

BOARD LEARNING PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

2014-2015 Living Document DRAFT: October 2014



Superior-Greenstone District School Board

System Implementation and Monitoring Team

This document represents the improvement work that is being monitored and measured in the district.

MONITORING:

Black – Sept/Oct 2014/January 2015

Superior-Greenstone District School Board is located in northwestern Ontario and covers a vast area of 44,100 square kilometers. The board is responsible for providing public education, and its 17 schools are proud to serve the communities of Beardmore, Geraldton, Longlac, Dorion, Nipigon, Red Rock, Schreiber, Terrace Bay, Marathon, Nakina, and Manitouwadge. The board office is located in Marathon on the beautiful north shore of Lake Superior. There is a total enrolment of 1548 students; 718 at the elementary level and 830 at the secondary level. There are approximately 55 elementary classrooms. Many of our students are of Aboriginal ancestry and live both on and off reserve. Enrolment continues to decline as the region struggles with economic challenges in the forestry and mining industries.

Caring Fairness Empathy Honesty Responsibility Resiliency Respect Perseverance Innovation

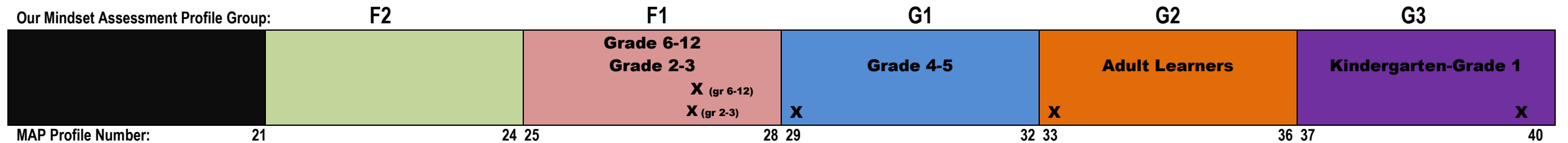
COMPREHENSIVE NEEDS ASSESSMENT SUMMARY (Observing, Describing, Analysing And Reflecting)

