At UCDSB, we believe that if we establish a consistent, equitable, and intentional culture of well-being and inclusivity in all of our schools, then all students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices, and increase student achievement.

**Goals**

- Primary Literacy
- Intermediate Literacy
- Junior Numeracy
- Intermediate Numeracy
- Assessment Leadership
Theory of Action: If we establish a consistent, intentional grade K-3 and grade 7-10 literacy strategy, with common assessment for learning practices, then student achievement in reading and writing will improve.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 3 Reading UCDSB</th>
<th>Grade 3 Writing Province</th>
<th>Grade 3 Writing UCDSB</th>
<th>Grade 3 Writing Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>65</td>
<td>75</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>2012</td>
<td>66</td>
<td>74</td>
<td>66</td>
<td>74</td>
</tr>
<tr>
<td>2013</td>
<td>66</td>
<td>76</td>
<td>66</td>
<td>76</td>
</tr>
<tr>
<td>2014</td>
<td>66</td>
<td>78</td>
<td>66</td>
<td>78</td>
</tr>
</tbody>
</table>

Year | FTE UCDSB successful | FTE Province Successful |
2011 | 80                   | 83                       |
2012 | 77                   | 82                       |
2013 | 75                   | 82                       |
2014 | 73                   | 83                       |

Percentage of All Grade 3 Students at All Levels: Reading

Percentage of Participating Grade 3 Students at All Levels: Writing

Common diagnostic
Learning goals & success criteria
Pedagogical documentation
Timely, precise feedback
Assessment FOR learning

Principals lead learning teams with teachers
Learning Partners support teams and teachers
Ontario Curriculum and Effective Guides
Comprehensive literacy in English and French
Rich, engaging work informed by student voice
Literacy instruction in all subject areas
Differentiated Instruction
Data driven approach
Student metacognition
Learning environment

Reflect
Ongoing reflection and response by:
- School Learning Teams
- Principals and Vice Principals
- Superintendents
- Family of School Teams
- System Staff

Analyze and respond to student data:
- Report Card
- EQAO
- Contextual/Behavioural/Attitudinal
- Elementary At-Risk List and Cohort At-Risk List (EARL/CARL)
- Student Work
Theory of Action: If we establish a consistent, intentional grade 4-6 and grade 7-9 mathematics strategies, with common assessment for learning practices, then student achievement in mathematics will improve.

### Numeracy

#### Key Messages:
- Principals lead learning teams with teachers
- Learning Partners support learning teams and teachers
- Ontario curriculum and effective guides
- Pedagogical knowledge
- Rich, engaging work informed by student voice
- Data-driven approach
- Differentiated Instruction
- Evidence of student learning
- Student metacognition
- Learning environment

#### Embeded Assessment:
- Common diagnostic
- Pedagogical documentation
- Timely, precise feedback
- Assessment FOR learning
- Learning Goals and Success Criteria

### Reflect

Ongoing reflection and response by:
- School Learning Teams
- Principals and Vice Principals
- Superintendents
- Family of School Teams
- System Staff

Analyze and respond to student data:
- Report Card
- EQAO
- Contextual/Behavioural/Attitudinal
- Elementary At-Risk List and Cohort At-Risk List (EARL/Carl)
- Student Work
Theory of Action: If principals and vice principals have a thorough understanding of assessment for, as, and of learning and ensure staff understand how it must inform instruction, then student achievement will improve.

<table>
<thead>
<tr>
<th>Grade</th>
<th>% EQAO Results at or above standard</th>
<th>% Elementary Marks at or above standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>50.85%</td>
<td>58.92%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>47.64%</td>
<td>62.97%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>47.46%</td>
<td>64.25%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>46.55%</td>
<td>64.04%</td>
</tr>
</tbody>
</table>

The admin team:
- Aligns school practices with Growing Success
- Leads assessment in their schools
- Engages in monthly assessment PD with Family of Schools
- Models pedagogical documentation
- Uses triangulation of data for marker students

Need for wider and deeper implementation of Growing Success across UCDSB schools, as demonstrated by school assessment policies and teacher practices.

Need for revision of our UCDSB Assessment and Evaluation Framework, Policy and Procedure.

A UCDSB Assessment and Evaluation Framework will be updated.

The UCDSB Assessment and Evaluation Policy and Procedure will be updated.

Reflect:
- Ongoing monitoring by Superintendents
- Ongoing self-reflection by Principals and Vice Principals

Analyze and respond to student data:
- Report Card
- EQAO
- Contextual/Behavioural/Attitudinal
- Elementary At-Risk List and Cohort At-Risk List (EARL/CARL)
- Student Work