



Data	Student Goals	Instructional Actions	Resources	Key Outcomes	Measures	Begin	End	Improvement
What does the Data Story surface?	What area(s) need to be improved?	What professional learning will staff do to build their capacity to provide for these experiences? What strategic actions will staff take with students to advance the goals?	What resources (<i>learning structure, human, physical, technological, financial</i>) will be needed in order to realise the goal?	What are the improvements expected as a result of the actions	What are the specific data sources that will show the summative evidence of the achievement of key outcomes?	For each measure, what is (<i>are</i>) the beginning of the year number(s) / interpretation?	For each measure, what is (<i>are</i>) the end of the year number(s) / interpretation?	What is the result of the End number minus the Begin number?
Literacy Data	Literacy Student Goals	Literacy Instructional Actions	Literacy Resources	Literacy Key Outcomes	Literacy Measures	Literacy Begin	Literacy End	Literacy Improvement
<p>2020-21 Student writing samples from the school-wide writing assessment in September 2020 showed that student stamina related to time and production was an area for improvement.</p> <p>January and June 2020 report card data for the stem "Writes to develop..." for grades 1 to 6 and "Uses early literacy strategies..." for kindergarten show a low level of excellence in writing across the grades and a higher percentage of students not meeting grade level expectations in grades 1 to 3.</p> <p>Comparison of report card data for reading and writing from January/June 2020 show writing continues to be an area for focused improvement through our SDP.</p>	<p>2020-21 Student achievement in written expression will improve</p>	<p>2020-21 Staff will: Actively participate in PLC learning sprints within divisional groups focusing on quality instruction and assessment of writing</p> <p>Use CBE Assessment resources to identify what grade level writing looks like across writing tasks</p> <p>Staff will design daily opportunities for writing</p> <p>With students, staff will: Model the writing process, provide targeted teaching and gradually release students into independent writing opportunities</p> <p>Identify and use learning progressions, learning intentions and success criteria connected to outcomes from Programs of Study</p> <p>Provide whole group and/or small group discussion opportunities before students write</p> <p>Co-create anchor charts as a visual scaffold for teaching and success criteria</p> <p>Participate in regular opportunities for choice based writing</p> <p>Provide whole group and/or</p>	<p>2020-21 School-wide PLC template for planning, instruction, assessment and analysis</p> <p>English Language Arts Programs of Study</p> <p>Access to professional library of research-based and evidence informed professional writing resources such as Writing Units of Study (Calkins) and The Teacher Clarity Playbook (Fisher, Frey, Amador, and Assof)</p> <p>CBE Assessment Resources ex.Understanding K-9 Grade Level Writing</p> <p>Meehan-Co-Create Classroom Charts as Pathways Towards Independence-Chapter 6</p>	<p>2020-21 Staff will use the Gradual Release of Responsibility teaching model</p> <p>Students will write daily</p> <p>Students will engage in discussion prior to writing</p> <p>Students will understand the purpose of their writing and the elements quality writing should include</p>	<p>Measure 1: PLC collected data on writing</p> <p>Measure 2: Report card stem for grades 1-6 "Writes to develop, organize and express information and ideas"</p> <p>Report card stem for kindergarten "Uses early literacy strategies to explore, construct and express ideas"</p> <p>Measure 3: Administrator collected data on the frequency of writing opportunities, opportunities for discussion prior to writing, and visible success criteria</p> <p>Teacher self-assessment through PLC work</p> <p>Teacher perception data on frequency of writing opportunities</p> <p>Measure 4:</p>	<p>Measure 1: September to November 2020 data showed staff analysis of writing samples did not consistently correlate with learning outcomes and/or success criteria</p> <p>Measure 2: June 2020 data showed: Grade 1 – 17.1 % of students at PL 1 Grade 2 – 10.8 % of students at PL1 Grade 3 – 46.5% of students at PL 1 & 2 Grade 4 – 67.8% of students at PL 1 & 2 Grade 5 – 40.3% of students at PL 1 & 2 Grade 6 – 42.5% at PL 1 & 2 Kindergarten – 52.8% of students at PL 2</p> <p>Measure 3: September to November 2020 Data shows that students do not yet have daily opportunities for sustained writing</p> <p>Measure 4:</p>	<p>Measure 1: December 2020 to June 2021</p> <p>Measure 2: June 2021 data will show: Decrease in percentage of grade 1 and 2 students achieving a PL 1 Increase in percentage of kindergarten and grades 3 to 6 students achieving a PL of 3 & 4</p> <p>Measure 3: January to June 2021</p> <p>Measure 4:</p>	<p>100% of PLC notes and student samples were clearly connected to learning outcomes from the Program of Studies</p> <p>Kindergarten: There was a decrease of students achieving a 1 or 2 (52.8%-47.2%=5.6%) Grade 1: There was a decrease in students achieving a 1 (17.1%-16.9%=0.2%) Grade 2: There was an increase in students achieving a 1 (10.8%-17.9%=7.1%) Grade 3: There was a decrease in students achieving a 1 or 2 (46.5%-27.9%=18.6%) Grade 4: There was a decrease of students achieving a 1 and 2 (67.8%-58.6%=9.2%) Grade 5: There was an increase of students achieving a 1 or 2 (40.3%-56.4%=16.1%) Grade 6: There was a decrease of students achieving a 1 or 2 (42.5%-28.3%=14.2%)</p> <p>100% of students had opportunities for daily sustained writing based on teacher perception data and administration classroom visits, as well as through teacher self-assessments in PLC's</p> <p>100% of students with organization</p>