	Demographic Data: What is our context?	Student Achievement Data: How are our students doing?	Program Data: What instructional/assessment strategies do we have in support of achievement?	Perceptual Data: What do our students, parents and staffs think?
What are our areas of strength?	<p>Current Context (to understand strengths):</p> <p>a) Isolation – the geography of the board is 44 100 square kilometers</p> <p>b) Economic instability</p> <p>c) Population Instability – populations are increasingly transient and thus, increasing number of high risk students</p> <p>d) Diversity – Our schools are comprised of many different ethnic and racial backgrounds. Aboriginal populations represent approximately 70% of our students. We are currently engaged in collecting voluntary self-identification data.</p> <p>e) Special Needs Students (based on FTE)</p> <p> a. Elementary Level – 12.5% are identified as exceptional; of this 60% are LD</p> <p> b. Secondary Level – 15.5% are identified as exceptional; of this 58% are LD</p> <p>f) Pathways – in several secondary schools, the applied level pathway continues to be increasingly selected by students. In math, the locally developed pathway is also increasing.</p> <p>Strengths:</p> <p>g) Focus – we are making progress in connecting the critical work (improvement) to the needs of the students.</p> <p>h) Mindset – many staff members are curious about how we teach a growth mindset to our learners.</p> <p>i) Data – our ability to personalize data based upon our small size.</p> <p>j) The district is endeavoring to support the learning of all through a commitment to fostering a climate of trust and collegiality. More openness to share information between colleagues (greater willingness).</p> <p>k) Distributed Leadership for Learning – this has been recognized as key to the requirement of our Principals/Vice-Principals to manage multiple sites and to maintain a strong knowledge of all areas (e.g. special education). An area for emphasis is to have the secondary Program</p>	<p>Primary and Junior Division Learners have demonstrated:</p> <ul style="list-style-type: none"> Knowledge and understanding of mathematical content and comprehension of its meaning and significance. Relative strengths in the number sense and numeration (primary) and patterning and algebra strands (both primary and junior). The ability to use knowledge of words and cueing systems to read fluently. <p>Intermediate and Senior Division</p> <ul style="list-style-type: none"> 54% of the First Time eligible and fully participating Special Needs students were successful in the Ontario Secondary School Literacy Test which was a 20% increase from the previous year. Board wide we had an 86% graduation rate in June 2013 which aligns with the Ministry's commitment of reaching 85% province wide graduation rate. Credit Accumulation Data for grade 9 has remained relatively constant (73% of students achieve 8 credits) Success rates for dual credit and SHSM courses are positive. <p>District Support Visit Data</p> <ul style="list-style-type: none"> Shows a collective emphasis on the assessment for learning process. Schools are attempting to determine impact. Students have an awareness of the language of the assessment for learning processes; however they often do not feel that the strategy of success criteria is helpful. Schools have a structural understanding of the need to monitor the impact of their improvement efforts. Schools are beginning to see the relationship between achievement and well-being. 	<p>Initiatives</p> <ul style="list-style-type: none"> Aboriginal Education Strategy (Proposals, Self-Identification, Development of Cultural Handbook) Growing Success Implementation: Building Capacity in Assessment Project Year 3 Mathematics Initiatives (Collaborative Learning and Inquiry into Mathematics, Small and Northern Boards Numeracy Initiative, Early Learning Collaborative Inquiry in Math, school based PLCs focused on Math) Student Work Study Teacher Inquiries Leadership Learning Team (formal and informal leaders) School Based/Hub Inquiries (literacy and numeracy focus) School Effectiveness Support Visits (critical friends, Tuesday and Thursday morning teleconferences, District Support Visits) <p>Programs</p> <ul style="list-style-type: none"> Special Education in all schools – beginning to understand the benefits of full integration Premier Literacy – is becoming more readily available and used in certain schools Specialist High Skills Major (SHSM) continues to be well accessed in schools where running. <ul style="list-style-type: none"> Dual Credits expansion Co-operative education/Ontario Youth Apprenticeship Program (OYAP) E-Learning is offered (partnership with NW Consortium) <ul style="list-style-type: none"> Learning Management System– in 2012 – 2013, 26% of our students have accessed the Learning Management System (LMS) which is a 1% increase from the 25% goal set out set by e-Learning Ontario. <ul style="list-style-type: none"> Blended Learning is used as a tool for teachers – initial awareness. Re-engagement support for students in grade 12 and 12+ has been increasingly successful. 	<p>Results from Student Survey: Although these are seen as relative strengths, we know that there continues to be room for improvement.</p> <p>Elementary</p> <p>Students are interested and motivated in their learning.</p> <ul style="list-style-type: none"> 51% of students were interested and motivated. The Canadian (CDN) norm for these grades is 57%; 53% of the girls and 49% of the boys in this district were interested and motivated. <p>Students find classroom instruction relevant to their everyday lives.</p> <ul style="list-style-type: none"> Students rated Relevance 6.6 out of 10. The CDN norm for these grades is 7.3; Relevance was rated 6.7 out of 10 by girls and 6.5 out of 10 by boys. <p>Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.</p> <ul style="list-style-type: none"> Students rated Rigor 6.9 out of 10 CDN norm is 7.4; Rigor was rated 7.2 out of 10 by girls and 6.6 out of 10 by boys. <p>Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.</p> <ul style="list-style-type: none"> Positive Teacher-Student Relations were rated 6.7 out of 10 The CDN norm for these grades is 7.8; Positive Teacher-Student Relations were rated 6.8 out of 10 by girls and 6.5 out of 10 by boys. <p>Secondary</p> <p>Students are intellectually engaged and find learning interesting, enjoyable, and relevant.</p> <ul style="list-style-type: none"> 49% of students are intellectually engaged. CDN norm is 44% 53% of the girls and 46% of the boys in this district were intellectually engaged. <p>Students who are interested and motivated in their learning;</p> <ul style="list-style-type: none"> 37% of the students were interested and motivated in learning. CDN norm is 26% 37% girls and 46% boys are interested and motivated in learning <p>Students find classroom instruction relevant to their everyday lives.</p> <ul style="list-style-type: none"> Students rated Relevance 5.5 out of 10. CDN norm 5.7; Relevance was rated 5.6 out of 10 by girls and 5.4 out of 10 by boys. <p>Students find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.</p> <ul style="list-style-type: none"> Students rated Rigor 5.9 out of 10; Rigor was rated 5.9 out of 10 by girls and 5.8 out of 10 by boys. <p>Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.</p> <ul style="list-style-type: none"> Positive Teacher-Student Relations were rated 5.6 out of 10; Positive Teacher-Student Relations were rated 5.3 out of 10 by girls and 5.9 out of 10 by boys.

