



School: Marion Carson School

| Data  | Student Goals   | Instructional Actions   | Resources  | Key Outcomes  | Measures   | Begin  | End   | Improvement   |
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| What story do last year's school data tell? How do these inform shifts in Instructional Actions, Resources and Key Outcomes for this school year? | Heart and integrity of the three- year Student Goal is maintained and should be the same as the previous two years. | Describe the professional learning opportunities planned that will directly support building staff capacity to advance the achievement of the Student Goal.<br><br>Articulate the specific classroom and pedagogical actions planned. How will teachers work with students to achieve the Student Goal? | List the resources (structures, processes, physical, human, financial, technological) needed in order to achieve the Student Goal based on the identified Instructional Actions. | What smaller goal(s) do you expect to achieve in one school year through the specific Instructional Actions? Frame as an outcome; what will improve or increase? If we do this (Instructional Action) then this will be the result (Key Outcome). | Name the specific tool(s) or data source(s) that will be used to find evidence that Key Outcomes were achieved.<br><br>Note   this is not a target and the text of the Measure does not include numbers. | What data were first captured at the earliest point in the school year for each Measure? Include month for easy reference. | What data were last captured during the final sprint or point in the school year? Include month for easy reference. | When the data and narrative are considered together, what brief (5 sentences or less) story can be told about improvement? Context and audience matter. |

| Literacy Data  | Literacy Student Goals   | Literacy Instructional Actions  | Literacy Resources   | Literacy Key Outcomes   | Literacy Measures   | Literacy Begin  | Literacy End  | Literacy Improvement  |
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| <p><b>2020-21</b><br/>An examination of report card stem for both English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" that we have reached and exceeded our writing target of students achieving 3s and 4s indicators.</p> <p>However, an examination of data collected through classroom assessment shows writing samples that demonstrates gaps in learning due to cancellation of in person classes in March 2020, therefore there is a disconnect between report card data and school based assessments.</p> <p>Divisional and language team level Professional Learning Communities (PLCs) report that students appear disengaged and lack stamina when writing.</p> | <p><b>2020-21</b><br/>Students achievement in writing will improve in English Language Arts and Chinese Language Arts.</p> | <p><b>2020-21</b><br/><b>Staff will:</b><br/>engage in book studies of Adrienne Gear's "Writing Power" and "Powerful Writing Structures".</p> <p>teachers will use intentional high impact strategies, feedback and literacy discussions.</p> <p>develop a common understanding of assessment indicators to use as feedback exemplars and for reporting purposes.</p> <p>use scaffold model responsively and explicitly to teach skills and strategies primarily in the context of meaningful writing.</p> <p>clearly state learning intentions and success criteria.</p> <p><b>With students, staff will:</b><br/>provide opportunities for students to use a variety of writing strategies</p> <p>develop student understanding and skills in revision and editing strategies</p> <p>instruct students to attend to</p> | <p><b>2020-21</b><br/>ATA Group Funding for book study purchases Adrienne Gear's "Writing Power" and "Powerful Writing Structures".</p> <p>Scheduled book study and grade group meetings.</p> <p>Scheduled PLC meetings to examine student writing samples.</p> <p>Copies of CBE Understanding Grade Level Writing.</p> <p>CBE Guiding Assessment documents.</p> <p>CBE Assessment and Reporting Guides.</p> | <p><b>2020-21</b><br/>In PLCs examine student writing samples and assessment and determine next steps.</p> <p>Staff provide regular opportunities for writing throughout each day.</p> <p>Students independently engage in productive, sustained writing.</p> <p>In multi-age grade team and/or language meetings identify the areas of writing to prioritize across grade levels in the context of a purposeful progression.