small group discussion opportunities before students write	IPP data collected on personalized writing goals for students with identified learning disabilities in written expression	October 2020-all students with identified learning disabilities in written expression will set personal writing goals	January and June 2021	and productivity goals were able to meet their personal learning targets in relation to writing
Co-create anchor charts as a visual scaffold for teaching and success criteria				

<p>2021-22 Student writing samples from the school-wide writing assessment in September 2021 showed that elaboration skills required an increased focus across the school</p> <p>June 2020 and June 2021 report card data for the stem "Writes to develop..." for grades 1 to 6 and "Uses early literacy strategies..." for kindergarten show an improving level of excellence in writing across the grades</p> <p>Comparison of report card data for reading and writing from January/June 2021 show writing continues to be an area for focused improvement through our SDP</p> <p>Begin and End Literacy measures did not indicate improvement in the following areas:</p> <p>Increase in students achieving an indicator of 1 and 2 - grade 2 (10.8 to 17.9), grade 5 (40.3 to 56.4) - these 2 cohorts required significant support for regulation and behaviour</p> <p>IPP data shows that students with mechanics goals had less success with meeting their goals, specifically related to developing independence in editing for mechanics</p> <p>Our next steps are to:</p> <p>Increase supports for cohorts that did not meet SDP target – Grade 3 (previous grade 2 cohort) has a full-time Educational Assistant, Area Strategist support and scheduled Administrator support for regulation and behaviour management – Grade 6 classes have lower class size than typical to allow</p>	<p>2021-22 Student achievement in written expression will improve</p>	<p>2021-22 Staff will: Continue 2020-21 actions</p> <p>Actively participate in 6 to 8 week PLC cycles (monitor progress of students in relation to learning outcomes, responsive instructional plans connected to current student assessment data)</p> <p>Deepen staff understanding of grade level writing and writing skill progressions</p> <p>Use gradual release and targeted teaching during daily writing opportunities</p> <p>With students, staff will: Continue 2020-21 actions</p> <p>Provide feedback to students that is explicitly connected to learning outcomes and success criteria</p> <p>Provide opportunities for discussion prior to independent writing practice</p> <p>Teach elaboration techniques connected to learning outcomes from Programs of Study (ex. use specific vocabulary, vary types of details, literary devices, vary sentence starters, moving from simple to complex sentence structures, think of what the audience needs to know)</p> <p>Understand and use success criteria</p> <p>Participate in shared, group, pair and individual writing experiences (discussion before writing and production of writing artifacts)</p> <p>Edit and revise work based on feedback from teacher connected to success criteria</p>	<p>2021-22 Continued use of 2020-21 resources</p> <p>The Writing Strategies Book (chapter 6) by Jennifer Serravallo</p> <p>The Revision Toolbox: Teaching Techniques That Work by Georgia Heard</p> <p>CBE Understanding Grade Level Writing resource</p> <p>HLAT student and teacher exemplars</p> <p>School process data using 6 to 8 week PLC template</p>	<p>2021-22 Students will produce written artifacts that include relevant details suited to the audience and purpose of the writing</p> <p>Staff and students will use success criteria to improve the quality of student writing</p>	<p>Measure 1: Teacher perception data in relation to elaboration skills from school-wide writing sample</p> <p>Measure 2: Report Card Data from the stem 'Writes to develop, organize and express information and ideas' (grades 1-6)</p> <p>Measure 3: OurSchool data: I am able to use success criteria (like I can statements) to improve my writing</p> <p>Measure 4: Report Card Data from the stem 'Uses early literacy strategies to explore, construct and express ideas' (K)</p>	<p>Measure 1: Based on October teacher perception data: 49 of our students are at a PL 1 for elaboration (27%)</p> <p>107 of our students are at a PL 2 for elaboration (56%)</p> <p>Measure 2: Grade 1 – 47.4 % of students at PL of 1 and 2</p> <p>Grade 2 - 53.8% of students at PL of 1 and 2</p> <p>Grade 3 - 27.9% of students at PL 1 and 2</p> <p>Grade 4 - 58.6% of students at PL of 1 and 2</p> <p>Grade 5 - 56.4% of students at PL 1 and 2</p> <p>Grade 6 - 28.3% of students at PL 1 and 2</p> <p>Measure 3: Grade 4 and 5</p> <p>Never 10%</p> <p>Some of the time 36%</p> <p>Most of the time 35%</p> <p>Always 19%</p> <p>Grade 6</p> <p>Never 12%</p> <p>Some of the time 35%</p> <p>Most of the time 47%</p> <p>Always 6%</p> <p>Measure 4: Kindergarten – 47.2% of students at indicators 1 and 2</p>	<p>Measure 1: June 2022 data will show a decrease in percentage of students achieving PL of 1 and 2</p> <p>Measure 2: June 2022 data will show a decrease in percentage of students achieving PL of 1 and 2</p> <p>Measure 3: June 2022 will show a decrease of 'never' in percentage of students using success criteria to improve their writing</p> <p>Measure 4: June 2022 data will show a decrease in percentage of students achieving PL of 1 and 2</p>	
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for increased teacher support for instructional cycles

Provide opportunities for daily writing and discussion prior to writing

Continue with the instructional actions as they proved to be effective

Add in a focus on elaboration based on school-wide write results from teacher assessment of student writing from September and October 2021

Continue to use existing PLC template and focus on writing for 6 to 8 week PLC cycles through the school year

Revise Year 2 goal – with CoVid restrictions still in place, it does not make sense to focus on writing conferences as physical distancing is still in place

