charts, with collected evidence of learning, to determine if students are meeting expectations • Analyze the collected evidence to plan next steps in classroom instruction (Tier 1), intervention groups (Tiers 1 and 2) and our school-wide Student Success Planning
End of Mathematics Cycle 2 Reflection - completed by March 31st *(assessment for learning, instruction, learning team focus, and professional learning)*	
What is the evidence of impact/gains for student achievement? How do you know? **<u>Grades P-2 (n=120)</u>** • ANS Ancestry- 2/2 meeting • Indigenous Ancestry- 11/11 meeting • All Other 99/104 meeting • IPP- 3 • **Overall, with a total of 117 students, 112 are meeting** **Anecdotal Evidence** • Students are showing more confidence in problem solving	What impact did the strategy/action have on teaching practices? **<u>Grades P-2</u>** • Teachers have noticed that students are able to explain their math thinking using numbers, pictures, manipulatives, and words • Teachers have had success using the "three-read strategy," which encourages students to look over the problem before beginning • Teachers utilized daily "math talks" where students can come up to the board to solve, share their thinking, and turn and talk with a peer which allowed

- Students use math skills gained throughout Term 1 and 2 to solve problems
- Students are increasingly able to show more than one way to solve a problem
- Students are becoming comfortable when corrected and encouraged to try again

Grades 3-6 (n=186)

- ANS Ancestry- 0/0
- Indigenous Ancestry- 21/23 meeting
- All Other- 134/152 meeting
- IPP- 11
- **Overall, with a total of 175 students, 155 are meeting**

Anecdotal Evidence

- Students continue to represent numbers in different ways as shown through the fact fluency strategies
- Students perform more complex operations as their addition foundation is strong as a result of daily fact fluency learning
- Students perform two-digit division as their subtraction foundation is strong as a result of having engaged in fact fluency learning
- Students continue to improve working with larger numbers, as they are applying their understanding from having successfully used strategies when smaller numbers

Grades 7-9 (n=148)

- ANS Ancestry- 0/0
- Indigenous Ancestry- 11/11
- All Other- 121/129
- IPP- 8
- **Overall, with a total of 140 students, 132 are meeting**

Anecdotal Evidence

- Students have been working to solve challenging problems in mathematics with an increasing number of students willing to take risks and ask questions. Overall in JH math we have 80% participation, which is a significant increase from the start of the year.
- When students are problem solving, students are beginning to collaborate and communicate in pairs or small groups toward strategy development.

students to see how others are approaching a problem

Grades 3-6

- Teachers have used collected data to help inform instruction and work together in PLCs to plan
- Teachers have noticed that students are better able to independently use fact fluency strategies
- Teachers have had success using the "three-read strategy," which encourages students to look over the problem before beginning
- Students have been engaged in daily "math talks" where they, share their thinking in a variety of ways

Grades 7-9

- Teachers collaborated on common expectations, and shared resources, to ensure all classes are receiving high-quality instruction and diverse types of assessments
- Teachers actively constructed a positive classroom culture by fostering relationships with students
- Teachers used strategies, such as Daily Cumulative Review and other review materials, to ensure students are able to apply mathematical problem solving to elements across the math curriculum, not simply the unit being covered in class presently
- Teachers shared resources and discussed strategies that can be used to help the Grade 8's have a successful experience when completing the RWM8 (provincial exam)

Mathematics Cycle 3: April - June

Evidence: How are the students doing now? How do you know?	Strategy/Actions: What will you do next to impact the learning for ALL students?

