



Board Improvement Plan for Student Achievement

Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

SUCCESS for Every Student

Where Are We Now?

Needs Assessment Findings

When we triangulate our data from current available sources we find our student needs in mathematics align with the provincial EQAO trends. Further in-depth analysis, which includes achievement data for students with special education needs finds corroborating evidence for a continued focus on providing differentiated instruction in mathematics. This focus will improve the ability of all students to connect their knowledge of concepts and processes in mathematics so that they can capably apply their understanding- think, reason and represent that thinking when solving mathematical problems.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give teachers the knowledge and skills to provide differentiated mathematics instruction that provides opportunities for all students to understand mathematical concepts and processes through problem-solving. Further findings indicate Grand Erie staff are seeking to learn and acquire strategies to promote and support student mental health and well-being in the classroom.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs align with reading and writing competencies. With a continued focus on differentiated instruction, individual student learning gaps can be identified and addressed. This focus enables students to develop key reading and writing skills necessary to be successful in their courses and complete the literacy credential required for graduation.

When we review our assessment data for mathematics, which includes data for students with special education needs, our most urgent student learning needs align with Quantity Relationships. Professional, Collaborative Learning Initiatives will be established to implement evidence-based instructional strategies to support students with their individual learning gaps. This focus enables students to develop key mathematical skills to be successful in their math courses and to transfer these skills to other curriculum areas.

How Did We Do?

Percentage of students achieving level 3 and 4 in reading, writing and oral language on report cards.

Percentage of students achieving level 3 and 4 in the mathematics strands on report cards.

Percentage of students achieving level 3 and 4 in language and mathematics on the Primary and Junior EQAO Assessments

Subgroup achievement (FNMI, Special Education)

Analysis of leadership practices, depth of implementation, student impact from C.I./ learning cycle data to reveal trends and patterns and correlation to achievement data (EQAO, report cards).

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

Percentage of students in Grade 10 identified with Learning Disabilities achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied Grade 9 math and participating students in the Academic Grade 9 math

Percentage of students achieving level 3 or 4 in number sense and numeration and patterning and algebra strands in Grade 7 & 8 on report cards

Percentage of students achieving 8/8 credits by the end of Grade 9

Percentage of students achieving 16/16 credits by the end of Grade 10

Percentage of students with special education needs (excluding Gifted) enrolled in Grade 9 achieving 8/8 and percentage of Grade 10 students achieving 16/16

Subgroup achievement (FNMI, Special Education)

Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.

1.1 — Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

How Will We Get There?

Professional, Collaborative Learning Initiatives - Educators and Principals will be supported/guided through learning about and implementation of effective instruction; ongoing assessment and reflection on student response to the instruction; followed by revision of implementation as needed.

Principal and professional learn teams will support implementation, provide additional resources, and build the instructional leadership capacity of educators. Through the use of the plan, act, observe, and reflect cycle principals and teachers will implement effective classroom instruction to meet the individual student learning needs will continue to guide classroom instruction.

Supported School Self-Assessment - Through ongoing visits, collaboration, and dialogue embedded within the Renewed Math Strategy (RMS) capacity will be built in our school teams to deeply self-reflect on student achievement and well-being and their own learning process.

Cross panel learning sessions for Principals and teachers will develop and implement specific instructional strategies that focus on problem solving and investigation, utilize the cross panel resource for mathematics and provide opportunity to collaborate within the intermediate panel.

How Will We Know?

Elementary Program - RMS—Professional Learning grounded in evidence based practice and research focusses on continuous improvement of teaching and learning.

—Supported by system and principal leadership, educators will demonstrate increased math knowledge and pedagogical content

- Literacy—Supported by the leadership of the principal, teachers consistently implement responsive comprehensive literacy components.

Special Education - RMS – Supported by system and principal leadership, teachers effectively differentiate and accommodate math instruction to meet needs identified in the profile of an LD learner.

- Differentiated Instruction – Teachers will pair differentiated strategies with personalized IEP goals to support growth in achievement.

Student Success

Supported by the leadership of the Principal, teachers implement all components of the Renewed Math Strategy to shape instruction in response to individual student needs in mathematics.

Teachers demonstrate a collaborative culture by co-planning and co-teaching during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

How Are We Doing?

Evidence of progress of implementation of the Professional Learning by monitoring and measuring adapted from Guskey's 5 Levels of Professional Learning

- FOS Superintendent Learning Observations; Conversations
- Principal and teacher dialogue and feedforward regarding their own professional learning
- Principal observations and reflections of instructional practice and at the student desk
- Supported School Self-Assessment
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys)
- Student evidence in a variety of forms (work samples, conversations, attitudes)

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Evidence of effective responses to individual student learning needs through collaborative inquiry cycles and educator professional learning:

-SO observations and reflections following school visits aligned with RMS and Literacy Support Plan implementation.
-Principal observations and reflections solicited throughout the implementation of strategies
- Supported School Self-Assessment
-Positive movement of targeted students over each learning cycle
-Positive changes in Literacy Data Wall (level movement for targeted skill area)
-Principal and teacher dialogue and feedforward regarding their own professional learning
-Student feedback regarding confidence with most urgent student learning need
-Semester 1 credit accumulation of Grade 9 4/4 and Grade 10 12/12 including Special Education and FNMI
-Term 1 Report Card Data from Grade 7 & 8 mathematics of Number Sense & Numeration and Patterning & Algebra