<p>2022-23</p>	<p>2022-23 Student achievement in written expression will improve</p>	<p>2022-23 Staff will: Continue 2020-22 actions</p> <p>Use designed Tier 1 differentiation to plan for and execute targeted writing teaching in flexible small groups (micro-teaching)</p> <p>With students, staff will: Continue 2020-22 actions</p> <p>Engage in small group writing in 6 to 8 week cycles.</p>	<p>2022-23 Continued use of 2020-22 resources</p> <p>Professional learning about designed vs interactional differentiation for Tier 1</p> <p>Bi-monthly Collaborative Team Meetings (CTM) to discuss Tier 1 continuum of supports for literacy</p> <p>Every Child can Write (Meehan), Chapters 3, 4, & 8</p>	<p>2022-23 Staff will design 6 to 8 week micro-teaching cycles for small group writing</p> <p>Students will participate in 6 to 8 week writing cycles</p>	<p>Measure 1: PLC and CTM collected data on writing</p> <p>Measure 2: Report card stem for grades 1-6 "Writes to develop, organize and express information and ideas"</p> <p>Report card stem for kindergarten "Uses early literacy strategies to explore, construct and express ideas"</p> <p>Measure 3: Administrator collected data on observed designed Tier 1 differentiation cycles</p> <p>Measure 4: Provincial Achievement Data for Grade 6 ELA</p>	<p>Measure 1: September 2022 to November 2022</p> <p>Measure 2: January and June 2022</p> <p>Measure 3: September 2022 to December 2022</p> <p>Measure 4: June 2022</p>	<p>Measure 1: September 2022 to June 2023</p> <p>Measure 2: January and June 2023</p> <p>Measure 3: January 2023 to June 2023</p> <p>Measure 4: June 2023</p>	
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Mathematics Data	Mathematics Student Goals	Mathematics Instructional Actions	Mathematics Resources	Mathematics Key Outcomes	Mathematics Measures	Mathematics Begin	Mathematics End	Mathematics Improvement
<p>2021-22</p> <p>When comparing math report card data for June 2020 and June 2021, we saw an overall increase in the achievement of excellence in number sense from 20.8% to 28.7%</p> <p>We saw a slight decrease in the number of students achieving a 1 or a 2 (from 37.5% to 33.7%)</p> <p>In looking at initial school based teacher assessment data for the start of the 2021 school year, it was clearly identified by teachers that computational fluency was an area to target across all grade levels</p> <p>In looking at the Alberta Education numeracy assessment from September of 2021, our data from students in grades 2 & 3 showed that:</p> <p>-24% of grade 2 students identified at risk -21% of grade 2 students identified below average -9% of grade 3 students identified at risk -23% of grade 3 students identified below average</p>	<p>2021-22</p> <p>Students will improve their number sense and ability to apply strategies for computation and estimation</p>	<p>2021-22</p> <p>Staff will: Develop an understanding of computational fluency using learning progressions of operations, and computation strategies within Math Programs of Study</p> <p>Analyze student assessment information for strategy use, accuracy, and efficiency in grade group meetings in order to inform instructional next steps</p> <p>Utilizing the 8 effective mathematics teaching practices (NCTM) teachers will assess and