



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 Reads to explore, construct and extend understanding stem is lower than on the ELA stems. 31.3% of students have an indicator of 1, and 21.4% of students have an indicator of 2 or 3</p> <p>SLA literacy data shows that 37% of students are below provincial standard in constructing meaning and understanding</p> <p>Data collected through classroom assessment and PLCs across grades</p>	<p>2020-21 Reading comprehension will improve</p>	<p>2020-21 Staff will: Use ELA Assessment Reporting Guide to determine student reading comprehension and grade level</p> <p>Through the work in PLCs, Staff plan on-going lessons that teach strategies to support reading and comprehension</p> <p>With students, staff will: Utilize Guided Reading throughout the grades</p> <p>Division I Support students to connect oral language to print and pictures cues in text</p> <p>Support students on retelling a familiar story using pictures and/or text</p> <p>Division II Provide direct reading instruction in synthesizing and inferring information</p> <p>Support students to listen, retell and respond to literature through oral and/or written expression</p>	<p>2020-21 ELA Assessment & Reporting Guides</p> <p>CBE Understanding Grade Level Reading</p> <p>The Next Step Forward in Guided Reading by Jan Richardson</p> <p>The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction by Gail Boushey and Allison Behne</p>	<p>2020-21 Staff Will:</p> <p>Staff use the ELA Assessment and Reporting Guide to record assessment information in school wide recording/tracking spreadsheet</p> <p>Staff build capacity and understanding of reading comprehension</p> <p>Staff use guided reading strategies to enhance comprehension</p> <p>Students will:</p> <p>Read to discover and explore a variety of texts</p> <p>Comprehend and respond personally and critically to texts</p>	<p>Measure 1: K-1 letter recognition</p> <p>Measure 2: Grade 1-2 letter sounds</p> <p>Measure 3: Grade 3-6 within the text</p> <p>Measure 4: Student Learning Assessment</p> <p>Measure 5: Student data tracking tool - F & P Comprehension</p>	<p>Measure 1: K-1 letter recognition 40% students unable to recognize 26 uppercase letters</p> <p>Measure 2: Grade 1-2 letter sounds 42% students unable to recognize 26 letters sounds</p> <p>Measure 3: Grade 3-5 text comprehension 56% of students unable to comprehend texts at grade level</p> <p>Measure 4: Fall 2020 - Baseline</p> <p>Measure 5: 80% of students unable to comprehend texts</p>	<p>Measure 1: 11% of K-1 students unable to recognize 26 uppercase letters</p> <p>Measure 2: 5% of Grade 1-2 students unable to recognize 26 letter sounds</p> <p>Measure 3: 32% of Grade 3-5 students unable to comprehend texts at grade level</p> <p>Measure 4: 59% of Grade 3 students below provincial standards</p> <p>Measure 5: 36% of students unable to comprehend test</p>	<p>72.5% of K-1 students able to recognize 26 uppercase letters, improvement</p> <p>88% of Grade 1-2 able to recognize 26 letter sounds, improvement</p> <p>43% of Grade 3-5 students able to comprehend texts at grade level, improvement</p> <p>55% of students to comprehend texts, improvement</p>

<p>2021-22 Reads to explore, construct and extend understanding on the ELA stem 24% of students have an indicator of 1, 51% of students have an indicator of 2 or 3</p> <p>SLA - An examination of data reveals a high number of students are below provincial standards</p> <p>LeNS Assessment Grade 2 Data reveals that 81% of students scored At Risk</p> <p>CC3 Grades 2-3 Data reveals that 53% of students scored At Risk</p>	<p>2021-22 Reading comprehension will improve</p>	<p>2021-22 Staff will: Use the ELA Assessment Reporting Guide to determine student reading comprehension and grade level</p> <p>Through the work in PLCs and Collaborative Response meetings, staff identify students who require intensive reading and comprehension support through School Observation Look-Fors tool:</p> <ul style="list-style-type: none"> - School wide professional development on Words their Way - Support phonics instruction utilizing a variety of texts including decodable texts <p>With students, staff will: Provide individual and small group intervention for identified students through:</p> <ul style="list-style-type: none"> - informal reading inventories - structured observations of students reading - student writing about texts read - Diagnostic assessments - pre and post assessments - checklists - Guided Reading <p>Division I: Provide direct