</p> | <p><b>Measure 1:</b><br/>English Language Arts and Chinese Language Arts report card stem: "Writes to develop, organize and express information and ideas"</p> <p><b>Measure 2:</b><br/>PLCs documentation of shared planning, analysis and task design focused on high impact writing strategies outlined in Adrienne Gear's "Writing Power" and "Powerful Writing Structures"</p> <p><b>Measure 3:</b><br/>TPGP reflection from teachers about their growth in their teaching practice around writing</p> | <p><b>Measure 1:</b><br/>June 2020: report card data: English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" 70.1% of students have an indicator of 3 or 4</p> <p><b>Measure 2:</b><br/>Sept. - Oct. 2020: staff meeting in PLCs and documented 1-2 times about what writing strategies that they are using in their classrooms and their effects, each month averaged over this time period</p> <p><b>Measure 3:</b><br/>November 2020- Teacher TPGP</p> | <p><b>Measure 1:</b><br/>June 2021: report card data: English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" 60.0% of students have an indicator of 3 or 4</p> <p><b>Measure 2:</b><br/>Nov. - June 2021: staff meeting in PLCs and documented 1-2 times about what writing strategies that they are using in their classrooms and their effects, each month averaged over this time period</p> <p><b>Measure 3:</b><br/>May 2021- End of the year teacher reflection survey about their TPGP</p> | <p>Actual June 2021: report card data: English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" 66.2% of students have an indicator of 3 or 4. We surpassed our goal of 60% (this goal was set in light of the anticipated learning loss due to the pandemic) of students will have an indicator of 3 Or 4 for the "Writes to develop, organize and express information and ideas" stem on the report card.</p> <p>Most teachers were able to discuss and document about one time a month which writing strategies they are using and their effects in the classroom.</p> <p>Teachers were able to complete an end of year reflection survey about their TPGP. Results were presented and discussed in June 2021. PWIM (Picture Word Inductive Model) was particularly effective in language learning. Teachers</p> |

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|  |  | conventions (grammar and spelling)<br>provide opportunities for students to reflect on their writing engagement;<br>develop student understanding in expressing and developing information and ideas |  |  |  |  |  | found success around intentional instruction and the development of literary devices and word choice. |
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| <p><b>2021-22</b><br/>An examination of report card stem for both English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" that we have reached and exceeded our writing target of students achieving 3s and 4s indicators.</p> <p>Actual June 2021: report card data: English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" 66.2% of students have an indicator of 3 or 4.</p> <p>2018-19 - 74.5% total students in the satisfactory standard or better for "Conventions" in Narrative writing for PAT scores.</p> | <p><b>2021-22</b><br/>Students achievement in writing will improve in English Language Arts and Chinese Language Arts.</p> | <p><b>2021-22</b><br/><b>Staff will:</b><br/>continuing to engage in book studies of Adrienne Gear's "Writing Power" and "Powerful Writing Structures".</p> <p>in multi-age grade teams and/or language team meetings, build understanding of CBE Understanding Grade Level Writing.</p> <p>PLCs documentation of shared planning, analysis and task design focused on high impact writing strategies outlined in Adrienne Gear's "Writing Power" and "Powerful Writing Structures".</p> <p><b>With students, staff will:</b><br/>Provide opportunities for students to use a variety of new writing strategies.</p> <p>develop student understanding and skills in revision and peer editing strategies.</p> <p>instruct students to attend to conventions (grammar and spelling).</p> <p>provide opportunities for students to reflect on their writing.</p> <p>develop student understanding in expressing and developing information and ideas.</p> | <p><b>2021-22</b><br/>ATA group funding for book studies.</p> <p>Copies of CBE Understanding Grade Level Writing.</p> <p>Access Literacy Specialists to support focus on using and understanding CBE Grade Level Writing and writing assessment.</p> <p>Scheduled PLC and professional learning opportunities to learn about teaching through our book studies.