track student's progression of number sense, with a targeted focus on computational fluency</p> <p>Actively use agreed upon classroom observation "look fors" to support student achievement in relation to explicit instruction and differentiation in numeracy</p> <p>With students, staff will: Use number strings (sequence of related math questions designed to gradually support students in mentally solving problems using flexible and efficient strategies)</p> <p>Weekly math talks (minimum 2 per week)</p> <p>Teach and model efficient strategy use through regular weekly fluency practice (a minimum of 30 min/week)</p> <p>Document students' computational skills, strategies, and procedures to make thinking visible and provide opportunities for cooperative learning</p>	<p>2021-22</p> <p>CBE Math Assessment and Reporting Guide K-9 with Power Teacher Pro for progression monitoring connected to achievement indicators and synthesized outcomes from Programs of Study</p> <p>CBE K-12 Mathematics Framework (focus on 8 effective math teaching practices)</p> <p>Professional Book: Math Fact Fluency by Bay-William & Kling (chapters on Assessing Foundational Facts and Assessing Derived Fact Strategies)</p> <p>Professional Book: Taking Action: Implementing Effective Mathematics Teaching Practices (equity practices)</p> <p>CBE Insite math resources on number strings, progressions, and math talks</p>	<p>2021-22</p> <p>Students will improve their computation skills by building and using a repertoire of flexible and efficient computation strategies</p> <p>Students will demonstrate their number sense through participating in math talks, playing fluency games, and solving number strings</p> <p>Teachers will use research-based teaching and assessment practices to improve student learning</p>	<p>Measure 1: Report card data for kindergarten to 6 stem Develops number sense and applies strategies for computation and estimation</p> <p>Measure 2: Teacher perception data using synthesized Number outcomes from CBE Math Assessment and Reporting Guide</p> <p>Measure 3: Grade 2 Alberta Education numeracy assessment</p> <p>Measure 4: Grade 3 Alberta Education numeracy assessment</p>	<p>Measure 1: Kindergarten – 47.3% at PL of 1 and 2 Grade 1 - 30. 2% at PL of 1 and 2 Grade 2 - 35.7% at PL of 1 and 2 Grade 3 - 26% at PL of 1 and 2 Grade 4 - 38.8% at PL of 1 and 2 Grade 5 - 50.8% at PL of 1 and 2 Grade 6 – 17.4% at PL of 1 and 2</p> <p>Measure 2: Based on October teacher perception data: 40 of our students are at a PL 1 for numeracy (18%) 82 of our students are at a PL 2 for numeracy (37%)</p> <p>Measure 3: 24% of grade 2 students identified at risk 21% of grade 2 students identified below average</p> <p>Measure 4: 9% of grade 3 students identified at risk 23% of grade 3 students identified below average</p>	<p>Measure 1: June 2022 data will show a decrease in percentage of students achieving PL of 1 and 2</p> <p>Measure 2: June 2022 data will show a decrease in percentage of students achieving PL of 1 and 2</p> <p>Measure 3: June 2022 data will show a decrease in the number of students identified as at risk and below average</p> <p>Measure 4: June 2022 data will show a decrease in the number of students identified as at risk and below average</p>	

