



School: Abbeydale School

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 2020-21 In June 2020 in grades 1 - 5, the "Reads to explore, construct and extend understanding" report card stem baseline data results indicate that:</p> <p>35% of our students achieved a 1 indicator, 28.6% of our students achieved at 2 indicator, 22.7% of our students achieved a 3 indicator and 12.8% of our students achieved a 4 indicator on the June report card.</p> <p>2 % of our students whose indicators changed from a 2 to a 3 or a 4 on the report card stem when comparing January to June report card indicators.</p> <p>Over the course of the year, every student made progress by at least one letter level on the Fountas & Pinnell reading assessment.</p> <p>An examination of assessment data collected in classrooms suggests that students:</p> <p>-encounter difficulties retaining knowledge and skills</p> <p>-experience difficulty</p>	<p>2020-21 2020-21 Student's achievement in reading will improve.</p>	<p>2020-21 Staff will:</p> <p>-Complete an evaluation of student's reading skills three times per year.</p> <p>-In PLC's identify common high impact strategies to support development of phonemic awareness, letter study skills and word study skills.</p> <p>-Engage in a book study, Equipped For Reading Success by David Kilpatrick.</p> <p>With students, staff will:</p> <p>-Implement high impact strategies to support the development of phonemic awareness, letter study skills, and work study skills.</p>	<p>2020-21</p> <p>-Equipped for Reading Success book by David Kilpatrick.</p> <p>-CBE K-9 ELA Understanding Grade Level Reading Guide and ELA Scope and Sequence Guide.</p> <p>-Scheduled year long grade group/PLC meetings</p> <p>-Year long professional development schedule.</p>	<p>2020-21</p> <p>-Staff have increased understanding of grade level progressions in the area of reading.</p> <p>-Students have increased knowledge of phonemic awareness, letter study skills and word study skills.</p> <p>-Staff utilize high impact strategies to support the building of phonemic awareness, letter study skills, and word study skills with students.</p>	<p>Measure 1: Pre and post teacher checklist identifying the number of high impact phonemic awareness, letter study skills, and word study skills.</p> <p>Measure 2: Fountis and Pinnell results for letter sound association and strategies to solve words.</p> <p>Measure 3: Fountis and Pinnell results for letter sound association and strategies to solve words.</p>	<p>Measure 1: In November 2020, teachers, on average, were confident to teach 1/3 strategies.</p> <p>Measure 2: In November 2020, 48% of students in the whole school demonstrate letter sound association skills.</p> <p>Measure 3: In November 2020, 43% of students in the whole school demonstrate strategies to solve words.</p>	<p>Measure 1: In June 2021, teachers, on average, were confident to teach X/3 strategies.</p> <p>Measure 2: In June 2021, XX% of students in the whole school demonstrate letter sound association skills.</p> <p>Measure 3: In June 2021, XX% of student in the whole school demonstrate strategies to solve words.</p>	

<p>generalizing skills</p> <ul style="list-style-type: none">-require multiple opportunities of practice to consolidate their knowledge and understanding of reading-require additional opportunities to describe what they are learning and why they are learning it.-teachers provided guided reading groups between 2 – 5 times per week-teacher survey results indicate that teacher's felt their knowledge and practice in the area teaching reading and reading comprehension improved.-85% of students in our school demonstrate the ability to recognize letters.-48% of students demonstrate the ability to verbalize letter sound associations.-43% of students in our school demonstrate the ability to utilize strategies to solve words when reading.								