</p> <p>CBE Guiding Assessment documents.</p> <p>CBE Assessment and Reporting guides.</p> | <p><b>2021-22</b><br/>Teachers use CBE Understanding Grade Level Writing checklist through daily writing.</p> <p>Staff design tasks using and PLCs documentation at least once every three weeks.</p> <p>Staff and students collaboratively create writing anchor charts regularly.</p> <p>Students use examples from mentor texts and classroom writing charts to write effectively.</p> | <p><b>Measure 1:</b><br/>English Language Arts and Chinese Language Arts report card stem: "Writes to develop, organize and express information and ideas"</p> <p><b>Measure 2:</b><br/>School wide writing assessment conducted in November and May, will be comparing selected students from their baseline to end of year writing samples.</p> <p><b>Measure 3:</b><br/>TPGP reflection from teachers about their growth in their teaching practice around writing</p> <p><b>Measure 4:</b><br/>Provincial Achievement Test scores in Language Arts Writing Acceptable Standard (Satisfactory or better for "Sentence Structure")</p> | <p><b>Measure 1:</b><br/>June 2021: report card data: English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" 66.2% of students have an indicator of 3 or 4</p> <p><b>Measure 2:</b><br/>November 2021- 2.39/4 average for the 3 benchmark criteria</p> <p><b>Measure 3:</b><br/>June 2021 Results from year end TPGP survey</p> <p><b>Measure 4:</b><br/>2018-19 - 80.3% total students in the satisfactory standard or better for "Sentence Structure" in Narrative writing for PAT scores</p> | <p><b>Measure 1:</b><br/>June 2022: report card data: An improvement in English Language Arts and Chinese Language Arts: 63.9% of students have an indicator of 3 or 4 "Writes to develop, organize and express information and ideas"</p> <p><b>Measure 2:</b><br/>May 2022- 2.91/4 average of the 3 benchmark criteria</p> <p><b>Measure 3:</b><br/>May 2022- Teachers complete end of the year teacher reflection survey about their TPGP, comparison of the June 2021 responses and June 2022 responses should demonstrate growth in teaching practices and strategies</p> <p><b>Measure 4:</b><br/>96.2% of students in the satisfactory standard or better for "Sentence Structure" in Narrative writing.</p> | <p>A decrease of 2.3 percentage points.</p> <p>An increase on average of 0.52, or 13 percentage points.</p> <p>Teachers were able to complete an end of year reflection survey about their TPGP. Results were presented and discussed in September 2022. Teachers demonstrated growth in teaching practice. Example areas of focus included co-created rubrics, use of student exemplars, intentional and direct teaching of writing strategies.</p> <p>An increase of 15.9 percentage points.</p> |
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| <p><b>2022-23</b><br/>An examination of report card stem for both English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" that we have not reached our writing target of percentage of students achieving an indicator of 3 and 4.</p> <p>Actual June 2022: report card data: English Language Arts and Chinese Language Arts: "Writes to develop, organize and express information and ideas" 63.9% of students have an indicator of 3 or 4, which is a decline of 2.3 percentage points.</p> <p>PAT 2021-22: 96.2% of total students in the satisfactory standard or better for "Conventions" in Narrative writing for PAT scores. We will switch our focus to "Organization" (2021-2022 result of 88.5%)</p> <p>An increase on average of 0.52 out of 4, or 13 percentage points on the 3 writing criteria benchmarks (Adrienne Gear).</p> <p>Teachers demonstrated growth in teaching practice. Example areas of focus included co-created rubrics, use of student exemplars, intentional and direct teaching of writing strategies.</p> | <p><b>2022-23</b><br/>Students achievement in writing will improve in English Language Arts and Chinese Language Arts.</p> | <p><b>2022-23</b><br/><b>Staff will:</b><br/>engage in professional readings, videos and PLC discussions together to deepen knowledge of writing strategies.</p> <p>co-create and implement 3-5 grade-level appropriate writing strategies</p> <p><b>With students, staff will:</b><br/>model, share, and co-create strong sentences and paragraphs from planned ideas.</p> | <p><b>2022-23</b><br/>CBE Literacy Framework.</p> <p>CBE Assessment and Reporting guides.</p> <p>Making Thinking Visible" by Ritchhart, Church, and Morrison.