School Improvement and Equity Planning

A Continuous Improvement Cycle

September 2024

School: North Meadows Public School
Team Members:
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EVIDENCE

- Determine the sources of data available for analysis to identify urgent student learning needs (literacy/numeracy)
- Multiple sources should be collected and analyzed to identify trends

IDENTIFY

Critical Learning Needs

- What is/are the most urgent student learning need?
- Prioritize the needs that must be addressed to improve outcomes for students, paying particular attention to equity-deserving groups?

PLAN

Plan for Implementation Outcomes

- Identify the responsive actions and intentional strategies. How are they different? What will successful implementation look like? Activate the shared understanding of implementation success. Establish checkpoints and timelines.

ACT

Implement and Monitor

- Implementation of the strategies and monitoring the impact.

ASSESS

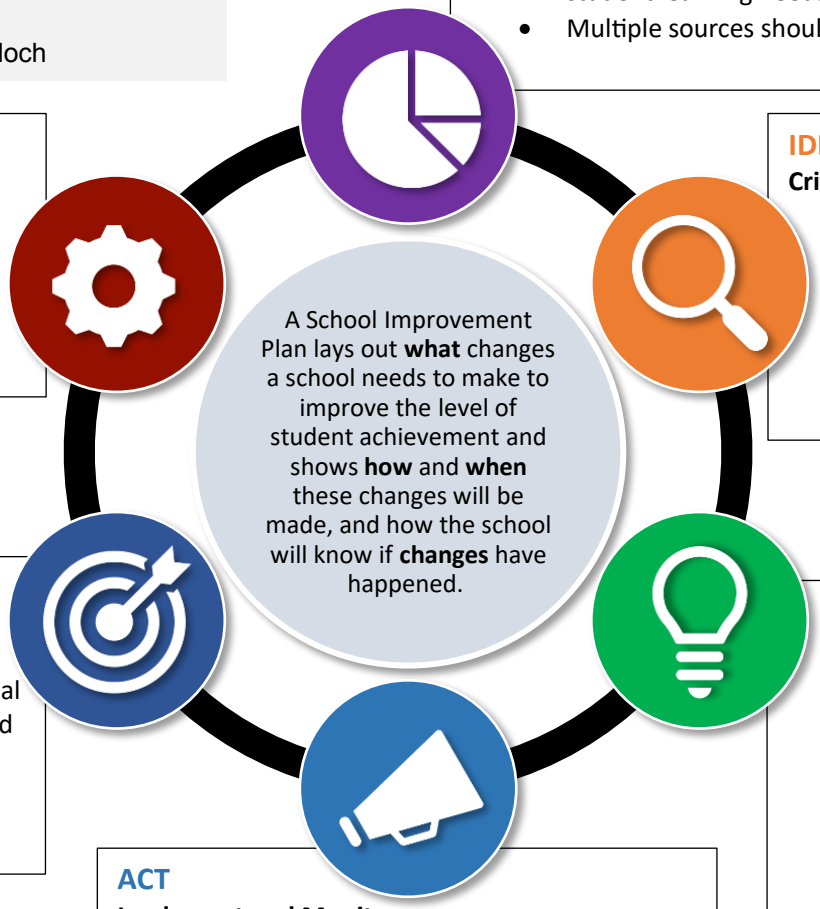
Monitor the Action Plan

- Has the impact aligned with the intent?
- Are the responsive actions and intentional strategies making a difference in staff and student learning?
- What are next steps based on what is observed?

REFLECT

Status Update and Next Steps

- Review, analyze, and interpret.
- Reflect on the impact of implementation.
- What does the evidence tell you needs to happen next?



- Literacy Goal – Students will: improve their writing skills to provincial standard (L3) by demonstrating their understanding of grammar, spelling, sentence s
- Numeracy Goal – Students will: improve their ability to solve multi-step problems, using a variety of tools and strategies to show their thinking (all students),

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Numeracy Goal(s)

EVIDENCE / IDENTIFY **PLAN** **ACT / ASSESS** **REFLECT**

Focus (Urgent Student Learning Need)	Strategies	Indicators of Success	Timelines	Updates and Revisions
EQAO Data: Grade 3 Reading: 72.4 % at or above provincial standard Writing: 65.5 % at or above Provincial standard Math: 72.4 % at or above provincial standard Grade 6 Reading: 95% at or above	Grade 3 has improved significantly from 2023-24 and 2024-25 in Math, Writing and Reading Next Steps: increase student literacy and fluency in writing Grade 6 has improved tremendously from 2023-24 and 2024-25 in Math	-PD Day Oct. 26: division work with teacher leading staff with UFLI weekly lessons (model sample lessons to staff) and Acadience review; divisions/grade partners will develop writing task that includes diagnostic task/ moderation, formative task/ moderation and	-improvement in ability to create pieces of work that display creativity, good sense, appropriate spelling, punctuation and grammar -improvement in ability to express clear, organized thoughts with detail, description, use of lengthier sentences with	September - January: implement intentional lessons in class to address punctuation, spelling, grammar, generation of ideas Learning Cycle: December - moderate diagnostic task and plan formative task and	
Evidence Examples • Formative Assessment • Diagnostic Assessment • EQAO • Report Cards • Screeners	**Identified Focus (urgent student learning need based on evidence)** • Skill that is lagging • Knowledge that is missing (curriculum)	**Strategies** • High-impact strategies • Evidence-based/ research-informed strategies	**Measuring Success (what do you hope to see?)** • Implementation of Strategies • Evidence of student learning	**Possible Timelines** • Short cycles that can be monitored • Provide actual dates	**Investigation** • What did the data show you about impact on student learning and teacher practice? • Now what? • Begin again…

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Literacy Goal(s)

EVIDENCE / IDENTIFY **PLAN** **ACT / ASSESS** **REFLECT**

Focus (Urgent Student Learning Need	Strategies	Indicators of Success	Timelines	Updates and Revisions
-EQAO Grade 3 data shows that students need improvement with "Thinking" questions (59% had correct answers) and with spatial sense (58% correct answers); Grade 6 data shows that students need improvement with "Thinking" questions (54% correct answers)	-School-wide focus on problem-solving and showing your thinking when answering math questions -explicit instruction on how to solve questions relating to spacial sense in Primary and with problems relating to spatial sense and collecting/represe nting data in J/I	-Oct. 26 PD Day - staff leaders in Kindergarten will facilitate in-depth exploration of FLAME resource and how it can be used to support and assess student learning with Kdgtn team; Primary and J/I staff leaders will facilitate in-depth exploration of Edwin with J/I divisions and how	-students in Primary grades will clearly and accurately show their thinking when solving problems in a variety of ways -data will indicate growth in ability to correctly solve spatial sense questions on 2027 EQAO test and class assessments -students in J/I	September-Dece mber: explicit teaching of strategies; variety in ways to show thinking (manipulatives, mental math, drawing, algorithms etc) January - collaborative review of data January -June: based on data collection, students will build	
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