reading instruction in phonics, letters, sounds/blends and decoding strategies</p> <p>Division II: Support students towards active reading, summarize and analyze literature through oral and/or written expression</p> <p>Provide opportunities for students to use decoding strategies to improve work accuracy in reading and comprehension</p>	<p>2021-22 ELA Assessment & Reporting Guides</p> <p>Teacher to support identified students requiring intensive reading and comprehension intervention</p> <p>Right to Read, RRST Foothills Academy Society</p> <p>CAFE and Daily 5 comprehension strategies</p> <p>Words Their Way Donald R. Bear</p> <p>Layers of Reading Development Michelle Bence & Dr. Mirim Ramzy</p> <p>Collaborative Response Model By Hewson and Parsons</p>	<p>2021-22 Staff Will:</p> <p>Staff utilize School Observation Look-Fors tool to provide strategic, flexible groupings that create opportunities for students' specific learning need.</p> <p>Staff provide reading instruction utilizing decodable texts</p> <p>Staff teach multiple decoding and word accuracy strategies</p> <p>Students will: Utilize decodable texts to support their reading comprehension</p> <p>Apply variety of decoding strategies to support word accuracy for comprehension</p>	<p>Measure 1: Student data tracking tool</p> <ul style="list-style-type: none"> - F & P Comprehension - Words Their Way <p>Measure 2: SLA - Student Learning Assessment</p> <p>Measure 3: ELA Report card stem :Reads to explore, construct and extend understanding"</p> <p>Measure 4: RRST</p> <p>Measure 5: LeNS - Letter/sound recognition - Name Accuracy - Sound Accuracy</p> <p>Measure 6: CC3 - Word recognition - Regular - Irregular - Non-words</p>	<p>Measure 1: F & P: 55% of Grade 3-5 students unable to comprehend texts</p> <p>WTW: 74% of Grade 3 - 5 students are At Risk</p> <p>Measure 2: Fall 2021 - 43% of Grade 3 students are below provincial standards</p> <p>Measure 3: June 2021 report card data: 24% of students have an indicator of 1</p> <p>June 2021 report card data: 51% of students have an indicator of 2 of 3</p> <p>Measure 4: Baseline data</p> <p>Measure 5: LeNS Grade 2: 81% of students scored At Risk</p> <p>Measure 6: CC3 Grade 2-3: 53% of students scored At Risk</p>		
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<p>2022-23</p>	<p>2022-23 Reading comprehension will improve</p>	<p>2022-23 Staff will: Use the ELA Assessment Reporting Guide to determine student reading comprehension and grade level</p> <p>Through the work in PLCs and Collaborative Team meetings, staff identify students who require intensive reading and comprehension support through School Observation Look-Fors tool:</p> <p>Staff engage in a school-wide book study to improve and fine tune questioning strategies to support student reading and comprehension</p> <p>With students, staff will: Provide individual and small group intervention for identified students through: - informal reading inventories - structured observations of students reading - student writing about texts read - Diagnostic assessments - pre and post assessments - Cafe and Daily 5 comprehension tasks/checklists - Student reading interviews - Guided Reading</p> <p>Division I: Direct reading instruction in sight word and high frequency word identification in text</p> <p>Support students to focus on knowledge of oral language to predict rhyming words and words in stories, poems</p> <p>Division II: Provide opportunities for students to explain connections between personal experiences, characters, setting and events in text</p> <p>Provide many opportunities for</p>	<p>2022-23 Challenging Learning through Dialogue by James Norringham, Jill Nottingham, Martin Renton</p> <p>Visible Learning for Literacy by John Hattie, Douglas Fisher, Nancy Frey</p>	<p>2022-23 Staff utilize School Observation Look-Fors tool to provide strategic, flexible groupings that create opportunities for students' specific learning need.</p> <p>Staff use questioning techniques to elicit student reflection of identified strategy(ies) used</p> <p>Students will:</p> <p>Reflect and identify and explain strategies used for comprehension</p> <p>Read and comprehend text successfully</p>	<p>Measure 1: Student data tracking tool</p> <p>- F & P Comprehension</p> <p>- Words Their Way</p> <p>Measure 2: SLA Student Learning Assessment</p> <p>Measure 3: Report Card Stem "Reads to explore, construct and extend understanding"</p> <p>Measure 4: RRST</p> <p>Measure 5: LeNS - Letter/sound recognition - Name Accuracy - Sound Accuracy</p> <p>Measure 6: CC3 - Word recognition - Regular - Irregular - Non-words</p>	<p>Measure 1: F&P: xx% of students are able to comprehend texts</p> <p>WTW: xx% of students are At Risk</p> <p>Measure 2: Fall 2022 - xx% of Grade 3 students are below provincial standards</p> <p>Measure 3: June 2022 report card data: xx.x% of students have an indicator of 1</p> <p>June 2022 report card data: xx.x% of students have an indicator of 2 or 3</p> <p>Measure 4: xx% of students are At Risk</p> <p>Measure 5: xx% of students scored At Risk</p> <p>Measure 6: xx% of students scored At Risk</p>		