</p> <p>Scheduled PLCs to analyze student writing and determine next steps of instruction.</p> <p>Professional learning opportunities targeted to building staff capacity in effective writing strategies.</p> <p>New K-3 English Language Arts and Literature curriculum.</p> | <p><b>2022-23</b><br/>Staff use repertoire of writing strategies/next steps in lesson task design.</p> <p>Staff use the Making Thinking Visible strategies to model revision techniques.</p> <p>Teachers conference with students to provide targeted feedback on effective writing. Students revise to improve their writing and articulate why they did so.</p> <p>Bring student work connected to the strategies to evaluate and analyze the effectiveness.</p> <p>Students will show an improvement in the report card stem for Chinese Language Arts and English Language Arts and Literature "Writes to express information and ideas".</p> | <p><b>Measure 1:</b><br/>Report card stem from Chinese Language Arts in June 2022 "Writes to develop, organize and express information and ideas" and from June 2023 English Language Arts and Literature "Writes to express information and ideas".</p> <p><b>Measure 2:</b><br/>ELA 6 Provincial Achievement Test (PAT) Part A.</p> <p><b>Measure 3:</b><br/>Teacher Reflection: growth in their teaching practice around writing.</p> <p><b>Measure 4:</b><br/>OurSchool Survey / Student Survey</p> | <p><b>Measure 1:</b><br/>60.3% of students achieving an indicator of 3 or 4 on the June 2022 English Language Arts and 73.2% of students achieving an indicator of 3 or 4 on the June 2022 Chinese Language Arts Report Card stem "Writes to develop, organize and express information and ideas".</p> <p><b>Measure 2:</b><br/>PAT 2021-22: 88.5% of total students in the satisfactory standard or better for "Organization" in Narrative writing.</p> <p><b>Measure 3:</b><br/>May 2022- Teacher PLC Reflection survey indicates most impactful studies included opportunities for grade team collaboration and sharing writing samples with PLC members. Teachers self-identified that they saw the most growth in their teaching practice around the use of intentional, direct and explicit teaching of writing strategies, using student exemplars and co-created rubrics.</p> <p><b>Measure 4:</b><br/>OurSchool Survey Oct. 2022 (Gr. 4-6 students): 56% of students who state that when writing they can use strategies to improve their work "Most of the time", or "All the time".</p> | <p><b>Measure 1:</b><br/>XX.X% of students achieving an indicator of 3 or 4 on the June 2022 English Language Arts and XX.X % of students achieving an indicator of 3 or 4 on the June 2022 Chinese Language Arts Report Card stem "Writes to develop, organize and express information and ideas".</p> <p><b>Measure 2:</b><br/>PAT 2022-23: PAT scores will increase in percent of total students in the satisfactory standard or better for "Organization" in Narrative writing from 2021-22.</p> <p><b>Measure 3:</b><br/>May 2023: End of the year teacher PLC reflection survey to demonstrates growth in teaching practice specific to writing instruction.</p> <p><b>Measure 4:</b><br/>May 2023: Teacher created student Survey (Gr. 4-6 students) will show an increase of students who state that when writing they can use strategies to improve their work "Most of the time", or "All the time".</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  |
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| <p>2021-22</p> <p>In June 2021: About 84% of students achieved 3 or 4 on the Report card stem "Number – Develops number sense and applies strategies for computation and estimation" This stem is lower than the other math stems, and is also a stem that is seen in K-6 report cards.</p> <p>*PAT increase in number of students in the acceptable standard for Part A (2018-19 - 84.2%) (PATs were cancelled for 2019-2020 and 2020-2021 due to the Covid pandemic)</p> <p>September 2021- 11.32% of our grade 2 and 3 students are considered at risk based on the Numeracy Assessment diagnostic test</p> | <p>2021-22</p> <p>Students' understanding of the relationship between numbers and quantity and how it relates to place value will improve.</p> | <p>2021-22</p> <p><b>Staff will:</b></p> <p>analyze students' work to determine next steps</p> <p>will use a variety of manipulatives, strategies and tasks to represent numbers, quantity and place value.