



SUCCESS for Every Student

Grand Erie's Achievement Plan: Success for Every Student 2017-2018

Where Are We Now?

Needs Assessment Findings

When we review our data from various sources, we find our student needs in mathematics align with the provincial EQAO trends. Upon further in-depth analysis, which includes achievement data for students with special education needs, corroborating evidence supports the need for a continued focus on providing differentiated instruction in mathematics. The identified focus will remain on our most urgent student learning needs in Number Sense and Numeration. Specifically, the content and process will focus on Quantity Relationships and Algebraic Reasoning, so students can capably think, reason, represent, and apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful in cross curricular areas, and in their mathematics courses.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to provide differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes through problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health and well-being, while maintaining high expectations for mathematics achievement in the classroom. Professional Collaborative Learning Initiatives at the system and school level will continue to be offered to support educator learning needs, and the implementation of evidence based instructional strategies to support students with their individual learning gaps.

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

How Did We Do?

Elementary

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

Percentage of students achieving level 3 or 4 in mathematics on report cards.

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

Student Success (7-12)

Percentage of Grade 7 & 8 students achieving level 3 or 4 in mathematics on report cards.

Percentage of students in Grade 10 Applied English 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 mathematics and participating students in the Academic Grade 9 mathematics.

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.

Special Education

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

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.

Other: FNMI; ELL; HIP Schools.

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

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 – Superintendents and Central Teams will support/guide Principals and their teams through learning about and implementation of effective instruction; ongoing assessment and reflection on student responses to instruction and feedback.

Principal and school professional learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective classroom instruction and assessment to meet individual student learning through the use of the plan, act, observe, and reflect cycle.

Individual student needs: In maintaining and striving for high expectations in achievement for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

How Will We Know?

The focus is on the Renewed Math Strategy. All of the following practices are expected to be evident for school based literacy work.

Educators implement effective instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal.

Delivery and implementation of professional learning is responsive and grounded in evidence based practice and research that focusses on continuous improvement of teaching and learning.

Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting 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 Professional Learning is monitored and measured as adapted from Guskey's 5 Levels of Professional Learning.

System

- Family of Schools Superintendent Learning Observations; Conversations.

Schools

- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School Self-assessment, feedback, and reflections inform practice.
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).
- Principal and teacher dialogue and feedforward regarding their own professional learning and growth.

Classroom

- Student evidence in a variety of forms (work samples, conversations, attitudes).
- Student voice regarding improved confidence and competence as a result of engagement with their most urgent learning need.