We examined a variety of data, and there are some items that stood out. **<u>Grades P-2 (n=125)</u>** **Anecdotal Evidence** ● Students sometimes only see one way to solve a problem ● Students are concerned about "being wrong" during math activities ● Students are curious about math terminology ● Students are working on better articulation of their math thinking **<u>Grades 3-6 (n=189)</u>** **Anecdotal Evidence** ● Students often see only one way to solve a problem, not yet consolidating a range of strategies ● Students often automatically add for any given problem, not yet reading for meaning ● Students are more focused on 'being right' than how they got to an answer ● Students often can not articulate their thinking, so they reply with a 'I just know" **<u>Grades 7-9 (n=148)</u>** **Anecdotal Evidence** ● Students are becoming more willing to share their thoughts unless they are sure they're correct ● Students learn a lot from others, and often participate willingly to take risks in answering more challenging questions; some students still need to be directly called on to do so at this time	**<u>Grades P-9</u>** **Focus on collaborating with others to share their mathematical thinking when problem solving, thus taking more mathematical risks.**
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **<u>Grades P-2</u>** **Students will…** ● Use math language independently ● Build onto peers' thinking and expand on someone else's ideas ● Volunteer to model and share what they know **<u>Grades 3-9</u>** **Students will…** ● Apply strategies to real-life situations to engage them in meaningful problem-solving situations	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **<u>Grades P-2</u>** **Teachers will…** ● Use daily math talks/number talks ● Demonstrate turn-taking during problem-solving ● Use the 3-part lesson method to allow for math share time after activities ● Teachers will model making math mistakes and have students fix it ● Use math read-alouds, songs, brain breaks etc. to support math language and problem solving **<u>Grades 3-6</u>**

● Increasingly participate, take risks and show resilience with challenging math problems ● Ask questions and collaborate with others to improve their learning in a culturally responsive environment	**Students will…** ● Reinforce that we do not want students to guess at answers. It is better to explain what you are thinking, it is more about the process ● Use the 3-part lesson method to allow for math share time after activities ● Teachers will model making math mistakes and have students defend/explain their reasoning ● Teach students to thoroughly show their thinking, modelling a range of strategies to do so, providing timely, detailed feedback ● Engage students in conversations (whole-group, small-group, partner shares) to encourage students to think out loud when problem-solving ● **<u>Grades 3-9</u>** **Teachers will…** ● Provide prompts that let students know when it is time to ask for help, increasing student perseverance ● Teach students to thoroughly show their thinking, modelling a range of strategies to do so, providing timely, detailed feedback ● Engage students in conversations (whole-group, small-group, partner shares) to encourage students to think out loud when problem-solving ● Continue to embed opportunities for movement to be responsive to best practices related to learning and brain development

End of Mathematics Cycle 3 Reflection - completed by June 13th

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of impact/gains for student achievement? How do you know?	What impact did the strategy/action have on teaching practices?
<u>PRIMARY</u> ● ANS- 1/1 meeting ● Indigenous Ancestry- 4/4 meeting ● All Other- 30/35 meeting ● IPP- 0 ● **Overall, with a total of 40 students, 35 are meeting** **<u>ONE</u>** ● ANS - 1/1 meeting ● Indigenous Ancestry- 3/3 meeting ● All Other- 36/40 meeting ● IPP- 0 ● **Overall, with a total of 44 students, 40 are meeting** **<u>TWO</u>** ● ANS - 0/0 meeting ● Indigenous Ancestry- 5/5 meeting ● All Other- 24/27 meeting	**<u>Grades P-2</u>** ● Teachers have incorporated daily math talks into lessons using various tools and resources such as pictures, equations, stories, and videos ● Teachers saw some students share who had been more reserved in the past during math ● Teachers incorporated more practice using " real world" math problems to help students see that math is all around them ● Teachers modelled making mistakes in their math talks and encouraged students to correct them. This helped students to see that making a mistake is okay and that they can try again to correct it ● Teachers will continue to use the three-part lesson plan to encourage even more math talk in daily activities **<u>Grades 3-6</u>**

- IPP- 3
- **Overall, with a total of 32 students, 29 are meeting**

OVERALL
- ANS - 2/2 meeting
- Indigenous Ancestry- 12/12 meeting
- All Other- 90/102 meeting
- IPP- 3
- **Overall, with a total of 116 students, 104 are meeting**

Anecdotal Evidence
- Students participated more during math talks
- Students used math language when explaining their thinking
- Students whole were less likely to share began to share more through turn and talks, small groups, and whole class shares
- Students were able to show their thinking in different ways

Grades 3-6 (n=189)

THREE
- ANS- N/A
- Indigenous Ancestry- 6/6 meeting
- All Other- 34/42 meeting
- IPP- 3
- **Overall, with a total of 51 students, 40 are meeting**

FOUR
- ANS- N/A
- Indigenous Ancestry- 4/4 meeting
- All Other- 25/30 meeting
- IPP- 2
- **Overall, with a total of 36 students, 29 are meeting**

FIVE
- ANS- N/A
- Indigenous Ancestry- 5/6 meeting
- All Other- 39/45 meeting
- IPP- 3
- **Overall, with a total of 54 students, 44 are meeting**

