



Goal Setting

Overall Goal:

Needs Assessment / Where Are We Now

Language:

- Our school-wide reading level data indicates that we have a significant portion of students reading below grade level. BAS and PM Benchmark data as well as our 2018-2019 EQAO data, indicate that student comprehension skills are lagging, possibly because students are either skipping words rather than using word attack strategies or inserting words that do not make sense when guessing. In both scenarios, data shows that they are continuing with their reading rather than going back and trying again.
- Attitudinal data from the 2018-2019 EQAO testing as well as our October 2019 student SIPSAW survey data, show that many of our students do not enjoy reading, do not see themselves as good readers, or do not read outside of school. A fair portion of students are not making sure that they understand what they are reading or are not trying their best when participating in reading activities at school. These attitudes are more prominent within the male population of our school (which is approx. 67% male).

If we work together to purposefully plan our guided reading instruction using the Fountas and Pinnell guided reading sets as well as improve our assessment and feedback practices by monitoring learning and setting goals using the Fountas and Pinnell Literacy Continuum, student engagement and achievement in reading will improve as measured by monitoring our school-wide reading data and the components of our SIPSAW survey data that measures our students' attitudes towards reading.

Mathematics:

- Our EQAO scores indicate that our students are struggling in mathematics. The most significant gap identified in this data appears to be in students' ability to apply their knowledge and understanding of mathematical concepts in thinking type questions, particularly those with an open response format.
- Attitudinal data from the 2018-2019 EQAO testing as well as our October 2019 student SIPSAW survey data, show that many of our students do not enjoy math and do not see themselves as being good at math or capable of answering difficult questions. A fair portion of our student population indicate that they are not making sure they understand the question or thinking about the steps needed to solve a problem before they begin working.
- Data collected from our focus students and plotted onto the Lawson Continuum of Addition and Subtraction, indicate that students need continued explicit instruction in using mental math strategies that support the development of proficient addition and subtraction skills and move them towards developing proficiency with multiplicative and divisive thinking.

If we work together to purposefully plan our mathematics instruction by utilizing daily number talks, the spiraling methodology and evidence-based resources (Marion Small's "Open Questions for the Three Part Lesson" and Marion Small's "Good Questions; Great Ways to Differentiate Instruction") as well as improve our assessment and feedback practices by monitoring learning and setting goals using the Lawson continuum, student engagement and achievement in mathematics will improve as measured by monitoring our focus students and the components of our SIPSAW survey data that measures students' attitudes towards mathematics.

Theory of Action:

If we create engaging learning experiences through a focus on purposeful planning and improve assessment and feedback practices through a focus on monitoring learning and setting goals then student engagement and achievement will improve as measured by monitoring our focus students.

Success criteria for engaging learning experiences:

- I can see and hear authentic learning experiences*
- I can see and hear assessment and feedback practices*
- I can see and hear student-centered learning*
- I can see and hear students using resources with intention*
- I can see and hear educators as responsive facilitators*
- I can see and hear collaboration*
- I can see and hear purposeful planning*
- I can see and hear discourse along with independent think time*
- I can see and hear wellness*

‘Look Fors’

Success Criteria for monitoring learning and setting goals



PLAN

LANGUAGE:

- Purchase additional Fountas and Pinnell guided reading sets to support literacy development for every student in the school and to build capacity in all staff to deliver effective guided reading instruction.
- Build staff capacity in the use of the Fountas and Pinnell Literacy Continuum by using the “Behaviours to Notice” resource to support assessment and feedback practices.
- Work with school LCI to help match all students with reading materials that they enjoy.
- Work with school LCI to help ensure that all students can see themselves reflected in the reading material available.
- Promote reading as an enjoyable, valuable and effective way to support good mental health by including reading in the library as an option during Wellness Wednesday activities.
- Promote the use of audiobooks inside and outside of the classroom to ensure that all readers can access and enjoy developmentally appropriate text.
- During guided and shared reading activities, place an emphasis on strategies that help monitoring for understanding (self-correction and summarizing) as well as providing explicit instruction in the use of various work attack strategies.

MATHEMATICS:

- Provide staff with support to spiral the math curriculum and utilize the use of open questions by providing them with dedicated time to plan with colleagues during PD days, Staff meetings and Learning Team events.
- Ensure that all staff have access to the Marion Small’s “Open Questions for the Three-Part Lesson” and Marion Small’s “Good Questions; Great Ways to Differentiate Instruction”. Purchase more books if necessary and provide time during PD days, Staff meetings and Learning Teams time to utilize the information provided by them.
- Provide staff with the support and resources necessary to ensure that all students are receiving daily number talks that promote number fluency and support continual reflection on supporting students’ progression through Lawson’s continuums.
- Purchase math games for classrooms that both promote number fluency and promote math as an enjoyable activity.

ACT

LANGUAGE

- Monitor the use and frequency of guided reading instruction through data collected during classroom observations. Reflect with staff on this data.
- Monitor student progression through bi-weekly running records for those students flagged as PWD in reading and those on modified reading programs.
- Administer full BAS assessment to those students who are not progressing to gather further data on how to best support their needs.
- Have staff self-reflect bi-weekly on their progress attaining the goals stated in our co-created success criteria.

MATH

- Monitor the frequency of guided math instruction through data collected during classroom observations. Reflect with staff on this data.
- Monitor the use of open questions and number talks through data collected during classroom observations. Reflect with staff on this data.
- Monitor the use of small group guided instruction during mathematics blocks through data collected during classroom observations. Reflect with staff on this data.
- Have staff self-reflect bi-weekly on their progress towards attaining the goals stated in our co-created success criteria.