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students to focus on
inferencing and synthesizing
strategies to increase word
accuracy for reading and
comprehension

Support students to focus on
prior knowledge and context
strategies

Mathematics Data	Mathematics Student Goals	Mathematics Instructional Actions	Mathematics Resources	Mathematics Key Outcomes	Mathematics Measures	Mathematics Begin	Mathematics End	Mathematics Improvement
<p>2021-22 SLA numeracy data from 2020-2021 reveals a high number of students below provincial grade level standards</p> <p>An examination of data collected through Student Data Collection Spreadsheet and PLCs reveals gaps in learning and understanding number.</p> <p>Math Assessment and Reporting Guide throughout the year to compare with Report Card data to show progress and growth.</p>	<p>2021-22 Number sense and computation will improve</p>	<p>2021-22 Staff will: Staff use the Math Assessment and Reporting Guide to determine student number sense and computation</p> <p>Through the work in PLCs, School Observation Look-Fors tool and Collaborative Team Meetings, staff identify and plan for students requiring support.</p> <p>Schedule of book study "Taking Action Implementing Effective Mathematics Teaching Practices" with grade teams</p> <p>Staff use MIPI to record and address math readiness and fluency</p> <p>With students, staff will: Provide individual and small group intervention for identified students to practice computational skills through: - centers, games, use of manipulatives - pre and post assessments, checklists - Guided Math tasks - high impact strategies taught</p> <p>- Support students to increase their math confidence through small group instruction</p> <p>Division I - direct numeracy instruction in number recognition, counting patterns, subitizing, addition, subtraction, increasing and decreasing number patterns</p> <p>Division II - direct numeracy instruction in addition, subtraction, place value and estimation, pattern recognition, representing, comparing and describing</p>	<p>2021-22 Mathematics Assessment and Reporting Guide</p> <p>Visible Learning for Mathematics by John Hattie, Douglas Fisher, Nancy Frey</p> <p>Taking Action Implementing Effective Mathematics Teaching Practices by DeAnn Huinker and Victoria Bill</p> <p>Collaborative Response Model by Hewson and Parson</p>	<p>2021-22 Staff Will: Use the Math Assessment and Reporting Guide to record assessment information in school wide recording/tracking spreadsheet</p> <p>Provide strategic, flexible groupings that create opportunities for connection and address students' specific learning need</p> <p>Staff use, teach and record high impact strategies from Taking Action - visible representations - number line for accuracy and counting - developing number strings</p> <p>Students will: - use and apply high impact strategies taught</p> <p>- Gain confidence in number sense and computation, using methods acquired through whole group, small group and targeted group instruction</p>	<p>Measure 1: Student data tracking tool - K - number recognition (0-10) Grade 1 - 2 students - number recognition Grade 4- 5 students - Math Intervention Programming Instrument (MIPI)</p> <p>Measure 2: CBE Numeracy Screening Assessment - Comparing numbers - Writing numbers - Numbers on the Number Line - Number Facts - Ordering of Numbers</p> <p>Measure 3: Student Learning Assessment - SLA</p> <p>Measure 4: Staff collected data on the frequency of High impact strategy used</p>	<p>Measure 1: Kindergarten students: 32% of Kinder students were unable to recognize numbers 0-10. Grade 1 - 2 students: 44% of Grade 1-2 students were unable to recognize numbers 0-20 Grade 3 - 5 students 31% of Grade 4 - 5 students scored At Risk Measure 2: 49% of Grade 2 - 3 students scored At Risk Measure 3: Fall 2021 Baseline data Measure 4: Baseline data - Staff used high impact strategies x times per week averaged over a cycle</p>		