<p>2022-23</p>	<p>2022-23 Students will improve their number sense and ability to apply strategies for computation and estimation</p>	<p>2022-23 Staff will: Develop an understanding of computational fluency using learning progressions of operations, and computation strategies within Math Programs of Study</p> <p>Analyze student assessment information for strategy use, accuracy, and efficiency in order to inform instructional next steps</p> <p>Utilize the 8 effective mathematics teaching practices (NCTM) Teachers will assess and track student's progression of number sense, with a targeted focus on computational fluency</p> <p>With students, staff will: Use number strings</p> <p>Weekly math talks (2 per week)</p> <p>Regular weekly fluency practice (30 min/week)</p> <p>Document student computational skills, strategies, and procedures to make thinking visible</p>	<p>2022-23 CBE Math Assessment and Reporting Guide K-9 with Power Teacher Pro for progression monitoring connected to achievement indicators and synthesized outcomes from Programs of Study</p> <p>CBE K-12 Mathematics Framework (focus on 8 effective math teaching practices)</p> <p>Professional Book: Math Fact Fluency by Bay-William & Kling (chapters on Assessing Foundational Facts and Assessing Derived Fact Strategies)</p> <p>Professional Book: Taking Action: Implementing Effective Mathematics Teaching Practices (equity practices)</p>	<p>2022-23 Students will improve their computation skills by building and using a repertoire of flexible and efficient computation strategies</p> <p>Students will demonstrate their number sense through math talks, fluency games, and number strings</p> <p>Teachers will use research-based teaching and assessment practices to improve student learning</p>	<p>Measure 1: Report card data for kindergarten to 6 stem Develops number sense and applies strategies for computation and estimation</p> <p>Measure 2: Teacher perception data using synthesized Number outcomes from CBE Math Assessment and Reporting Guide</p> <p>Measure 3: Grade 6 PAT data</p>	<p>Measure 1: June 2022 and January 2023 data</p> <p>Measure 2: September 2022 data</p> <p>Measure 3: June 2022 PAT data</p>	<p>Measure 1: June 2023 data</p> <p>Measure 2: June 2023 data</p> <p>Measure 3: June 2023 PAT Data</p>	
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Well-Being for Learning Data	Well-Being for Learning Student Goals	Well-Being for Learning Instructional Actions	Well-Being for Learning Resources	Well-Being for Learning Key Outcomes	Well-Being for Learning Measures	Well-Being for Learning Begin	Well-Being for Learning End	Well-Being for Learning Improvement
<p>2020-21 In February of 2020, student perception data from the Accountability Pillar Survey showed a positive result of 98.4% under the Safe and Caring measure</p> <p>In looking at our OurSchool data, from October of 2020, student perceptions have since shifted. 58% of students in grade 6 have the ability to consciously control their emotions and behaviors and maintain focus on a task (self-regulation)</p> <p>18% of students in grades 4 & 5 showed a moderate to high level of anxiety based on the OurSchool Survey</p> <p>School created K-3 Student Survey showed 97% of students could identify how they felt at school and why: Happy (57%) Excited (14%), Silly (11%), and Worried/Sad/Frustrated (9%)</p> <p>Teacher perception data from school-created survey showed managing emotional responses, reading social situations, and persistence were areas of weakness in students' self-regulation skills</p>	<p>2020-21 Students will be able to name emotions and use strategies to co-regulate in order to be ready for learning</p>	<p>2020-21 Staff will: Participate in monthly PLCs and weekly common grade team planning to:</p> <p>-plan regular opportunities for students to develop common language connected to welcoming, caring, respectful and safe learning environments</p> <p>Discuss effective teaching strategies – what is working? What needs to be adjusted?