SIX
- ANS- N/A
- Indigenous Ancestry- 5/5 meeting
- All Other- 31/38 meeting
- IPP- 0
- **Overall, with a total of 49 students, 36 are meeting**

OVERALL
- Teacher made it clear to students and had discussions around it is okay to be wrong, it's how you got there that is important. We learn from our mistakes
- Teachers have used the 3 part lesson.
- Teachers are using more multiply step problems that occur in real life situations for students to solve
- Teachers have set high expectations for students showing their thinking.
- Teachers have clearly make anchor charts/Google slides with clear expectations
- Teachers have frequently reviewed the anchor charts/Google slides with students as a class, small group and individually as needed
- Teachers saw more participation in conversations (whole-group, small-group, partner shares) with students and found there was more encouragement among students to share think out loud when problem-solving

Grades 7-9
- Working with a split class impacts the depth it is possible to go into with a topic, especially if both grades are not very independent and have math difficulty.
- Increasing motivation, whether intrinsic and/or extrinsic, is a priority, to improve student resilience overall - absenteeism is something that we cannot solve on our own without more support from home, and directly impacts these struggles
- Using strategies such as DCR, elements of Building Thinking Classrooms, Problem of the Week from the University of Waterloo, and a variety of assessment strategies, is beneficial in order to increase problem solving abilities.
- Fact fluency is a skill that needs to be repeatedly practiced, even in junior high

- ANS Ancestry- N/A
- Indigenous Ancestry- 20/21
- All Other- 129/155
- IPP- 14
- **Overall, with a total of 190 students, 149 are meeting**

Anecdotal Evidence

- Students participated more in talking out how they solved the problem
- Students collaborated to share their ideas
- Students continue to increase their confidence in sharing their mathematical thinking with the teacher and peers know that the process is more important than the final answer
- Students participated in more conversations as a result of clear expectations
- Students perform better on multi step problem solving as a result of sharing their thinking
- Students continue to improve on sharing their mathematical thinking as they apply strategies they have learned through lessons and discussions with peers

Grades 7-9 (n=148)

SEVEN

- ANS - 0/0 meeting
- Indigenous Ancestry- 3/4 meeting
- All Other- 38/38 meeting
- IPP- 5
- **Overall, with a total of 47 students, 41 are meeting**

EIGHT

- ANS - 1/1 meeting
- Indigenous Ancestry- 4/5 meeting
- All Other- 36/44 meeting
- IPP- 0
- **Overall, with a total of 50 students, 41 are meeting**

NINE

- ANS - 0/0 meeting
- Indigenous Ancestry- 2/2 meeting
- All Other- 42/46 meeting
- IPP- 3
- **Overall, with a total of 51 students, 47 are meeting**

OVERALL

- ANS Ancestry- 1/1
- Indigenous Ancestry- 9/11
- All Other- 116/128
- IPP- 8
- **Overall, with a total of 148 students, 134 are meeting**

Anecdotal Evidence ● Students are still working on being able to effectively apply strategies and skills to new situations, but have become better at collaborating and brainstorming ideas as a group - however, as soon as a question was given in the context of the provincial exam, or even a test in general, there tended to be more of a struggle, even if the question was like one they had seen before. ● Students are still more concerned with having the "right answer" than how they got there, but have made some progress in seeing the importance in the work and less so the solution; we have worked hard to train the kids on the importance of showing their thinking ● Overall students enjoy math class, and see it more as a place of learning (maybe even fun?) than a place where they think they will struggle - it's a safe place to make mistakes	

Well-being Goal: We will improve student **well-being,** with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Well-being Cycle 1: September - November

Evidence: How are students doing? How do you know?	Strategy/Actions: What will you do to impact the learning for ALL students?
We examined a variety of data, and there are some items that stood out. **<u>Grades P-9 (462)</u>** **2023-2024 Attendance Data** ● 34 students reached Threshold 3 ● 54 students reached Threshold 2 ● 85 students reached Threshold 1 **<u>Grades 4-9 (n=288)</u>** **Student Success Survey** ● 86% of students have an adult of friend to talk to ● 83% of students feel the belong at OPA ● 77% feel like they can be themselves ● 70% feel others notice when something is bothering them ● 20% of students report having felt threatened at school ● 69% of students felt that being discriminated against impacted their mental health	**<u>Grades P-9</u>** **Increase daily attendance and reduce the number of late arrivals.**

