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As a staff, we find it challenging to susain motivation among readers who face challenges with encoding and decoding words, encouraging them to persevere and continue taking on new reading challenges.			
Data/ Evidence to Identify the challenge- UFLI class work, Dibels Assessment, AR reading Goals and Progress Reports			
VISION of a RESPONSIVE CULTURE FOR LITERACY			
“We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom”.			
Our students will be.. doing & demonstrating.....	Our educators will be doing & demonstrating	Our tasks/activities and assessments in our classrooms will look like...	
		Tasks & Activities	Assessments
S1 – Applying phonics and decoding strategies- Sounding out words that are unfamiliar to them and demonstrate perseverance and willingness to take risks as readers	E1 – Plan and implement pull out and one-one-one reading sessions- Teachers and E.A’s will provide targeted support in decoding, fluency, and comprehension	Tasks /Activities: • Home reading • AR- Goal Setting • Choice in books from library (at level) Assessment: • AR Goal Reflection (Each term) • AR Testing (From each book read) • UFLI strategies for reading (During class) • Dibels Assessments (Each term)	
S2 – Read passages with increasing confidence and fluency- During guided reading and independent practice	E2 – Plan small group reading groups- Use text matched to students instructional reading level, ensuring all students experience success and growth		
S3 – Set personal reading goals- Self Reflecting on their reading	E3 – Organize UFLI lessons and groups- Planning UFLI groups based on ongoing assessment data and individual needs		
S4 – Show motivation and stamina as a reader- Choose to read during independent reading time	E4 – Model effective reading strategies- During whole class and guided reading sessions work on decoding unfamiliar words		
	E5 – Use the gradual release of responsibility model- Plan activities that include I do, You do, We do to scaffold instruction and gradually build student independence and confidence		

Data/Evidence to Measure Observable Progress:

Accelerated Reader (AR) Data:

- Number of books completed per term
- Average percentage correct on quizzes (showing persistence and understanding)
- Progress toward individual AR point goals, average book level goal
- Frequency of reading sessions (at home and school)

Student Reflections (AR Goal Reflection (Each term):

- Self-reported attitudes toward reading
- Evidence of goal- setting and self-evaluation
- Growth in reading confidence and willingness to take on new books
- Meeting or exceeding personal AR goals

Dibels Assessment Results (Each term):

- Growth in phonemic awareness, oral reading fluency, and accuracy rates
- Reduction in decoding/ encoding errors across terms
- Dibels scores showing growth

UFLI Strategy Application:

- Teacher observations noting student use of targeted decoding strategies (e.g., blending, segmenting)
- Increased frequency of reading strategies during guided reading instruction
- Improved decoding accuracy and fluency

Attendance and Participation in Reading Sessions

- Consistent engagement in one-on-one intervention or small reading groups
- Fewer instances of task avoidance or incomplete reading tasks
- Increased frequency of reading attempts without avoidance

As a staff, we find it challenging to

As a staff, we find it challenging to help students consistently record their mathematical reasoning and the steps they take to reach a solution, in a clear and organized way.

Data/ Evidence to Identify the challenge- Math journals, Daily Math Books, Tests, Math Interactive Notebooks

VISION of a RESPONSIVE CULTURE FOR MATHEMATICS

“We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom”.