</p> <p>Provide direct instruction of social thinking skills through a trauma-informed lens (ex. Wee Thinkers, Superflex, Flip Your Lid, Understanding the Escalation Cycle).</p> <p>With students, staff will: Develop social-emotional and self-regulation skills focused on self-awareness</p>	<p>2020-21 Funds to purchase regulation tools that are Co-Vid friendly</p> <p>Social Thinking program resources for Wee Thinkers and Superflex</p> <p>Multi-disciplinary Area team: Nicole MacLean (OT) and Cheryl/Susan (Strategists)</p> <p>Professional learning opportunities to build staff capacity in social/emotional literacy and crisis cycle</p> <p>The CBE Bullying Awareness and Prevention Training Program</p> <p>CBE documents: Creating the Conditions to Thrive, Bullying Prevention and Intervention in the School Environment OurSCHOOL Well Being Survey Well Being for Learning: Teacher Resources</p>	<p>2020-21 Staff will utilize common language and strategies for teaching social-emotional learning</p> <p>Students will identify and work with their 'go-to' adults to share their feelings and use strategies to co-regulate</p>	<p>Measure 1: OurSCHOOL survey data</p> <p>Measure 2: School-created K-3 student perception survey on emotions</p> <p>Measure 3: Staff perception data-school created survey</p> <p>Measure 4: Anxiety at school measure</p>	<p>Measure 1: October 2020: Baseline data on the OurSCHOOL survey</p> <p>58% of students have the ability to consciously control their emotions and behaviors and maintain focus on a task (self-regulation)</p> <p>18% of students in grades 4 & 5 showed a moderate to high level of anxiety based on the OurSchool Survey</p> <p>Measure 2: October 2020 Baseline Data</p> <p>97% of students could identify how they felt at school and why: Happy (57%) Excited (14%), Silly (11%), and Worried/Sad/Frustrated (9%)</p> <p>Measure 3: 25% of staff felt student persistence was a skill students had not yet developed</p> <p>8% of teachers felt students were sometimes independently able to read social situations and adjust accordingly.</p> <p>67% of teachers felt students did not yet have or were just beginning to be able to manage their emotional responses and act rationally.</p>	<p>Measure 1: Increase in the percentage of grade 6 students who agree that they have the ability to consciously control their behaviours and maintain focus on a task (self-regulation)</p> <p>Decrease in the percentage of grades 4 /5 students reporting feelings of anxiety while at school.</p> <p>Measure 2: Decrease in percentage of students who reported feeling worried, sad or frustrated while at school.</p> <p>Measure 3: Decrease in percentage of staff who feel student persistence was a skill students had not yet developed</p> <p>Increase in percentage of teachers reporting that students can sometimes independently read social situations and adjust accordingly.</p> <p>Decrease in percentage of teachers who report students do not yet have or were just beginning to be able to manage their emotional responses and act rationally.</p>	<p>We saw a decrease in the number of grade 6 students that reported that they were able to consciously control their behaviours and maintain focus on a task (58%-55%=3%)</p> <p>We saw a decrease in the percentage of grades 4 /5 students reporting feelings of anxiety while at school (18%-16%=2%)</p> <p>We saw a decrease in percentage of students who reported feeling worried, sad or frustrated while at school (9%-7%=2%)</p> <p>We saw a decrease in percentage of staff who feel student persistence was a skill students had not yet developed (25% to 0%)</p> <p>We saw an increase in percentage of teachers reporting that students can sometimes independently read social situations and adjust accordingly (58%-8%=50%)</p> <p>Decrease in percentage of teachers who report students do not yet have or were just beginning to be able to manage their emotional responses and act rationally (67%-12.5%=54.5%)</p>