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)

Grades P-9 (n=462)

Students will…

- Increasingly report they have an adult or friend to talk to, feel they belong at OPA, can be themself, and that others notice when something is bothering them
- Demonstrate continued improvement attending school, and arriving on time

Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

School

Administrators will…

- Begin a campaign to provide families literature about the importance of attendance, the outcomes of missed time/late arrival and strategies to promote regular, timely attendance

Grades P-6

Teachers will…

- Implement a 10-minute, outdoor morning playtime when students arrive off the bus as a strategy to promote timely arrival, monitoring its impact
- Analyze our attendance data, plan steps to lend support and track attendance entries in PS, while monitoring those students at specific thresholds last June

Grades 7-9

Teachers will…

- Host 'soft starts' in the morning to afford students time and opportunity to reconnect with one another, building relationships and connections
- Analyze our attendance data, plan steps to lend support and track attendance entries in PS, while monitoring those students at specific thresholds last June

End of Well-being Cycle 1 Reflection - completed by December 2nd

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of the impact/gains in student achievement/well-being? How do we know?

Grades P-9 (n=462) Attendance

	December 2023-2024	December 2024-2025
Threshold 1	109	101
Threshold 2	53	38
Threshold 3	21	11

Anecdotal Evidence

- At the time of this entry, we have fewer students absent at all Thresholds as compared to this time last year

What impact did the strategy/action have on teaching practices?

Grades P-9

- Teachers greet students as they arrive, by name, asking questions related to their personal lives (i.e. "How was your weekend at Nan's?", "I heard your team won the game!", etc.)
- Teachers engage in collaborative conversations about students' attendance in PLCs
- Teachers will begin to use the 'attendance tracker', tracing our collective outreach

• Threshold 2 shows the area of greatest improvement • Overall, OPA is experiencing similar numbers of student absences as compared to last year, yet last years' absence data represented enough of a concern then to make it a goal this year and, to date, does not yet show substantive improvement	
Well-being Cycle 2: December - March	
Evidence: How are the students doing now? How do you know? **<u>Grades P-9 (n=454) Attendance</u>** **Anecdotal Evidence** • There is a decrease in student lateness in P-3 • There is improved attendance in 4-6 • There are specific students experiencing difficulty with regular attendance despite our best efforts • There is a decrease in student lateness <u>and</u> improved attendance among ***some*** students who'd been regularly absent last year in JH • There are specific students experiencing difficulty with regular attendance despite our best efforts	Strategy/Actions: What will you do next to impact the learning for ALL students? **<u>Grades P-9</u>** **Focus on experimenting with incentivizing regular and timely attendance, as per the EECD Student Attendance Policy**
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **<u>Grades P-9 (n=454)</u>** **Students will…** • Increasingly report they have an adult or friend to talk to, feel they belong at OPA, can be themself, and that others notice when something is bothering them • Demonstrate continued improvement attending school, and arriving on time	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **<u>Grades P-9</u>** **Teachers will…** • Though familiar at Grades 7-9, all staff will begin making entries in 'attendance tracker', reaching out to home as necessary, with a focus on families with students at Threshold 3 • Host a weekly prize draw for attendance for the month of February (aka Attendance Blitz), where students who are present first thing in the morning will receive a ballot for weekly draw, as well as three FAMILY prize draws at the end of the month-long blitz
End of Well-being Cycle 2 Reflection - completed by March 31st *(assessment for learning, instruction, learning team focus, and professional learning)*	
What is the evidence of impact/gains for student achievement/well-being? How do you know? **<u>Grades P-9 (n=454) Attendance</u>**	What impact did the strategy/action have on teaching practices? **<u>Grades P-9</u>**

	March 2023-2024	March 2024-2025
Threshold 1	94	129
Threshold 2	40	59
Threshold 3	17	20

Anecdotal Evidence

- The same specific students who experienced difficulty attending regularly/on time last year are the same as those experiencing these challenges this year, with limited improvement but also no new additions
- Of the 20 at Threshold 3 this year, staff have hosted called home, hosted TST meetings, and implemented strategies to improve attendance with a focus at JH

- Teachers reaching out to collaborate with families has made for some positive change with some students at Threshold 1
- The blitz did not yield the improvement we had hoped for, though offering incentives is a suggested strategy in the EECD Student Attendance Policy
- Threshold 3 remains unchanged from last year
- That said, our numbers for this point in the year suggest we may continue to see gains at Thresholds 1

Well-being Cycle 3: April - June

Evidence: How are the students doing now? How do you know?