</p> <p>build procedural fluency from conceptual understanding</p> <p><b>With students, staff will:</b></p> <p>support students to build foundational skills by:</p> <p>understanding part-part-whole relationship of a given number (whole numbers, fractions, decimals)</p> <p>build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve problems</p> | <p>2021-22</p> <p>"Taking Action: Implementing Effective Mathematics Teaching Practice" by DeAnn Huinker and Victoria Bill</p> <p>Mathletics</p> <p>CBE Math Framework</p> | <p>2021-22</p> <p>- Teachers will use manipulatives at least once a week</p> <p>- Teachers will use either journals, diaries or composition with students to express their understanding of numbers, quantity and place value</p> <p>- Teachers will have students access an on-line task twice a month</p> <p>- Staff design tasks using and PLCs documentation at least once every three weeks.</p> <p>- Students will demonstrate improved procedural fluency</p> | <p><b>Measure 1:</b></p> <p>Report card stem "Number – Develops number sense and applies strategies for computation and estimation"</p> <p><b>Measure 2:</b></p> <p>Provincial Achievement Test scores in Math Acceptable Standards</p> <p><b>Measure 3:</b></p> <p>K-3 Numeracy Screening Assessments</p> | <p><b>Measure 1:</b></p> <p>-83.8% of students achieving 3s and 4s on the June 2021 Report card stem "Number – Develops number sense and applies strategies for computation and estimation"</p> <p><b>Measure 2:</b></p> <p>-2018-19 - 86.5% number of students in the acceptable standard for Part A</p> <p><b>Measure 3:</b></p> <p>September 2021: 11.32% of our grade 2 and 3 students are considered at risk based on the Numeracy Assessment diagnostic test</p> | <p><b>Measure 1:</b></p> <p>83.1% of students achieving 3s and 4s on the June 2022 Report card stem "Number – Develops number sense and applies strategies for computation and estimation"</p> <p><b>Measure 2:</b></p> <p>81.8% of students in the acceptable standard for Part A (2018-19 - 86.5%)</p> <p><b>Measure 3:</b></p> <p>May 2022: 4.24% of grade 2 and 3 students are considered at risk based on the Numeracy Assessment diagnostic test.</p> | <p>A decrease of 0.7 percentage points.</p> <p>A decrease of 4.7 percentage points.</p> <p>An decrease in the amount of student at risk by 7.02 percentage points.</p> |

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| <p><b>2022-23</b><br/>In June 2022: About 83.1% of students achieved 3 or 4 on the Report card stem "Number – Develops number sense and applies strategies for computation and estimation". These results demonstrated a decrease of 0.7 percentage points when compared to the June 2021 results.</p> <p>PAT 2021-22: a decrease in number of students in the acceptable standard for Part A (2021-2022 result of 81.8%)</p> <p>May 2022 - 4.24% of grade 2 and 3 students were considered at risk based on the Numeracy Assessment diagnostic test.</p> | <p><b>2022-23</b><br/>Students' understanding of the relationship between number and how it relates to place value will improve.</p> | <p><b>2022-23</b><br/><b>Staff will:</b><br/>engage in professional readings, videos and PLC discussions together to deepen knowledge of Math strategies (focussing on students' understanding of the relationship between number and how it relates to place value).</p> <p>co-create and implement 3-5 grade-level appropriate math strategies</p> <p><b>With students, staff will:</b><br/>model, share, and co-create the use of math strategies, connections to the relationship between number and how it relates to place value.</p> <p>support students with foundational Math skills by building fluency with procedures to solve problems.</p> | <p><b>2022-23</b><br/>CBE Assessment and Reporting guides</p> <p>CBE Math Framework</p> <p>"Taking Action: Implementing Effective Mathematics Teaching Practice" by DeAnn Huinker and Victoria Bill</p> <p>Making Thinking Visible" by Ritchhart, Church and Morrison.</p> <p>New K-3 math Curriculum</p> | <p><b>2022-23</b><br/>- Teachers will use either journals, diaries or composition with students to express their understanding of numbers, quantity and place value</p> <p>- Teachers will have students access an on-line task twice a month</p> <p>- Staff design tasks using PLC documentation at least once every three weeks.