

MMES School Success Plan 2022-23 DRAFT Template

Section: Equity and Inclusion		
Goal: Emotional Well Being – Belonging and Mental Health Literacy		
Strategic Narrative A 2021-22 focus on building common language around Caring for Self, Others and This Place combined with restorative practice for student conflict resulted in growth from 58% of students identified as needing support with self mgmt. and responsible decision making to 35% requiring daily/regular support. 65% of MMES students are responding to universal expectations in this area. (Waiting for June Student Survey to see how many students can independently identify ways to take care of self, others and this place. During our data collection, it appeared taking care of self was the least common reason students were recognized vs. others/place) Based on that, we recognize that students need more explicit knowledge of and experience building personal mental wellness and resilience. We also recognize that children did not have the same opportunities for community building and navigating peer relationships during the pandemic, and continued opportunity for this is critical.	Strategic Focus Continue to focus on the 3 Pillars of Care, and expand positive school culture through intentional SEL programming. Focus on Taking Care of Self, Others and this Place by building resilience through understanding and applying the concepts related to the science of neuroplasticity, how the brain regulates emotions, mindful awareness, and building pro-social behaviours such as empathy, gratitude and connections. Students will be able to understand and explain how the brain regulates emotions, will be able to discuss a variety of emotions, identify and apply a number of regulation strategies including mindful awareness, and will be able to explain the positive culture of the school and why it is important for the well-being of the school community. All staff will be part of an ongoing collaborative researching, applying, reviewing and revising specific SEL strategies at universal, targeted and individual levels	Strategic Inquiry If Staff continue to work collaboratively to expand the common language of SEL to include student knowledge and understanding of a variety of emotions, the brain, neuroplasticity, the stress response system, mindful awareness, empathy and positive social connections, will students increase connections with peers and adults across the school, be able to identify their own signs of stress, access their personal regulation toolkit, and show resilience resulting in increased sense of belonging, safety, and readiness to engage in learning?

Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
Measurement Cycles – Sept, Nov (for adjustment of supports as needed) late January, late May/early June	___% can explain and identify their own stress response and apply at least 3 strategies for regulations	RTI Teacher checklists Sept, Nov to identify students requiring Targeted/Individualized supports after	Staff to explore and incorporate Mind Up Curriculum into daily routines and practice and grade appropriate learning https://mindup.org/	Expand Mental Health Literacy https://mentalhealthliteracy.org/ with School Counsellor to all classrooms (if elem curriculum pilot approved for delivery) Cultural Literacy – IESW
3 Pillars MMES survey Sept/Oct, June			Staff commitment to developing school culture of belonging that incorporates Indigenous ways of knowing (ex: circle of courage, medicine wheel, 7 sacred teachings...)	Monthly Staff Meetings with ProD focal points Common PD Days to focus on SEL if possible
Oct, Jan, May/June	___% feel they belong at school and are “part of the pack” (MMES wolf mascot reference)	Further key dates TBD	staff expanding common school culture, common language, and school Focus (ie: Motto—Curiosity, Community, Character + Mission/vision)	Building on staff Trauma Informed practice/understanding how to build resilience Background information – CHEQ, EDI MDI (if possible) data
Sept, Jan, May/June	___% feel safe at school ___% feel they have a safe adult at school that cares about them		Compassionate Schools	Mind Up Curriculum K-7
Student Learning Survey MDI EDI ? CHEQ ? Other?				

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Section: Success for all Learners

Goal To improve Foundational Reading Skills and Language Comprehension

Strategic Narrative

We have seen a concerning decline in student reading progress.

At the end of 2021

43% primary were emg or dev

57% Primary students were prof /ext

52% Int students were emg/dev

48% int students were prof/ext

At the end of 2022

(Rough data, not confirmed)

63% primary students emg/dev

37% Primary students prof/ext

57% Int stud emg/dev

43% Int students prof/ext

93% of students in gr 2-3 showed progress

57 % of gr 1 students showed progress

100% of 4-7 students showed progress

Disruptions to attendance during the 2021-22 school year (both students and staff) may have played a role.

Strategic Focus

Staff will commit to providing research supported targeted reading support to identified students that includes daily reading with an adult, daily developmental skill practice focusing on area of need including foundational reading skills: phonological awareness, phonemic awareness, and phonics (Automatic word recognition is required for students to be fluent readers.)

-Heggerty and targeted reading instruction.