We examined a variety of data, and there are some items that stood out.

<u>Grades 4-9 (n=288)</u>

Student Success Survey Data

- 87% of students have an adult friend to talk to
- 80% of students feel they belong at OPA
- 71% feel like they can be themselves
- 72% feel others notice when something is bothering them

Strategy/Actions: What will you do next to impact the learning for ALL students?

<u>Grades P-9</u>

Focus on improving daily attendance at Threshold 1 and 2 by building connections between students and staff, expressing the importance of regular attendance.

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)

<u>Grades P-9 (n=497)</u>

Students will…

- Increasingly report they have an adult or friend to talk to, feel they belong at OPA, can be themself, and that others notice when something is bothering them
- Demonstrate continued improvement attending school, and arriving on time

Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

<u>Grades P-9</u>

Staff will…

- Engage in relationship tracking, with a focus on students who are at Threshold 2 (we've already done much work for those at Threshold 3), building relationships among trusted adults and, where needed, peers
- On a day of strong attendance, engage students in the 'washing the elephant' activity

End of Well-being Cycle 3 Reflection - completed by June 13th

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of impact/gains for student achievement/well-being? How do you know?

Grades P-9 (n=497)

	June 2023-2024	June 2024-2025
Threshold 1	116	98
Threshold 2	45	43
Threshold 3	19	9

Anecdotal Evidence

- There is improvement between this year and June of last year, especially at Thresholds 1 and 3! We are so proud of this progress!
- Students at Threshold 2 seem to most commonly be absent due to family holidays and/or illness

What impact did the strategy/action have on teaching practices?

Grades P-9

- We have supported students who were absent by sharing missed work in google classrooms, offering support to students and families to help learn missed content and have promoted the use of homework hub as a support. We continue to reach out to families to work in partnership with them, and have created incentives including sticker charts, rewards and other reinforcers, encouragement and, where beneficial, access to services such as SchoolsPlus and School Social Worker

Student Success Planning: Annual End-of-Year Reflection - To be completed by June 13th

Reflect on your school's work this year to improve student achievement and well-being. Use the following questions to guide your discussion and feedback.

What did you learn? We learned…

- …the value of collaboration with colleagues
- …the strength of co-creating learning opportunities, success criteria and assessment (peer, self and teacher)
- …the benefit of teaching concepts in multiple modes to promote engagement and entry for all students
- …to hone are practice around offering choice in assignments and ways of representing their understanding
- …the strength of engaging students in identity work: to help them find their place and feel comfortable in the classroom, find their voice, feel welcomed in our learning spaces and help students learn about themselves to carry them forward throughout the rest of their school years- knowing who they are, how they learn, and what they need will help set them up for success in high school and beyond, ensuring that "every student sees themselves reflected throughout their schools, learning resources, and within their learning experiences".
- …to practice analyzing student evidence/date, discussing trends and next steps with colleagues
- …students often know more than they realize, and helped them put their ideas into action

- …the importance of high expectations for all students
- …the essential nature of exemplars and scaffolding
- …relationships are a key to helping students (and families) attend, engage and succeed
- …to grow in our practice toward short cycle planning and support, rather than all students who benefit from resource support getting that service all year without a specific focus, goal or learning target
- …literacy means so much more than only books

What impact/gains were made in student achievement in literacy?

- We leveraged the reciprocity between reading and writing to advance student learning outcomes
- We applied the six pillars in an integrated fashion, with a focus on phonics/phonological awareness
- Students are increasingly see themselves as writers and aware of writing expectations, referring to a Writer's Checklist, anchor charts and success criteria
- Students are growing in their reading achievement
- Students experienced growth in finding their authentic writing voice

Overall, how would you describe the impact/gains related to student achievement in literacy?
(check one) - 4: a significant increase in student success; 3: some increase in student success; 2: minimal increase in student success; 1: no increase in student success:

- ☐ 4
- ☑ 3
- ☐ 2
- ☐ 1

Why did you choose this score? Please describe with a few bullets.