</p> <p>- Teachers will use Making Thinking Visible Strategies at least once a PLC Cycle</p> <p>-Students will demonstrate improved understanding of the relationship between number and how it relates to place value</p> | <p><b>Measure 1:</b><br/>Report card stem from June 2022 "Number – Develops number sense and applies strategies for computation and estimation" and from June 2023 "Understands and applies concepts related to number, patterns, and algebra"</p> <p><b>Measure 2:</b><br/>Provincial Achievement Test scores in Math Acceptable Standards</p> <p><b>Measure 3:</b><br/>1-3 Numeracy Screening Assessments</p> <p><b>Measure 4:</b><br/>Teacher Survey</p> | <p><b>Measure 1:</b><br/>- 83.1% of students achieving 3's and 4's on the June 2022 Report card stem "Number – Develops number sense and applies strategies for computation and estimation".</p> <p><b>Measure 2:</b><br/>In 2021-2022, 81.8% number of students scored in the acceptable standard for Part A.</p> <p><b>Measure 3:</b><br/>September 2022: 5.88% of our grade 2 and 6.06% of our 3 students considered at risk based on the Numeracy Assessment diagnostic test.</p> <p><b>Measure 4:</b><br/>Jan 2023: Teacher survey to identify the number of Making Thinking Visible strategies teachers have intentionally implemented and assessed in the classroom this school year.</p> | <p><b>Measure 1:</b><br/>- XX% of students achieving 3's and 4's on the June 2023 Report card stem "Understands and applies concepts related to number, patterns, and algebra"</p> <p><b>Measure 2:</b><br/>PAT 2022-23: PAT scores will increase in number of students in the acceptable standard for Part A when compared to the 2021-22 results of 81.8%.</p> <p><b>Measure 3:</b><br/>May 2023: XX.X% of our grade 2 and 3 students considered at risk based on the Numeracy Assessment diagnostic test.</p> <p><b>Measure 4:</b><br/>June 2023: Teacher survey to identify growth in the number of Making Thinking Visible strategies teachers have intentionally implemented and assessed in the classroom this school year.</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  |
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| <p><b>2020-21</b><br/>CBE Survey data reflects that a lower percentage of students (71.3%) agree that they want to keep learning even when they experience a setback as compared to student achievement data on CBE Personal Development Results 4 stem: Engages in learning with confidence and persistence (81.7%).</p> | <p><b>2020-21</b><br/>Students will build resiliency and demonstrate improved confidence in managing stressful situations at school throughout the year.</p> | <p><b>2020-21</b><br/><b>Staff will:</b><br/>use a common language in helping to identify emotions, and strategies that can be used for dealing with feelings.</p> <p>participate in monthly PLCs and weekly common grade team planning to: plan regular opportunities for students to develop common language around self-regulation strategies.</p> | <p><b>2020-21</b><br/>Funds to purchase resources physical spaces (sensory items, inclusive text sets, etc.).</p> <p>Professional learning opportunities (such as the ATA workshop on resiliency) to build staff capacity in their understanding of building regulation strategies and common language and conflict resolution skills.</p> <p>The CBE Bullying Awareness</p> | <p><b>2020-21</b><br/>Teachers will use a common language in helping to identify emotions, and strategies that can be used for building resiliency</p> <p>Staff utilize common language and strategies for teaching social-emotional learning.</p> <p>Staff model, build and foster resiliency.</p> | <p><b>Measure 1:</b><br/>CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence</p> <p><b>Measure 2:</b><br/>Staff lesson plans</p> | <p><b>Measure 1:</b><br/>Feb 2021</p> <p>-measure the percentage (76.9%) of students receiving EX and EV summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence</p> <p><b>Measure 2:</b><br/>Sept.2020-Jan. 2021: 1 lesson per month included an</p> | <p><b>Measure 1:</b><br/>83% students received EX and EV summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence from February 2021 report cards</p> <p><b>Measure 2:</b><br/>Feb.- June 2021</p> | <p>An increase of 6.1% of students receiving EX and EV summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence from February 2021 report cards (76.9%) and June 2021 report cards (83%).</p> <p>At least one lesson but in most cases 2 lessons per month</p> |