The Language Comprehension strands include Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy/Print Knowledge. Language comprehension becomes more strategic so that students can make meaning from what they read; this is the ultimate goal of reading.

Continue to provide a wide range of literacy exposure including decodable books (Bob etc), developmentally appropriate fiction,

Strategic Inquiry

If staff work collaboratively to focus on the specific foundational reading skills of phonological awareness, decoding, and sight recognition and Language Comprehension, will students show increased progress in reading and literacy across disciplines?

		non-fiction choices, exposure to read aloud as well as reading practice		
Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
2 diagnostic Measures per year – Sept./Oct, Feb./March, May	<p>55% of primary and 65% of intermediate students will be either Proficient or Extending by May on the PM or F&P</p> <p>70% of students starting the year with emerging reading skills will demonstrate at least a full year of growth in their reading levels from Sept-May</p>	<p>Sept/Oct – Review of students who ended June at an Emerging PM/F&P.</p> <p>Oct./Nov. – create and review plan</p> <p>Feb/March – Review and enhance plan</p> <p>May/June – reflect and prepare transitions</p>	<p>Understand the components of reading (Scarborough Reading rope)</p> <p>Understand importance of phonological awareness, decoding, sight recognition</p>	<p>District Literacy VP will be critical support</p> <p>Look at timetabling to Utilize all teachers, EAs, non-enrolling staff, IESW + admin to meet student daily literacy goals</p> <p>Parent/grandparent reading volunteers</p> <p>Staff Meetings with ProD focal points and sharing of expertise in reading instruction Time for science of reading research https://heggerty.org/blog/the-reading-rope/</p>
2 (?) Measures a Year	<p>All students will be assessed with 1 other form of reading assessment besides diagnostic testing Such as _____ (TBD)</p>	<p>October PD Day – Research formative reading assessment practices (Can we collab with other schools ?)</p> <p>January – review and implement further strategies</p>	<p>Commitment to training all staff to be providing consistent reading instruction</p> <p>Understand how to use PM</p>	<p>Common PD Days with guest reading instruction experts</p>

	<p>Early Literacy Essential Skills Profile (ELESP)</p> <p>Engagement/Learning checklist fall/spring</p> <p>Checklists/journals</p>	April – Review and transition	<p>Benchmarks/ F&P to identify lagging skills</p> <p>Identify and incorporate intentional formative assessment strategies</p> <p>Effective independent learning during Guided reading time</p> <p>Effective Guided Reading strategies</p>	<p>Intentional Instructional Rounds opportunities within and outside of the school</p> <p>Find ways to share professional time</p> <p>Possible Resources https://heggerty.org/ <i>Visible Learning Feedback</i> – Hattie and Clarke <i>Reading Power</i> – Adrienne Gear <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area</i> – Releah Cossett Lent</p>
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Section: Success for All Learners

Goal To improve student mathematics performance through connection to authentic real-world numeracy tasks

Strategic Narrative

In 2020-21 teachers identified that students struggled most with the Connecting and Reflecting SNAP assessment band across grade levels and so the focus was on

Strategic Focus

Teachers will continue to connect student learning through authentic numeracy tasks including using the greenhouse, garden, student interest generated school projects and proposals and/or community projects

Strategic Inquiry

If staff work collaboratively as team and with the district numeracy VP to plan and implement the principles and strategies in Peter Liljedahl's *Building Thinking Classrooms in Mathematics* alongside a similar

<p>connecting mathematical concepts to real world problems across the curriculum.</p> <p>Teachers identified it was difficult to find a common goal to address this in the fall due to the vast range of student development and skills from K-7. K-2 collaborated and 3-7 collaborated to learn more about how to bring authentic connections to student learning.</p> <p>All Connecting and Reflecting data has not yet been analyzed on the spring SNAP, however while an initial glance shows Inconsistent progress across grades, teachers noticed an increase in student engagement and a positive shift in attitude toward math with increased focus on connections to authentic numeracy tasks and real-world problems.</p> <p>Teachers identified they would like to continue with the success for all learners goal of connecting numeracy to real world mathematical experiences.</p> <p>21/60 or 35 % of students scored a 3 (proficient) on the spring SNAP in numeracy</p>		<p>and proposals as part of their numeracy programming. (ex Caine's arcade Caine's Arcade - YouTube)</p>		<p>appropriate primary resource, will our learners consistently identify and apply their knowledge of numeracy and mathematics to solving real-world problems around the school and community?</p>
Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
3 Assessment cycles/year	SNAP Numeracy Score – 60% of students will be Proficient by year end.	Sept/Oct – Testing for SNAP and review of	Gr. 3-7 would like to continue with Liljedahl's <i>Building Thinking</i>	Regularly scheduled support re task design and