<p>What are our areas of greatest need?</p>	<p>Leaders engage in the school improvement processes.</p> <p>Culture of Learning for All: Moving from Theory to Practice Through Our Conditions for Learning</p> <ul style="list-style-type: none"> We have identified the need to shift from a culture of teaching, to a culture of learning/thinking. Thus, the need to focus on student work through their thinking visible is seen as imperative. Teachers have identified the need to develop their own content knowledge. This is seen as necessary to engage in responsive education and to better instruct in multi-grade groupings and combined pathway classes. Staffs are beginning to see the connection between how adults learn and how students learn. Many of our students do not seem to be engaged in the learning process. Parental engagement in learning requires additional support. There is a need to inspire and co-create a collective vision and associated values within each school that is reflective of the need to have shared responsibility. According to our mental health survey last year, staff are "very concerned" with student mental health needs and a full 96% see student mental health and well-being as important to academic achievement. The majority of staff feel only "a little equipped" to address the range of student mental health needs in the school and classroom. 	<p>Primary and Junior Division Learners have demonstrated the need to be increasingly supported in literacy and numeracy when:</p> <ul style="list-style-type: none"> Moving from a culture of doing to a culture of thinking. Representing their thinking (fully) when engaged in multi-step, multi-strand problems Deconstructing multi-step, multi-strand problems (place value, use of calculator as a tool in grade 6 to check our thinking) Need to build responsive instructional thinking in educators; use of diagnostics to determine gaps, and then intervention to close those gaps. Irrelevant/vague/limited support from the reading selection when answering open response questions. Minimally developed writing with few ideas and little information. Their ideas often do not relate to the assigned task. Writing organization that is minimal with weak links between ideas. Response is minimally developed with few ideas and little information. Errors in conventions often do not interfere with communication. <p>Intermediate/Senior learners have demonstrated the need to be increasingly supported in:</p> <ul style="list-style-type: none"> Seeing the relevancy in the math they are learning. Seeing themselves as math learners (belief that they can be successful in math) Transitioning from grade 7/8 to grade 9 in order to provide consistency in effective math instruction. Demonstrating their ability to deconstruct multi-step, multi-strand problems, and to represent their thinking (all stages) (especially in Applied Level Math) Their Literacy practices (reflected on OSSLT as an example of effective practices) – there is a need to be consistent in supporting this learning across the district (Adolescent Literacy, Think Literacy,). <p>District Support Data</p> <ul style="list-style-type: none"> The School Improvement Plan is seen as a structure rather than a way of thinking. Monitoring is infrequent. Assessment for learning processes are, at times, understood and complied with. The focus is on learning goals and success criteria; we need to ensure that the entire framework is in place to measure the strongest student impact. 	<p>Program Needs:</p> <ul style="list-style-type: none"> "Knowing who I am as a learner" - Implementation of Creating Pathways to Success (Career Life Program Planning –IPP, Strength Based Approach, IEPs, Metacognition). Technology access and integration continues to be a challenge: assistive technology is a need for ALL of our learners – equity of access to technology continues to be a gap for our learners. Transitions (from Federal to Provincial schools, from JK, SK, 7-8, 8-9, 10-11, 21+) need to be addressed in a systematic way (targets, conversations, etc). <p>Moving from theory to practice:</p> <ul style="list-style-type: none"> Building capacity in staff (particularly in Guidance, Special Education and Student Success, Aboriginal Education) Capacity of staff in their ability to measure student behaviour and learning outcomes using data (responsiveness, precision and collaborative approach in meeting needs). Special Education: IEPs demonstrate a continued struggle to address the specific learning needs of the students, lack support around instructional and assessment strategies and involvement/voice of student/families Student Success: Credit Rescue/Recovery/Accumulation/Integrity programs require the development of consistent understanding, beliefs and protocols to support all students in achieving success. Multi-grade/multi-level classrooms – additional support for the educators in these classrooms around planning to meet the needs of students (responsive instruction, differentiated instruction, growth mindset, strength based approach, grit, all need to be addressed) Self-Regulation in learning is beginning to become evident through behaviour analysis. (Second Step School Culture Program - beginning implementation) 	<p>Safe, Welcoming, Positive Learning Environment</p> <p>Mental Health: Staff indicated the need to build capacity in supporting the needs of their students around mental health and well-being. Of particular emphasis is the need to help teachers to support students in the area of anxiety that impacts their learning.</p> <p>Elementary</p> <p>Positive Sense of Belonging Students feel accepted and valued by their peers and by others at their school.</p> <ul style="list-style-type: none"> 63% of students had a high sense of belonging. The CDN norm for these grades is 82%. <p>Students with positive relationships</p> <ul style="list-style-type: none"> 55% of students had positive relationships. CDN norm is 80% 64% of the girls and 62% of the boys had positive relationship <p>Students with moderate or high levels of anxiety Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.</p> <ul style="list-style-type: none"> 28% of students in this district had moderate to high levels of Anxiety; the CDN norm for these grades is 16%. 37% of the girls and 18% of the boys in this district had moderate to high levels of Anxiety <p>Bullying and Exclusion Students feel safe at school as well as going to and from school.</p> <ul style="list-style-type: none"> 78% of students felt safe attending the school. CDN norm is 86% 76% of the girls and 79% of the boys felt safe attending the school. <p>Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.</p> <ul style="list-style-type: none"> 40% of students in this district were victims of moderate to severe Bullying in the previous month; the CDN norm for these grades is 24%. 47% of the girls and 34% of the boys in this district were victims of moderate to severe Bullying in the previous month. <p>Secondary</p> <p>Positive Sense of Belonging Students feel accepted and valued by their peers and by others at their school.</p> <ul style="list-style-type: none"> 54 % of students had a high sense of belonging. The CDN norm for these grades is 70%. 45% Girls and 63% boys had a high sense of belonging <p>Students with positive relationships</p> <ul style="list-style-type: none"> 69% of students had positive relationships. CDN norm is 77% 70% of the girls and 67% of the boys had positive relationship <p>Students with moderate or high levels of anxiety Students have intense feelings of fear, intense anxiety, or worry about particular events</p>
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	<ul style="list-style-type: none"> Both formal and informal leaders require support to engage in school improvement; the emphasis is on developing content knowledge in math and literacy, as well as in the Assessment Framework. Monitoring continues to be an area of focus; moving into monitoring as a stance, rather than an activity. Leadership is grounded in the management approach for the most part. Instructional leadership opportunities are beginning to be prioritized. 	<p>or social situations.</p> <ul style="list-style-type: none"> 22% of students in this district had moderate to high levels of Anxiety; the CDN norm for these grades is 18%. 31% of the girls and 12% of the boys in this district had moderate to high levels of Anxiety <p>Students with Moderate or high levels of depression Students have prolonged periods when they feel sad, discouraged, and inadequate.</p> <ul style="list-style-type: none"> 25% of students in this district had moderate to high levels of Depression; the CDN norm for these grades is 19%. 35% of the girls and 16% of the boys in this district had moderate to high levels of Depression. <p>Bullying and Exclusion Students feel safe at school as well as going to and from school.</p> <ul style="list-style-type: none"> 82% of students felt safe attending the school; 82% of the girls and 82% of the boys felt safe attending school <p>Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.</p> <ul style="list-style-type: none"> 26% of students in this district were victims of moderate to severe Bullying in the previous month; the CDN norm for these grades is 20%. 29% of the girls and 23% of the boys in this district were victims of moderate to severe Bullying in the previous month.
Identified Areas of Focus from SEF	<p>INDICATORS</p> <p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</p> <p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</p> <p>2.4 Job-embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p>	