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|  |  | <p>discuss effective teaching strategies – What is working? What needs to be adjusted? during full day PD sessions- whole school PLC.</p> <p><b>With students, staff will:</b><br/>provide opportunities for students to participate in formative assessment and feedback such as through entry and exit slips, self reflection, formal and informal surveys.</p> <p>provide students with gradual release of responsibility for students' self-reflection and initiative.</p> <p>support and facilitate small group or one-on-one instruction targeted to students' specific learning needs.</p> <p>provide opportunities for students to engage in self assessments.</p> | <p>and Prevention Training Program.</p> <p>CBE Survey</p> <p>Resiliency In Action, edited by Nan Henderson.</p>   |  | <p><b>Measure 3:</b><br/>CBE Survey:<br/><br/>I want to keep learning even when I experience a setback.</p>  | <p>opportunity for resilience building, self- regulation and social-emotional learning</p> <p><b>Measure 3:</b><br/>2018-19 (no CBE Survey Data for 2019-20 school year)<br/>71.3% Want to keep learning when experiencing a setback</p>  | <p>1-2 lessons per month included an opportunity for resilience building, self- regulation and social-emotional learning</p> <p><b>Measure 3:</b><br/>73% want to keep learning when experiencing a setback</p>  | <p>included an opportunity for resilience building, self- regulation and social-emotional learning</p> <p>May 2021 CBE Survey: The statement of "I want to keep learning when experiencing a setback" was no longer available on the CBE Survey. The statement of "When I struggle with my school work, I can get through it and fix it" was in alignment with our goal and therefore was chosen. About 92% of students agreed or strongly agreed with this statement.</p> |
| <p><b>2021-22</b><br/>May 2021 CBE Survey: When I struggle with my school work, I can get through it and fix it- about 92% of students agree or strongly agree with this statement.</p> <p>Students receiving EX and EV summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence from February 2021 report cards (76.9%) and June 2021 report cards (83%).</p> | <p><b>2021-22</b><br/>Students will build resiliency and demonstrate improved confidence in managing stressful situations at school throughout the year.</p> | <p><b>2021-22</b><br/><b>Staff will:</b><br/>choose an anchor text, such as books by Peter H. Reynolds and in grade group meetings, plan regular opportunities for ways students can integrate these principles in their interpersonal experiences and interactions.</p> <p>use a common language in helping to identify emotions, and strategies that can be used for dealing with feelings.</p> <p><b>With students, staff will:</b><br/>provide opportunities for students to participate in reflection of their resiliency.</p> <p>support students around their responsibility for their self-reflection and initiative.</p>  | <p><b>2021-22</b><br/>ATA Group Funding for book study purchases for "Teachers These Days"- by Jody Carrington.</p> <p>Resources to purchase classroom texts that help integrate feelings, emotions and mental health literacy into daily literacy opportunities.</p> <p>Professional learning opportunities to develop self-regulation strategies.</p> <p>CBE Student Survey</p> | <p><b>2021-22</b><br/>Staff have a common language of positive and poor mental health.</p> <p>Students have a shared language around socio-emotional learning.</p> <p>Staff and students model, build and foster resiliency.</p> | <p><b>Measure 1:</b><br/>CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence</p> <p><b>Measure 2:</b><br/>CBE Student Survey</p> <p><b>Measure 3:</b><br/>Staff lesson plans</p> | <p><b>Measure 1:</b><br/>83% of students receiving EX and EV (data from June 2021 report card) summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence</p> <p><b>Measure 2:</b><br/>When I struggle with my school work, I can get through it and fix it- about 91.76% of students agree or strongly agree with this statement.</p> <p><b>Measure 3:</b><br/>Sept.2021-Jan. 2022: 2 lesson per month included an opportunity for resilience building, self- regulation and social-emotional learning documented in teachers' PLC notes</p> | <p><b>Measure 1:</b><br/>June 2022- 81.8% of students received EX and EV summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence</p> <p><b>Measure 2:</b><br/>89.33% of students agree or strongly agree with the statement: When I struggle with my school work, I can get through it and fix it</p> <p><b>Measure 3:</b><br/>Feb.- June 2022: 2-3 lessons per month included an opportunity for resilience building, self- regulation and social-emotional learning documented in teachers' PLC notes</p> | <p>A decrease of 1.2 percentage points.</p> <p>A decrease of 2.43 percentage points.</p> <p>Teachers PLC notes documented 2-3 lessons per month included an opportunity for resilience building, self- regulation and social-emotional learning.</p>   |