Share examples of student numeracy work at least 3x at All Staff meetings	<p>Report Card marks will reflect growth in mathematics with a goal of 60% of students proficient or greater</p> <p>Students will be able to identify and share work they are proud of on Seesaw and in daily conversations with</p>	<p>student performance in past SNAP</p> <p>February/March – review of SNAP and report card marks. Change plan as needed</p> <p>May/June – final SNAP, review and prepare for transitions</p>	<p><i>Classrooms in Mathematics</i>, while K-2 is looking for a resource designed for early numeracy. (TBD)</p> <p>Work with District Numeracy VP to establish criteria for creating authentic numeracy inquiry tasks and problems that allow students to discover and apply mathematical concepts and operations.</p> <p>Common math language and resources for math numeracy at the primary and intermediate levels</p> <p>Possible Resources: <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area by Content Area</i> – Releah Cossett Lent</p> <p>Peter Liljedahl's <i>Building Thinking Classrooms in Mathematics</i></p>	<p>assessment with District Numeracy VP</p> <p>Common Professional Time for intentional instructional rounds for problems of practice internally and with other schools-- Sharing of expertise</p> <p>Staff Meetings with ProD focus</p> <p>Common PD Days if possible</p> <p>Math manipulatives available to support learning at all times</p> <p>IESW connections to authentic numeracy problems</p>
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Section: Excellence in Teaching and Leadership

Goal: Increase teacher confidence in intentionally incorporating foundational reading skills and language comprehension strands in all literacy content.

Strategic Narrative

During the 20-22 school year, teachers focused on learning to provide authentic numeracy tasks for learners. This was beneficial and has now become a Success for All Learners Goal for 22-23.

Teachers identified that low literacy skills across grades is impacting student progress in all areas. Teachers want to spend the next year focused on working together to build a solid understanding of current research into effective reading instruction for learners and to practice applying consistent strategies and skills that target each learner's particular needs.

Strategic Focus

Teachers will commit to researching the science of reading to become more comfortable incorporating foundational reading skills: phonological awareness, phonemic awareness, phonics, decoding, and sight word practice (Automatic word recognition is required for students to be fluent readers) for emerging and developing readers

As well as Language Comprehension strands including Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy/Print Knowledge. Language comprehension becomes more strategic so that students can make meaning from what they read; this is the ultimate goal of reading

Strategic Inquiry

If staff work collaboratively to identify specific problems of practice (PoP) for their emerging and developing readers, identify research based practice to address the PoP, apply the strategy and follow the adjustment cycle of review and revision with the support of colleagues through instructional rounds, will they identify changes in practice that resulted in positive student achievement?

Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
3 times/year	Teacher pre- and post- self assessments re: problem of practice and confidence in application of new strategy Teachers will be able to clearly explain the problems of practice and	TBD	Understand the components of reading (Scarborough Reading rope) https://heggerty.org/blog/the-reading-rope/	District Literacy VP will be critical support Access to a variety of current professional articles. Find a way to structure time share professional expertise

	<p>adjustment cycles they participate in throughout the year.</p> <p>All staff will document what they have applied in the classroom with each student requiring reading support or literacy enrichment</p> <p>Teachers will be confident in their assessment data what has been tried, what is next and why they have achieved particular outcomes</p> <p>All staff will report on growth in understanding and application of classroom strategies that support strong readers</p>		<p>Understand importance of phonological awareness, decoding, sight recognition</p> <p>Understand how to use PM Benchmarks/ F&P to identify lagging skills</p> <p>Identify and incorporate intentional formative assessment strategies</p> <p>Identify and incorporate effective independent learning during Guided reading time</p> <p>Identify and incorporate consistent Guided Reading strategies</p>	<p>Agree on a Common Literacy Framework</p> <p>Staff Meetings with ProD focal points and sharing of expertise in reading instruction Time for science of reading research https://heggerty.org/blog/the-reading-rope/</p> <p>-Heggerty and targeted reading instruction. https://heggerty.org/</p> <p>Common PD Days with guest reading instruction experts</p> <p>Intentional Instructional Rounds opportunities within and outside of the school</p>
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