<p>2021-22 Based on teacher perception data, students require a high level of support to identify new strategies to support with conflict resolution</p> <p>Teacher perception data also shows a need to focus on social skill development</p> <p>Students report that they are sometimes unsure of what to do when there is a problem/conflict with a friend (social thinking)</p> <p>Upon examination of the Begin and End well being measures, we saw areas of improvement in:</p> <p>Maintained percentage of grade 6 students who reported being able to consciously control their emotions and behaviours in order to maintain focus on a task on the May OurSchool survey</p> <p>Decrease in students in grades 4 and 5 who self-reported moderate to high levels of Anxiety on May OurSchool survey (continues to be significantly lower than the Canadian norm)</p> <p>May staff perception data showed that teachers feel students are better able to communicate their emotions</p> <p>Begin and End Well-Being for Learning measures did not indicate improvement in the following areas:</p> <p>May staff perception data showed that teachers continue to feel student persistence is a skill not yet widely developed and practiced, students are able to better read social situations but continue to work on adjusting accordingly, and</p>	<p>2021-22 Students will improve their social awareness and relationship skills</p>	<p>2021-22 Staff will: Participate in regular team meetings and Collaborative Response Meetings</p> <p>Identify and teach outcomes in Programs of Study that connect to students' social awareness and relationship skills</p> <p>With students, staff will: Explicitly teach vocabulary used to describe emotions</p> <p>Explicitly teach social thinking skills (ex. how to appropriately respond to others in different social situations)</p> <p>Plan regular learning experiences for students to be able to interact and work collaboratively with peers</p> <p>Model and coach students in how to resolve conflicts and when to seek adult support</p> <p>Support students to communicate in appropriate ways</p>	<p>2021-22 Smiling Minds mindfulness teacher resources</p> <p>Social Thinking resources (ex. Wee Thinkers, Superflex)</p> <p>Student Learning Team meetings with colleagues</p> <p>Multi-disciplinary Area team: Cheryl Rosenbaum (key contact strategist) and Erin Jones (OT)</p> <p>Picture books to build students' social thinking and conflict resolution skills (ex. fiction books, Seven Sacred Teachings book pack, Spot of Feelings stories)</p> <p>SEL Rating Scale k-6 (adapted from the book The other side of the report card: assessing students' social, emotional, and character development by Elias, Ferrito, & Mocerri)</p> <p>School process data from Collaborative Response Meetings</p>	<p>2021-22 Students will recognize and respect the feelings and perspectives of others</p> <p>Students will establish and maintain cooperative relationships</p> <p>Students will constructively resolve interpersonal conflicts</p>	<p>Measure 1: OurSCHOOL survey data for grades 4 and 5</p> <p>Measure 2: OurSCHOOL survey data for grade 6</p> <p>Measure 3: CBE K-3 Well-being Survey</p> <p>Measure 4: Teacher perception data using SEL progressions</p>	<p>Measure 1: 74% of students feel accepted and valued by their peers and others at their school</p> <p>79% of students have friends at school they can trust and who encourage them to make positive choices</p> <p>76% of students have friends at school they can trust and who encourage them to make positive choices</p> <p>Measure 2: 67% of students feel accepted and valued by their peers and others at their school</p> <p>Measure 3: 79.52% of students "know what to do if I'm having a problem with a friend"</p> <p>Measure 4: Based on October teacher perception data:</p> <p>Respects Others 20 of our students are at a PL 1 (8%) 92 of our students are at a PL 2 (40%)</p> <p>Cooperates with others 23 of our students are at a PL 1 (10%) 90 of our students are at a PL 2 (38%)</p> <p>Resolves Conflicts 30 of our students are at a PL 1 (13%) 114 of our students are at a PL 2 (49%)</p>	<p>Measure 1: June 2022 data will show an increase in the number of students that feel accepted and valued by their peers</p> <p>June 2022 data will show an increase in the number of students that have friends at school they can trust and who encourage them to make positive choices</p> <p>June 2022 data will show an increase in the number of students that feel accepted and valued by their peers</p> <p>June 2022 data will show an increase in the number of students that have friends at school they can trust and who encourage them to make positive choices</p> <p>June 2022 data will show an increase in the number of students that know what to do if they are having a problem with a friend</p> <p>Measure 4: June 2022 data will show a decrease in percentage of students achieving PL of 1 and 2</p>	
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students are still working towards managing their emotional responses once they have identified how they are feeling