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|   |  | <p>support and facilitate small group or one-on-one instruction targeted to students' specific learning needs.</p> <p>provide opportunities for students to engage in self and peer assessments.</p>  |  |   |  |   |  |  |
| <p><b>2022-23</b><br/>May 2022 CBE Survey: 89.33% of students agree or strongly agree with this statement "When I struggle with my school work, I can get through it and fix it". This was a decrease of 2.43 percentage points from May 2021.</p> <p>In June 2022- 81.8% of students received an EX and EV summative indicators for the CBE Personal Development Results 4 statement: Engages in learning with confidence and persistence. This was a decrease of 1.2 percentage points from May 2021.</p> | <p><b>2022-23</b><br/>Students will build resiliency and demonstrate improved confidence in managing stressful situations at school throughout the year.</p> | <p><b>2022-23</b><br/><b>Staff will:</b><br/>engage in professional learning on resilience and perseverance and key factors that impact resilience, including supportive relationships, skills building, and stressor reduction</p> <p>use an anchor text to plan regular consistent opportunities for ways students can integrate resiliency strategies in their interpersonal experiences and interactions and share using the Making Thinking Visible strategies.</p> <p><b>With students, staff will:</b><br/>introduce the key factors of resilience and character and use reflection tools to explore personalized ways to develop these factors in students' social and school environment.</p> <p>provide opportunities for students to develop a common understanding of the CBE Indigenous Education Holistic Lifelong Learning Framework to build character and understanding of one's belonging and confidence.</p> | <p><b>2022-23</b><br/>CBE Indigenous Education Holistic Lifelong Learning Framework</p> <p>CBE Student Survey</p> <p>OurSCHOOL Survey</p> <p>CBE Cares Report</p> <p>Professional learning resources specific to teacher instruction focusing on resiliency, character, belonging, and confidence.</p> | <p><b>2022-23</b><br/>Students are exposed to and have an understanding of the Indigenous ways of knowing.</p> <p>Teacher provides students with increased opportunity to use Making Thinking Visible Strategies to build character that enhances resiliency, belonging and confidence.</p> <p>Staff and students model, build and foster resiliency through the CBE Indigenous Education Holistic Lifelong Learning Framework.</p> | <p><b>Measure 1:</b><br/>Report Card Stem: Physical Education and Wellness "Demonstrates skills to support the well-being of self and others".</p> <p><b>Measure 2:</b><br/>CBE Student Survey</p> <p><b>Measure 3:</b><br/>Teacher Survey</p> <p><b>Measure 4:</b><br/>Teacher Survey</p> | <p><b>Measure 1:</b><br/>- XX.X% of students achieving 3's and 4's on the Jan 2023 Report card stem "Demonstrates skills to support the well-being of self and others".</p> <p><b>Measure 2:</b><br/>- In May 2022: 89.33% of students agree or strongly agree with the statement "When I struggle with my school work, I can get through it and fix it".</p> <p><b>Measure 3:</b><br/>Jan 2023: Teacher survey will identify that teachers are use Making Thinking Visible Strategies to integrate resiliency concepts into at least 3 lessons per month.</p> <p><b>Measure 4:</b><br/>Jan 2023: Teacher survey to identify current use of the 7 Sacred Teachings as a classroom support in character instruction to model, build and foster resiliency.</p> | <p><b>Measure 1:</b><br/>- XX.X% of students achieving 3's and 4s on the June 2023 Report card stem "Demonstrates skills to support the well-being of self and others".</p> <p><b>Measure 2:</b><br/>- In May 2023:XX.X% of students agree or strongly agree with the statement "When I struggle with my school work, I can get through it and fix it".</p> <p><b>Measure 3:</b><br/>June 2023: Teacher survey will identify that teachers are integrating resiliency concepts into at least 4 lessons per month.</p> <p><b>Measure 4:</b><br/>June 2023: Teacher survey to growth in current use of the 7 Sacred Teachings as a classroom support in character instruction to model, build and foster resiliency.</p> |  |