numbers

<p>2022-23</p>	<p>2022-23 Number sense and computation will improve</p>	<p>2022-23 Staff will: Staff use the Math Assessment and Reporting Guide to determine student number sense and computation</p> <p>Through the work in PLCs and the School Observation Look-Fors tool, staff identify and plan for students requiring support</p> <p>Book study "Taking Action Implementing Effective Mathematics Teaching Practices" with grade teams</p> <p>Staff use MIPI to record and address math readiness and fluency</p> <p>With students, staff will: Provide individual and small group intervention for identified students to practice computational skills through: - centers, games, use of manipulatives - pre and post assessments, checklists - Guided Math tasks - purposeful questioning</p> <p>- Support students to increase their math confidence through small group instruction</p> <p>Division I - direct numeracy instruction in number recognition, counting patterns, subitizing, addition, subtraction, increasing and decreasing number patterns</p> <p>Division II - direct numeracy instruction in addition, subtraction, place value and estimation, pattern recognition, representing, comparing and describing numbers</p>	<p>2022-23 Mathematics Assessment and Reporting Guide</p> <p>Visible Learning for Mathematics by John Hattie, Douglas Fisher, Nancy Frey</p> <p>Taking Action Implementing Effective Mathematics Teaching Practices by DeAnn Huinker and Victoria Bill</p> <p>Collaborative Response Model by Hewson and Parson</p>	<p>2022-23 Staff will: Use the Math Assessment and Reporting Guide to record assessment information in school wide recording/tracking spreadsheet</p> <p>Staff use and track purposeful questions from Taking Action - Gathering, Probing Thinking, Visible, reflection/justification/engaging with reasoning of others</p> <p>Students will: - respond to at least two types of questions to support their understanding of number sense and computation</p> <p>- Gain confidence in number sense and computation, using methods acquired through whole group, small group and targeted group instruction</p>	<p>Measure 1: Student data tracking tool - Kindergarten - number recognition (0-10) -Grade 1 - 2 students - number recognition -Grade 4- 5 students - Math Intervention Programming Instrument (MIPI)</p> <p>Measure 2: CBE Numeracy Screening Assessment - Comparing numbers - Writing numbers - Numbers on the Number Line - Number Facts - Ordering of Numbers</p> <p>Measure 3: Student Learning Assessment - SLA</p> <p>Measure 4: Staff collected data on the frequency of posing purposeful questions used</p>	<p>Measure 1: Kindergarten students: xx% of Kinder students were unable to recognize numbers 0-10 Grade 1 - 2 students: xx% of Grade 1-2 students were unable to recognize numbers 0-20 Grade 3 - 5 students xx% of Grade 4 - 5 students scored At Risk</p> <p>Measure 2: xx% of grade 2 students scored</p> <p>Measure 3: Fall 2022 - xx% of students of Grade 3 students are xxx provincial standards</p> <p>Measure 4: Staff used purposeful questions x times per week averaged over a cycle</p>		
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<p>2023-24</p>	<p>2023-24 Number sense and computation will improve</p>	<p>2023-24 Staff will: Staff use the Math Assessment and Reporting Guide to determine student number sense and computation</p> <p>Through the work in PLCs and the School Observation Look Fors tool, staff identify and plan for students requiring support</p> <p>With students, staff will: Provide individual and small group intervention for identified students to practice computational skills through: - centers, games, use of manipulatives - pre and post assessments, checklists - Guided Math tasks</p>	<p>2023-24 Mathematics Assessment and Reporting Guide</p> <p>Collaborative Response Model by Hewson and Parson</p>	<p>2023-24 Staff will: Use the Math Assessment and Reporting Guide to record assessment information in school wide recording/tracking spreadsheet</p> <p>Students will: - Gain confidence in number sense and computation, using methods acquired through whole group, small group and targeted group instruction</p>	<p>Measure 1: Student data tracking tool - Kindergarten - number recognition - Grade 1/2 students number recognition</p> <p>Measure 2: CBE Numeracy Screening Assessment - Comparing numbers - Writing numbers - Numbers on the Number Line - Number Facts - Ordering of Numbers</p> <p>Measure 3: Student Learning Assessment - SLA</p>	<p>Measure 1: Kindergarten students: xx% of Kinder students were unable to recognize numbers 0 - 10</p> <p>Grade 1 - 2 students: xx% of Grade 1-2 students were unable to recognize numbers 0-20</p> <p>Measure 2: xx% of grade 2 students scored</p> <p>Measure 3: Fall 2022 - xx% of students of Grade 3 students are xxx provincial standards</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 Report Card Stem, Personal Development, indicates the number of students achieving an indicator of Evident is under 50% of the student population</p> <p>Well-Being Survey indicate that 52.3% of students feel they can work on a task with teacher support</p> <p>OurSCHOOL Survey reveals that 39% of our students use the strategy "Ask a Teacher" during a task</p>	<p>2020-21 Engagement and persistence in academic tasks will improve</p>	<p>2020-21 Staff will: In PLCs, staff develop a school wide rubric to identify students within Tier 2 & 3 Continuum of Supports</p> <p>Staff will refer to the Teaching Effectiveness Framework when building engaging and motivational tasks</p> <p>Use vocabulary in Growth Mindset lessons to teach and model persistence in learning strategies</p> <p>With students, staff will: Provide students with a variety of opportunities to develop a toolbox of effective "Go To" learning strategies</p> <p>Develop a shared language related to Growth Mindset</p> <p>Support students to build confidence in task engagement through weekly Emotional Literacy lessons</p>	<p>2020-21 Growth Mindset by Carol Dweck</p> <p>Weekly classes focusing on Emotional Literacy</p> <p>CBE Continuum of Supports</p> <p>OurSCHOOL Well-Being Survey</p> <p>CBE Student Survey</p>	<p>2020-21 Staff will: Use the CBE Continuum of supports to inform students requiring Tier 2 - 3 supports</p> <p>Staff develop toolbox of effective "Go To" learning strategies with students</p> <p>Students use shared language to demonstrate confidence and persistence in task engagement</p> <p>Students are able to respond to "What tools have you tried?" when describing the "Go To" learning strategies in the their tool box/tool belt</p>	<p>Measure 1: Continuum of Supports</p> <p>Measure 2: CBE Student Survey OurSCHOOL Survey</p> <p>Measure 3: Report Card Data "Engages in Learning with confidence and persistence"</p>	<p>Measure 1: 53% of students require Tier 2-3 supports</p> <p>Measure 2: Fall 2020 - CBE Wellbeing Survey 43% of students feel they can work on a task with teacher support</p> <p>Fall 2020 OurSchool Survey 45% of students feel they can Ask a Teacher or help during a task</p> <p>Measure 3: June 2020 Data 44.2.% of students achieve EV indicator</p>	<p>Measure 1: 59% of students require Tier 2-3 supports</p> <p>Measure 2: Fall 2021 - CBE Wellbeing Survey 44% of student feel they can work on a task with teacher support</p> <p>Fall 2021 - OurSchool 47% of students feel they can Ask a Teacher or help during a task</p> <p>Measure 3: June 2021 Data 38% of students achieve EV indicator</p>	<p>An increase 11.3 % of students require Tier 2-3 supports</p> <p>11% of students require teacher support to work on a task</p> <p>14% of students achieved EV indicator</p>

<p>2021-22 Continuum of Supports data reveals that more students required Tier 2-3 support throughout the 2020-2021 school year</p> <p>Report Card Stem, Personal Development, indicates that the number of students achieving an indicator of Evident did not show an improvement. Concentrated focus on this stem will be reflected throughout PLCs and classroom lessons</p> <p>OurSCHOOL Survey reveals 80% of our students have positive relationships within the school, while students also experience moderate to high anxiety while at school</p> <p>Well-Being Survey indicate that some students feel angry while at school, as well as experiencing anxiety at school.</p>	<p>2021-22 Engagement and persistence in academic tasks will improve</p>	<p>2021-22 Staff will: Staff will refer to the Teaching Effectiveness Framework when building engaging and motivational tasks</p> <p>Through the work in PLCs and School Observation Look-fors tool and on-going PD on the Holistic Lifelong Learning Framework, (webinars, professional resources, on-line courses) staff develop common language to foster healthy and respectful relationships</p> <p>Use vocabulary in Growth Mindset and Learning Pit lessons to teach and model persistence strategies - Build student resiliency - Enhance student academic stamina</p> <p>Continue to provide students with a variety of opportunities to develop a toolbox of effective "Go To" learning strategies</p> <p>With students, staff will: Develop a common understanding of the Holistic Lifelong Learning Framework</p> <p>Build student capacity for intercultural understanding, empathy, and mutual respect</p> <p>Support students in developing effective "Go To" strategies for their toolbox / tool belt.