Students are showing improvement in co-regulating with a trusted adult but have not yet developed independence in this area when their emotions are strong

Staff feel that students have already made progress on our anticipated 2021-2022 Well-Being for Learning goal that was drafted last year and that this goal potentially is not the best focus for this school year based on what they are currently noticing in their classrooms

Staff have the knowledge and understanding of social emotional strategies to support students, but need more time for implementation

Students require support reading social situations and conflict resolution skills

Students coming to school hungry/tired has seen an increase – effects of CoVid are impactful towards learning state

<p>2022-23</p>	<p>2022-23 Students will identify personal triggers/emotions and self-regulate using personalized regulation strategies in order to be ready for learning</p>	<p>2022-23 Staff will: Participate in regular PLCs, common grade team planning and Collaborative Team Meetings</p> <p>Develop an understanding of brain architecture, the stress response and the use of regulation strategies</p> <p>With students, staff will: Develop social-emotional and self-regulation skills focused on social awareness</p> <p>Continue to develop social-emotional and self-regulation skills including self-awareness and co-regulation strategies, with an increased focus on social awareness</p>	<p>2022-23 Fund to purchase professional learning resources, identified by teachers from a vetted collection, specific to student social-emotional learning and self-regulation</p> <p>Multi-disciplinary Area team: Nicole MacLean (OT) and Cheryl/Susan (Strategists).</p> <p>Professional learning opportunities to build staff capacity in teaching students' social awareness, and applying self-awareness and self-regulation skills</p>	<p>2022-23 Students and staff will have a common understanding of mental health language</p> <p>Students will use personalized strategies to self-regulate, build resiliency and enhance social-emotional competency</p> <p>Staff will coach students to use healthy regulation strategies and adjust to situational factors</p> <p>Students will use social awareness to adjust their behaviours</p>	<p>Measure 1: OurSCHOOL survey data from grades 4-6</p> <p>Measure 2: School-created K-3 student perception survey on emotions</p> <p>Measure 3: School-created teacher perception survey on self-regulation skills</p>	<p>Measure 1: The percentage of students that are able to consciously control their emotions and behaviors and maintain focus on a task will improve</p> <p>Measure 2: October 2022 Data</p> <p>Measure 3: October 2022 Data</p>		
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