- All students are growing in their literacy learning, increasingly approaching expectations. We might consider giving ourselves a '4' if the gap were closed for all students. Until then, we gave ourselves a '3' because there is always opportunity for improvement and growth!

What impact/gains were made in student achievement in mathematics?

- …honed our practice around computational fluency and problem-solving
- …we collaborated as colleagues when we encountered problems of practice, leaning on our collective experience
- Students practiced communicating their thinking, getting better at it the more they took risks to do so!
- Increased participation, risk taking and engagement on part of students, seeing themselves as mathematicians
- Growing confidence in students to share their preferred strategies, recognizing there are many ways to approach a question, task, problem or challenge

Overall, how would you describe the impact/gains related to student achievement in mathematics?
(check one) - 4: a significant increase in student success; 3: some increase in student success; 2: minimal increase in student success; 1: no increase in student success:

- ☐ 4
- ☑ 3
- ☐ 2
- ☐ 1

Why did you choose this score? Please describe with a few bullets.

- While we made much headway, there is always work to be done, especially as more students were meeting math expectations at the beginning of the year than at the end of it, suggesting room for growth and reflection. We will benefit from exploring ways to spiral back to rudimentary, foundational skills to keep them solid as a support toward new learning.

Overall, how would you describe the impact/gains related to student well-being?
(check one) - 4: a significant increase in student success; 3: some increase in student success; 2: minimal increase in student success; 1: no increase in student success:

- ☐ 4
- ☑ 3
- ☐ 2
- ☐ 1

Why did you choose this score? Please describe with a few bullets.

- While we focused on mental health, well-being, identity and growth mindset, regular school attendance continues to be an enduring concern. There has been a decrease in lateness, and some students have made gains in attending regularly, there are many more who are not. They are students who have historically experienced difficulty attending school, and we feel that, though liaising with families definitely helped some, there is little we can do to effect change to help them all, despite our efforts toward implementing the Student Attendance Policy.

What impact/gains were made in teacher practices?

- Home-School Communication has grown, with an effort to communicate with home more regularly, in the spirit of partnership
- We hosted more SPT meetings with a focus on attendance than we have in the past
- We differentiated our response to individual students based on their unique needs
- We continued to build and foster positive relationships, working to make all students feel welcomed, cared for and respected, with the aim of them WANTING to be at school

Overall, how would you describe the impact/gains related to teacher practice?
(check one) - 4: all staff are consistently and effectively implementing the strategies; 3: most staff are implementing the strategies with some success; 2: some staff are implementing the strategies with success; 1: a few staff are implementing the strategies with success

- ☐ 4
- ☑ 3
- ☐ 2
- ☐ 1

Why did you choose this score? Please describe with a few bullets.

- We feel we have a lot of reasons to give ourselves a pat on the back in this work, recognizing, too, that until all students feel school is inclusive of them, values their strengths, needs and interests, and holds each in positive regard, we continue to have much work to do!

Does the data show that student achievement and well-being are improving?

- Yes, the data shows growth.

What barriers or challenges, that are within our control, persist? What will you do to reduce these barriers?

- It is thought by members of our team that a return to the practice of the Child Tax Benefit being influenced by a child's school attendance would be a worthwhile strategy to consider, acknowledging some families already experience a host of other challenges where this strategy may unfairly and unduly impact them, while motivating others families to get their children to us. It is a complex problem that has been amplified since COVID and the return to school from it.

What work will your school engage in next year?

- Well-Being: Establishing a school attendance team as well as a student leadership team
- Literacy: Hone our understanding and application of short cycles of support with clear learning targets
- Math: Encourage all staff to engage the support of the math coach

We have also been ruminating about the universality of the word 'accessibility' and are considering exploring this with a focus on UDL, AAC and AT use in classrooms, creating learning environments that promote this, all through a lens of cultural competency.

As you continue your work in improving student achievement and well-being, what supports do you anticipate needing?

- Staffing is our greatest challenge. We OFTEN have to rely on the support of our Resource, ELST and JH Intervention Teacher to teach, completely handicapping, and slowing our momentum toward, sustained MTSS service to students.

Date Student Success Plan shared with SAC *[DD/MM/YYYY]***: 29/05/2025**

Date Annual Progress shared with SAC *[DD/MM/YYYY]***: 16/06/2025**