

DATA

STUDENT ACHIEVEMENT	CONTEXTUAL/EQUITY OF OUTCOMES	ATTITUDINAL
<p>Data gathered from the following sources – report cards, attendance, OSSLT, EQAO Trends – gr 9 and 10 applied courses (large % of students in grade 9 and 10 not succeeding/ focus on introduction of global competency skills into grade 9 courses (working towards goal of gradual introduction of global competency skills tiered throughout 4 years of high school to improve student achievement and engagement), large number of disengaged students not achieving (poor attendance, behaviour issues, focus on identifying areas to engage and improve student achievement/introduction of “bundles”)</p> <p>Needs identified in grade 9 and 10 applied/academic courses, gender differences - low success for applied/college males, group of disengaged/marginalized students not achieving</p> <p>Intervention Strategies – Faces on the Data, Focus on equitable teaching and assessment practices</p>	<p>Equity, Student Voice (SSA), Student Success meetings, Faces on the Data, Grade 12 Exit data, IPRC data</p> <p>Trends – identified areas of need with males not achieving (decreased success seen with males in applied and college courses), identification of disengaged/marginalized students not achieving and providing supports/interventions to improve success (“bundles”, lunch and breakfast food programs, focus on SAL, student success and AR resources</p> <p>Intervention Strategies – New promotion meeting structure to identify and address specific student need, “course bundles”, SAL opportunities and experiential learning opportunities</p> <p>Equitable representation seen in teaching resources, teaching practises and activities throughout the school community for all members of our school population driven by student voice.</p> <p>“If culturally responsive curriculum resources and digital tools are a part of teacher practice, then students will better see themselves represented in their learning.”</p>	<p>School Climate Survey, Faces on the Data, Grade 12 Exit Data, Equity/student Voice Data, SSA</p> <p>Trends – data indicates a safe school environment but 36-48% of students indicate they sometimes or never “feel supported”, “have someone to talk to” or “have others recognize” when they are feeling sad, anxious, hopeless, stressed, angry, confused, wired or some other unusual emotion – students have identified communication/partnership between different student groups and programs within the school is a need</p> <p>Intervention Strategies – Focus on providing forum for student voice (super council), lunch hub, new innovative zones in school to foster communication and community, staff PD focus on developing community and relationships within their classrooms, school staff focus on four domains of well-being and the foundation of the Aligned and Integrated Model (AIM) for School Mental Health and Well Being</p>

GOALS

ENGLISH – OSSLT(last year result)				MATHEMATICS – GRADE 9 EQAO				CREDIT ACCUMULATION				DDSB 4 YEAR GRADUATION METRIC		
	% INCREASE	FROM %	TO %		% INCREASE	FROM %	TO %	% STUDENTS AS OF AUG 31	% INCREASE	FROM %	TO %	% INCREASE	FROM %	TO %
OVERALL	5%	77(83)	82	ACADEMIC	5%	81	86	GRADE 9 – 8/8	5%	83	88	2.1%	67.9	70
ACADEMIC	5%	90(95)	95	APPLIED	5%	43	48	GRADE 10 – 16/16	5%	68	73			
APPLIED	5%	48(46)	53	ACADEMIC - SPECIAL EDUCATION	5%	82	87	GRADE 11 – 24/24	5%	62	67			
SPECIAL EDUCATION	5%	51(47)	56	APPLIED - SPECIAL EDUCATION	5%	32	37							

STUDENT LEARNING OUTCOMES – REPORT CARD DATA INTERNAL ACCOUNTABILITY

								FOCUS GRADE 9 COURSES				FOCUS GRADE 10 COURSES			
STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %	STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %	STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %	STUDENTS ABOVE 70%	% INCREASE	FROM %	TO %
ENG-1D	5%	56	61	MATH-1D	5%	77	82	GEOGRAPHY-1D	5%	79	84	HISTORY-2D	5%	70	75
ENG-1P	5%	40	45	MATH-1P	5%	51	56	GEOGRAPHY-1P	5%	52	57	HISTORY-2P	5%	53	58
ENG-2D	5%	58	63	MATH-2D	5%	75	80	SCIENCE-1D	5%	73	78	SCIENCE-2D	5%	75	80
ENG-2P	5%	19	24	MATH-2P	5%	32	37	SCIENCE-1P	5%	51	56	SCIENCE-2P	5%	42	47

WELL-BEING FOCUS AND INITIATIVES:

(Based on data informed school need using the Aligned and Integrated Model from SMH-ASSIST)

- School-wide focus on the understanding and recognition of the four domains of well-being (physical, cognitive, emotional and social)
- School-wide focus on development of the foundation of the Aligned and Integrated Model (AIM) for School Mental Health and Well Being (Welcome, Include, Understand, Promote and Partner)

INTENDED EVIDENCE OF IMPACT:

- Positive student voice feedback
- Working and learning environments where staff are aware and responsive to the well-being needs of all our students
- Staff and student understanding and increased competency of the foundational parts of the AIM for School Mental Health and Well-Being

- Develop staff implementation of AIM for School Mental Health and Well Being through multiple PD opportunities, classroom supports, safe school, equity team and student group initiatives and staff well-being initiatives such as leadership and collaboration opportunities

