



SUPERIOR-GREYSTONE DISTRICT SCHOOL BOARD
Board Improvement Plan Summary 2010-2011

WHAT IS OUR AREA OF GREATEST STUDENT NEED?

SMART GOAL: By June 2011, there will be an increase from 44% to 56% in K-3 (EQAO Reading), 55% to 62% in 4-8 (EQAO Reading), and from 74% to 80% in 9-12, of students achieving provincial standards in meaning-making through comprehension of texts and demonstration and extending understanding, as supported by a cross-curricular approach. Progress will be measured throughout the year with board-wide assessments (DRA, CASI) and the culminating EQAO assessments.

HOW WILL WE ACHIEVE OUR GOAL? STRATEGIES and PRACTICES

Professional Learning Communities and Networks

School Leaders will engage in professional learning at a system level. This professional learning will align directly with the Board Improvement Plan.
 School Professional Learning Communities and Networks will exist in all schools and moderation of student work will form the basis of the discussions. Student work will be on the table at all times.

Instructional Practices

Schools will implement practices specifically related to meaning-making through comprehension of texts and demonstrating and extending understanding. These specific student engagement practices will include the following for all elementary schools/some of the following for secondary schools:

- School/Student Success Teams track student progress including the review of students with Individual Education Plans
- Co-created teacher and student Anchor/Criteria charts, rubrics, exemplars to scaffold student learning
- Teacher directed instruction is balanced with intentional talk among and between students
- Through ongoing feedback students have multiple opportunities to revise and refine their demonstrations of learning and plan next steps based on success criteria
- Students are engaged in authentic tasks using learning technologies
- Experiential learning is embedded in all subjects/courses
- Through inquiry, students explore the big ideas and apply higher order thinking skills in order to develop deep conceptual understanding
- The compilation of student work (portfolios) that reflect the learning goals and progress of the student
- Students will take an active role/lead in parent-student-teacher conferences throughout the year
- Students will engage in at least one extra-curricular activity each year

WHAT RESOURCES WILL SUPPORT OUR LEARNING?

In school Professional Learning Communities and the system wide Leadership Learning Team have both been identified as learning priorities. Thus, efforts will be made to align and direct funding with these two practices. The Math Facilitator will be able to support all schools; however, the focus on this work will be in building capacity with the four schools involved in the Lakehead TLLP and the LNS CILM project. Coaching will exist for intermediate and senior teachers in the area of numeracy.

- **LNS Resource materials** (videos, Guide to Effective Instruction)
- **Webcasts** (Critical Pathways, Teacher Moderation, Making Sense of Reading Instruction, Effective Instruction in Reading Comprehension, Critical Literacy, Shared Reading, Non-Fiction Writing)
- **Capacity Building Series Monographs** (Teacher Moderation, Student Self-Assessment, Critical Pathways, etc.)
- **Combined Grades: Strategies for Addressing a Range of Student Learners**
- Math TLLP with Lakehead District School Board
- LNS Student Achievement Officer/Student Success Lead/School Effectiveness Framework Lead
- Growing Success
- K-12 School Effectiveness Framework
- Education for All
- MOE's DI Kit for Secondary and the Kit for Grades 7 to 8, including video clips. Think Literacy Subject Specific Guides, DI Math GAINS funding, Math Coach for secondary, intermediate Math teachers
- Provincial Report Card Reflection Page
- Let's Talk About Assessment by Damian Cooper

ALIGNMENT with School Effectiveness Framework K-12

Indicator: Assessment for, as and of Learning	Alignment/Link to (but not limited to)
1.1 Students and teachers share a common understanding of the learning goals and related success criteria.	School and Classroom Leadership 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.	Curriculum, Teaching and Learning 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs. Student Voice 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario Curriculum and/or Individual Education Plan	Student Voice 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.	School and Classroom Leadership 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.	Curriculum, Teaching and Learning 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.
1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.	School and Classroom Leadership 2.2 Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
1.7 Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.	Home, School and Community Partnerships 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.

EVALUATION Have Measures of Student Achievement Shown Improvement?

Conduct analysis of:

- Board-wide Assessments—OLA, DRA, CASI
- PLC Student Data—common assessment tasks and school logs/records of progress
- Report Cards
- Pass Rates
- Report card marks compared to board-wide assessment scores
- EQAO—Grade 3, 6, 9 and OSSLT
- Learning expectations in Individual Education Plans
- District Support Data—common areas of need and strengths

Data will be collected from MISA and school leaders to support student engagement indicators:

- The Student Effectiveness Lead and Student Success Lead will collect and deconstruct report card/progress report data to indicate the percentage of students achieving a "good" or "satisfactory" in the Self-Regulation Learning Skill
- School Principals will collect data relating to student engagement; this data will be a school level decision in order to reflect the culture of the school
- The Superintendent will collect data on suspension and attendance rates

SGDSB Core Priorities: High levels of student achievement: a focus on closing the gap for students with special needs, boys and Aboriginal students; and increasing the public confidence in SGDSB.

Our non-negotiable beliefs:

- All students can achieve high standards, given sufficient time and support
- All teachers can teach to high standards, given the right conditions and assistance
- High expectations and early intervention are essential
- Teachers need to learn all the time, and they need to be able to articulate both what they do and why they do it (Hill and Crevola, 1999)