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<p>2021-22</p>	<p>2021-22 Student's achievement in reading will improve.</p>	<p>2021-22 Staff will: Staff will: -Engage in a book study, Bringing Words to Life by Isabel Beck. -In PLC's identify high impact strategies to support vocabulary development. With students, staff will: Implement high impact strategies to support vocabulary development.</p>	<p>2021-22 2021-22 -Funds to purchase professional book outlining high impact strategies for vocabulary development, Bringing Words to Life by Isabel Beck. -K-9 ELA Understanding Grade Level Reading Guide -Year long professional development schedule. -Scheduled year long grade group/PLC meetings.</p>	<p>2021-22 -Staff have increased understanding of high impact strategies to build vocabulary development. -Students have increased knowledge of vocabulary building strategies. -Staff utilize high impact strategies to support the building of vocabulary development with students.</p>	<p>Measure 1: Reads to Explore, Construct, and Extend Understanding report card stem. Measure 2: Pre and post teacher checklist identifying the number of high impact vocabulary strategies used.</p>	<p>Measure 1: In September 2021, report card data: XX% of students achieving an indicator of 1. Measure 2: In September 2021, teachers, on average, were confident to teach XX high impact strategies.</p>	<p>Measure 1: In June 2022, report card data: XX% of students achieving an indicator of 1. Measure 2: In June 2022, teachers, on average, were confident to teach XX high impact strategies.</p>	
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<p>2022-23</p>	<p>2022-23 Student's achievement in reading will improve.</p>	<p>2022-23 Staff will: -Engage in a book study: Strategies That Work by Stephen Harvey & Anne Goudvis. -Increase their capacity to teach students effective comprehension strategies (making connections to prior knowledge, asking questions, determining importance, visualizing, making inferences, summarizing). With students, staff will: Implement high impact strategies to support reading comprehension.</p>	<p>2022-23 -Funds to purchase professional text outlining high impact strategies (Strategies That Work by Stephen Harvey & Anne Goudvis) -Year long professional development schedule. -Scheduled year long grade group/PLC meetings.</p>	<p>2022-23 -Students have increased knowledge of comprehension strategies. -Staff have increased understanding of reading comprehension strategies. -Staff utilize high impact strategies to support the building of reading comprehension development with students.</p>	<p>Measure 1: Reads to Explore, Construct, and Extend Understanding report card stem Measure 2: Grade 3 SLA's Measure 3: Pre and post teacher checklist identifying the number of strategies (making connections to prior knowledge, asking questions, determining importance, visualizing, making inferences, summarizing) used.</p>	<p>Measure 1: In September 2022, report card data: XX% of students achieving an indicator of 1. Measure 2: In September 2022, SLA data: XX% of students achieving a level of acceptable. Measure 3: In September 2022, teachers, on average, were confident to teach XX comprehension strategies.</p>	<p>Measure 1: In June 2023, report card data: XX% of students achieving an indicator of 1. Measure 2: In June 2023, SLA data: XX% of students achieving a level of acceptable. Measure 3: In June 2023, teachers, on average, were confident to teach XX comprehension strategies.</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</p> <p>-Accountability Pillar Survey data reflects that the percentages of students who feel they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school have a lower agreement level than other indicators. Specifically, 63% of parents indicated that they agreed or strongly agreed that students at school respect each other. Additionally, 73% of students and 69% of teachers believe that students respect each other.</p> <p>-Student survey results data from the CBE Our School Well-being survey indicated that 77% of our students feel they have positive relationships at school. The Canadian norm for this indicator is 81%.</p>	<p>2020-21</p> <p>Students will problem solve difficulties with their peers.</p>	<p>2020-21</p> <p>Staff will: Staff will: -Employ strategies to connect with their home room students.</p> <p>-Increase their capacity to teach students effective strategies (being assertive, identify similarities and differences, showing care and concern, fair ways to play, inviting others to join, respecting different preferences, showing compassion) to build positive relationships with others.</p> <p>With students, staff will: -Facilitate a sharing circle model to: participate in weekly goal setting that assists in developing positive interactions using these skills: being assertive, identify similarities and differences, showing care and concern, fair ways to play, inviting others to join, respecting different preferences, showing compassion.</p>	<p>2020-21</p> <p>-The Second Step Program</p> <p>-Well Being for Learning; Teacher Resources- CBE Staff Insite</p>	<p>2020-21</p> <p>-Students demonstrate the use of skills to have positive interactions with their peers.</p> <p>-Students demonstrate a greater connection to the peers in their classrooms (school community).</p> <p>-Staff use the Second Step Program and CBE Well Being for Learning Teacher Resource strategies to assist students to develop positive peer interactions.</p>	<p>Measure 1: Student reported data for the CBE Our School survey</p> <p>Measure 2: Pre and post teacher checklist identifying the number of strategies teachers are confident to teach.</p> <p>Measure 3: Teacher documentation of the number of lessons taught regarding building positive relationships.</p>	<p>Measure 1: In September 2020: 77% of students indicated they have positive interactions with others, identified in the CBE Our School survey.</p> <p>Measure 2: In November 2020, teachers, on average, were confident to teach 2/7 strategies (being assertive, identify similarities and differences, showing care and concern, fair ways to play, inviting others to join, respecting different preferences, showing compassion) to build positive relationships.</p> <p>Measure 3: In November 2020: 1 of 5 lessons included an opportunity for student learning around building positive relationships.</p>	<p>Measure 1: June 2021: XX% of students indicated they have positive interactions with others, identified in the CBE Our School survey.</p> <p>Measure 2: In June 2021, teachers, on average, were confident to teach X/7 strategies (being assertive, identify similarities and differences, showing care and concern, fair ways to play, inviting others to join, respecting different preferences, showing compassion) to build positive relationships.</p> <p>Measure 3: In June 2021: XX of 5 lessons included an opportunity for student learning around building positive relationships.</p>	