Our students will be.. doing & demonstrating.....	Our educators will be doing & demonstrating	Our tasks/activities and assessments in our classrooms will look like...	
		Tasks & Activities	Assessments
S1 – Clearly recording their work and steps- Writing out each step of their problem- solving process so their reasoning can be followed by someone else	E1 – Modelling clear mathematical communication- Explicitly model how to write out steps, label work, and explain reasoning during lessons. (Show examples of clear and unclear work)	Tasks /Activities: • Math journals • Daily Math Books • Tests/ Assessments • Math Interactive Notebooks Assessment: • Teacher Observation Checklists- Track frequency and quality of students’ written reasoning and organization • Student Self- Reflections- Use cocreated rubrics for students to self-reflect or comment on how well they have shown their work and explained their thinking • Work Sample Comparison- Collect and compare samples to visually show improvement in how students record and explain math steps	
S2 – Presenting their work neatly and logically- Using headings, dates, and question numbers so their work is clearly organized and easy to reference	E2 – Setting and reinforcing consistent presentation expectations- Teach and remind students about headings, dates, margins, and numbering each lesson (Anchor charts can be displayed in classroom)		
S3 – Using their math book layout effectively- Setting out work within margins, keeping one question per section, and aligning numbers correctly	E3 – Providing structured opportunities to explain thinking- Use prompts like “Explain how you know”, “What strategy did you use?”		
S4 – Explaining their thinking using words, numbers, diagrams, and equations- Including steps taken to describe how they got the answer they did	E4 – Collaboratively moderate student work- Regularly share and discuss samples of student math books in staff meetings to align expectations and consistency across classrooms		

Data/Evidence to Measure Observable Progress:

Math Journals:

- Increased detail in explanation (words, numbers, equations)
- Increased use of math vocabulary to describe understanding

Daily Math Books

- Headings, dates, and question numbers consistently included
- Work set out neatly within margins, on lines
- Steps to problems are clearly shown and easy to follow
- Fewer incomplete or skipped steps

Tests/ Assessments

- Students showing working without prompts

Math Interactive Notebooks

- Clear examples and organized notes
- Students connect new learning to previous strategies.
- Growth in how students explain “how” and “why” in their own words.

As a staff, we find it challenging to

As a staff, we find it challenging to support students in independently problem solving and managing peer conflicts that arise during recess.

Data/ Evidence to Identify the challenge- Concerned parent emails, Emails sent home by staff, Violent Incident Reports, Misbehaviour Reports, In Class and Office Restitution Conversations

VISION of a RESPONSIVE CULTURE FOR WELLNESS

“We know that the implementation of our plan is successful, if we see the following aspects being demonstrated in our classroom”.

Our students will be.. doing & demonstrating.....	Our educators will be doing & demonstrating	Our tasks/activities and assessments in our classrooms will look like...	
		Tasks & Activities	Assessments
S1 – Use their WITS strategies (Walk away, Ignore, Talk it out, Seek help) to manage conflict and respond appropriately to challenging social situations S2 – Demonstrate self- regulation skills- Choose safe and respectful ways to respond when they feel frustrated or upset S3 – Engage in calm, respectful conversations- Talk through conflicts or misunderstandings with peers, showing curiosity and empathy S4 – Reflect on their actions and choices- After incidents reflect to understand what worked well and what they might do differently next time S5– Demonstrate positive social interactions- Contribute to a safe, inclusive, and respectful learning environment	E1 – Facilitate Responsive Classroom Meetings- Discuss recess incidents, celebrate positive problem- solving, and guide students in reflecting on choices and relationships E2 – Use proactive approaches- Explicitly teach and model problem-solving (WITS), emotional regulation, and conflict-resolution strategies before challenges occur E3 – Document and follow up on incidents- Collaborate with outside supervisors and homeroom teachers to maintain consistent expectations and messaging for students across setting. Principal will also follow up on incidents as needed ensuring consistent communication and restorative follow-up E4 – Listen actively to students concerns- Validate students’ feelings, supporting them in finding respectful and safe solutions E5 – Recognize and celebrate positive problem- solving behaviours- Help build a culture of empathy, respect, and accountability	Tasks /Activities: • Morning Meetings • Restitution Conversations • Recess Activities Assessment: • Office referrals • Keep track of morning meeting discussion topics • Parent communication	

Data/Evidence to Measure Observable Progress:

Office Referrals

- Reduction in office referrals and violent incident reports related to recess or peer conflict

Teacher and Supervisor Observations

- Outside supervisors observe students using their WITS strategies
- Anecdotal evidence of more cooperative play and positive peer interactions

Morning Meeting Notes

- Morning meeting topics documented
- Class discussions shift from reactive to proactive problem solving