STUDENT LEARNING NEED (Literacy and Numeracy)

EDUCATOR LEARNING NEED (Literacy and Numeracy)

LITERACY/EQUITABLE OUTCOMES for Identified Student Groups		LITERACY/for Identified Student Groups	
GR 9 ACADEMIC Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, Faces on the Data, use of read and write for all students with IEP, introduction of new texts	GR 10 ACADEMIC Further development of skills from grade 9, Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, use of read and write for all students with IEP, introduction of new texts, leveraging digital/ chromebooks /google classroom	<ul style="list-style-type: none"> • Development of skills needed to use/implement technology in the classroom such as google classroom and "read and write" software • Identify appropriate students and implement LLI strategies in the grade 9 classroom • Collaborating as a department team to map (gradual release of responsibility) curriculum expectations/global competencies/learning skills for students • Collaborating in Faces on the Data meetings to identify needs and strategies to support student engagement and success • Build teams with Family of Schools to share strategies and support transition of students into high school 	
GR 9 APPLIED Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, Faces on the Data, LLI, use of read and write for all students with IEP, introduction of new texts with focus on engaging our male students	GR 10 APPLIED Further development of skills from grade 9, Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, use of read and write for all students with IEP, introduction of new texts with focus on engaging our male students, leveraging digital/ chromebooks /google classroom		
NUMERACY/EQUITABLE OUTCOMES for Identified Student Groups		NUMERACY for Identified Student Groups	
GR 9 ACADEMIC Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, Faces on the Data, RMS, guided/group instruction, use of Knowledgehook	GR 10 ACADEMIC Further development of skills from grade 9, Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, leveraging digital/ chromebooks /google classroom	<ul style="list-style-type: none"> • Development of skills needed to use/implement technology in the classroom such as google classroom and "Knowledgehook" • Collaborate as a team to develop new math structures for grade 9 classes at O'Neill (focus on gap closing, guided instruction, team teaching, co-planning and co-teaching to improving student achievement) • Identify appropriate students and implement gap closing strategies in the grade 9 classroom • Collaborating as a department team to map (gradual release of responsibility) curriculum expectations/global competencies/learning skills for students • Collaborating in Faces on the Data meetings to identify needs and strategies to support student engagement and success • Build teams with Family of Schools to share strategies and support transition of students into high school 	
GR 9 APPLIED Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, Faces on the Data, RMS, guided/group instruction, use of Knowledgehook	GR 10 APPLIED Further development of skills from grade 9, Gap Closing/Global Competencies, gradual release of responsibility with learning skills and curriculum expectations, leveraging digital/ chromebooks /google classroom		
Identification and placement of students in specialized classes based on individual learning needs to ensure appropriate supports and interventions are available to promote student achievement			

SEF INDICATOR	TARGETED EVIDENCE INFORMED STRATEGIES	LEVERAGING DIGITAL	TEACHER WILL	STUDENT WILL
1.1 Assessment is connected to curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction	<ol style="list-style-type: none"> 1. Development of a variety of assessments through collaboration and team input (staff/department meetings/course structures/library resources) 2. Development of gradual release of responsibilities for specific skills related to discipline/global competencies 3. Opportunities for reflection of teaching practise, including student voice to inform instruction/assessment 	<ul style="list-style-type: none"> • Use of google classroom to support student achievement. • Use of technology as a tool to provide opportunities for differentiated assessment. • Use of "Read and Write" software to support students with IEP's 	<ul style="list-style-type: none"> • Pursue PD in order to leverage digital in their classroom • Embed intentional, precise and guided practise in all subject areas • Deliver programs that support individual student need • Provide opportunities for student voice to inform their practise and assessment • Engage in collaborative inquiry to support the development of equitable teaching practises and assessment 	<ul style="list-style-type: none"> • Engage in peer and self-assessment • Collaborate with educators in setting goals, reviewing achievement data and progress as well as reflecting on goals/pathways to ensure their success
3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives	<ol style="list-style-type: none"> 1. Opportunities for students to reflect and share on their learning in the classroom and have this feedback inform future practise 2. Provide multiple options for students in the classroom to reflect their personal strengths, learning preference and cultural perspectives (course content/assignments/assessments etc.) 3. Monitor student progress throughout semester and adjust programing as needed to support student success 	<ul style="list-style-type: none"> • Provide opportunities for student voice to assess effectiveness of technology use in classroom • Reflect on student voice to leverage digital effectively in the classroom 	<ul style="list-style-type: none"> • Collaborate as a multi-disciplinary team to embed a variety of learning preferences and cultural perspectives into the curriculum • Build and model inclusive and collaborative structures and practises in their classrooms to support student well-being • Deliver programing that will support the individual learning needs of their students • Integrate culturally responsive curriculum resources and digital tools in teaching practise 	<ul style="list-style-type: none"> • Engage in their classroom community • Share their voice to support their learning in the classroom • Collaborate with educators in setting goals, reviewing achievement data and progress as well as reflecting on goals/pathways to ensure their success

Aligning Principal Leadership and Monitoring MAPPING OUT THE YEAR

• Projects/Initiatives	Creating equitable classroom communities										
Budget/Expenditures											