<p>2021-22</p>	<p>2021-22 2021-22</p> <p>Students will problem solve difficulties with their peers.</p>	<p>2021-22</p> <p>Staff will: Staff will: -Increase their capacity to teach students effective strategies (identifying feelings, how feelings change, positive self-talk, self-talk for learning) to express their feelings to their peers.</p> <p>-Homeroom teachers will instruct strategies to assist students in connecting with their feelings and expressing them to others.</p> <p>With students, staff will: -Collaborate with students to identify their feelings</p> <p>-Implement school wide strategies to support students in expressing their feelings appropriately (identifying feelings, how feelings change, positive self-talk, self-talk for learning).</p>	<p>2021-22</p> <p>-The Second Step Program</p> <p>-Well Being for Learning; Teacher Resources- CBE Staff Insite</p> <p>-Funds to purchase professional text outlining strategies to assist with connecting feelings and expressing them to others.</p>	<p>2021-22</p> <p>-Students demonstrate the use of skills to express their feelings independently.</p> <p>-Students demonstrate a greater connection to the peers in their classrooms (school community).</p> <p>-Staff use the Second Step Program and CBE Well Being for Learning Teacher Resource strategies to teach appropriate ways to express their feelings.</p>	<p>Measure 1: Accountability Pillar Survey results on the "percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school".</p> <p>Measure 2: Pre and post teacher checklist identifying the number of strategies teachers are confident to teach.</p> <p>Measure 3: Student reported data for the CBE OURSCHOOL survey.</p>	<p>Measure 1: In September 2021: XX% of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school.</p> <p>Measure 2: In September 2021: teachers, on average, were confident to teach X/X strategies (identifying feelings, how feelings change, positive self-talk, self-talk for learning) to express their feelings to their peers.</p> <p>Measure 3: In September 2021: XX% of students reported they had positive relationships with their peers.</p>	<p>Measure 1: In June 2022: XX% of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school".</p> <p>Measure 2: In June 2022: teachers, on average, were confident to teach X/X strategies (identifying feelings, how feelings change, positive self-talk, self-talk for learning) to express their feelings to their peers.</p> <p>Measure 3: In June 2022: XX% of students reported that they had positive relationships with their peers.</p>	
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<p>2022-23</p>	<p>2022-23 Students will problem solve difficulties with their peers.</p>	<p>2022-23 Staff will: -Increase their capacity to teach students effective strategies (buddy programming, leadership skills, identifying "an accident", solving problems, inviting others to join in, asking for help) to assist in problem solving with peers. -Teachers will assist students in developing strategies on how to identify a conflict and work through a problem with a peer. With students, staff will: -Work with students to identify a problem and assist with strategies to solve a problem. -Implement school wide strategies to support students in (buddy programming, building leadership skills, identifying "an accident", solving problems, inviting others to join in, asking for help) to assist in problem solving with peers. -Implement</p>	<p>2022-23 -The Second Step Program -Well Being for Learning; Teacher Resources- CBE Staff Insite -Funds to purchase professional text outlining strategies to assist with problem solving.</p>	<p>2022-23 -Students demonstrate the use of skills to problem solve independently. -Students demonstrate a greater connection to the peers in their classrooms (school community). -Staff use the Second Step Program and CBE Well Being for Learning Teacher Resource strategies to teach appropriate ways to problem solve independently.</p>	<p>Measure 1: Accountability Pillar Survey results on the "percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school". Measure 2: Pre and post teacher checklist identifying the number of strategies teachers are confident to teach. Measure 3: Report card stem data analysis of character development.</p>	<p>Measure 1: In September 2022: XX% of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school Measure 2: In September 2022: teachers, on average, were confident to teach X/X strategies (buddy programming, leadership skills, identifying "an accident", solving problems, inviting others to join in, asking for help) to assist in problem solving with peers. Measure 3: In September 2022: XX% of students achieving an indicator of emerging strengths.</p>	<p>Measure 1: In June of 2023: XX% of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and treated fairly in school Measure 2: In June 2023: teachers, on average, were confident to teach X/X strategies (buddy programming, leadership skills, identifying "an accident", solving problems, inviting others to join in, asking for help) to assist in problem solving with peers. Measure 3: In June 2023: XX% of students achieving an indicator of emerging strengths.</p>	
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