</p> <p>Provide weekly Classroom and Emotional Literacy lessons focused on persistence, self-regulation and anxiety reducing strategies</p>	<p>2021-22 Growth Mindset by Carol Dweck</p> <p>The Learning Pit, Challenging Learning Group</p> <p>2-30 minutes classes/week focused on Emotional Literacy</p> <p>CBE Continuum of Supports</p> <p>Professional learning opportunities to build staff capacity in a common understanding of the Holistic Lifelong Learning Framework (webinars, Professional resources, on-line courses)</p> <p>Indigenous elder/knowledge keeper to support professional development</p> <p>CBE Documents: - OurSCHOOL Survey - CBE Student Survey - Holistic Lifelong Learning Framework - CBE Cares</p>	<p>2021-22 Staff will: Use common language and strategies for teaching persistence and self-regulation skills</p> <p>Students will: Students have a shared language related to intercultural understanding and mutual respect</p> <p>Students can practice self-regulating and anxiety reducing strategies to support their learning and sense of wellbeing</p> <p>Students refer to their toolbox / tool belt of "Go To" learning strategies</p>	<p>Measure 1: CBE Continuum of Supports</p> <p>Measure 2: CBE Student Survey</p> <p>Measure 3: OurSCHOOL Survey</p> <p>Measure 4: Report Card strand Personal Development " engages in learning with confidence and persistence"</p>	<p>Measure 1: 66% of students require Tier 2-3 supports</p> <p>Measure 2: 40% of students feel anxiety while at school</p> <p>Measure 3: 33% of students experience moderate to high anxiety while at school</p> <p>Measure 4: June 2021 report card data: 39.6% of students receive "EV" indicator</p>	<p>Measure 1: xx% of students require Tier 2-3 supports</p> <p>Measure 2: xx% of students feel anxiety while at school</p> <p>Measure 3: xx% of students experience moderate to high anxiety while at school</p> <p>Measure 4: June 2022 report card data: xx.x% of students receive "EV" indicator</p>	
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<p>2022-23</p>	<p>2022-23 Engagement and persistence in academic tasks will improve</p>	<p>2022-23 Staff will: Through the work in PLCs, School Observation Look-fors tool and PD, staff will utilize the Holistic Lifelong Framework as a reflection tool - Spirit to Be; - Heart to Belong; - Body to Do; - Mind to Know Use vocabulary in Growth Mindset lessons to teach and model persistence strategies - Build student resiliency - Enhance student academic stamina Participate in monthly PLCs to determine the school environment for areas of strength and growth using an school wide evaluative tool to support: - Building healthy and respectful relationships - Social awareness - Persistence in learning With students, staff will: Provide students with strategies to support and promote: - respectful and healthy relationships - persistence in learning Build student capacity for Indigenous Learning utilizing the Holistic Lifelong Learning Framework as a reflection tool.</p>	<p>2022-23 Growth Mindset by Carol Dweck 2-30 minutes classes/week focused on Emotional Literacy CBE Continuum of Supports CBE Documents: - OurSCHOOL Survey - CBE Student Survey - Holistic Lifelong Learning Framework - CBE Cares</p>	<p>2022-23 Staff model, build and foster healthy and respectful relationships Staff analysis of evaluative tool determining areas of strength and growth in persistence in learning Students will: Students can identify and provide examples of healthy and respectful relationships Students access strategies to successfully persist in learning</p>	<p>Measure 1: CBE Continuum of Supports Measure 2: CBE Wellbeing Survey Measure 3: OurSCHOOL Well-Being Survey Measure 4: Report Card strand Personal Development " engages in learning with confidence and persistence"</p>	<p>Measure 1: xx% of students require Tier 2-3 supports Measure 2: xx% of students xxx Measure 3: Fall 2022 - x% of students can identify xx examples of persistence in learning strategies Measure 4: June 2022 report card data: xx.x% of students receive "EV" indicator</p>	<p>Measure 1: xx% of students require Tier 2 - 3 supports Measure 2: xx% of students Measure 3: xx% of students</p>	
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