Mindset Baseline Data from Survey (December 2014)



See below for details on these scores.

Kindergarten-Grade 1

Participants = 117 responses (9 classes) Average Score = 39.6

MAP Profile Number:	Our Mindset Assessment Profile Group is:	People in this MAP group usually believe the following things:
8 - 12	F5	You believe strongly that you intelligence is fixed - it doesn't change much. If you can't perform perfectly you would rather not do something. ou think smart kids don't have to work hard.
13 -16	F4	
17 - 20	F3	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy.
21 - 24	F2	
25 - 28	F1	You haven't really decided for sure whether you can change your intelligence. You care about how well you do in things and you also want to learn, but you don't really want to have to work too hard for it.
29 - 32	G1	
33 - 36	G2	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more mportant to learn than to always score well.
37 - 40	G3	
41 - 44	G4	You really feel sure that you can increase your intelligence by learning and you like to be challenged. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it.
45 - 48	G5	

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Grades 2-5

Participants = 181 responses Average Score Grade 2/3 = 27.0
Grade 4/5 = 29.0

MAP Profile Number:	Our Mindset Assessment Profile Group is:	People in this MAP group usually believe the following things:	
8 - 12	F5	You believe strongly that you intelligence is fixed - it doesn't change much. If you can't perform perfectly you would rather not do something. ou think smart kids don't have to work hard.	
13 -16	F4		
17 - 20	F3	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy.	
21 - 24	F2		
GR 2/3	25 - 28	F1	You haven't really decided for sure whether you can change your intelligence. You care about how well you do in things and you also want to learn, but you don't really want to have to work too hard for it.
GR 4/5	29 - 32	G1	
	33 - 36	G2	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more important to learn than to always score well.
	37 - 40	G3	
	41 - 44	G4	You really feel sure that you can increase your intelligence by learning and you like to be challenged. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it.
	45 - 48	G5	

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Grades 6-12

Participants = 567 responses Average Score = 27.5

MAP Profile Number:	Our Mindset Assessment Profile Group is:	People in this MAP group usually believe the following things:
8 - 12	F5	You believe strongly that you intelligence is fixed - it doesn't change much. If you can't perform perfectly you would rather not do something. ou think smart kids don't have to work hard.
13 -16	F4	
17 - 20	F3	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy.
21 - 24	F2	
25 - 28	F1	You haven't really decided for sure whether you can change your intelligence. You care about how well you do in things and you also want to learn, but you don't really want to have to work too hard for it.
29 - 32	G1	
33 - 36	G2	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more mportant to learn than to always score well.
37 - 40	G3	
41 - 44	G4	You really feel sure that you can increase your intelligence by learning and you like to be challenged. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it.
45 - 48	G5	

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Adult Learners

Participants = 139 responses Average Score = 32.8

MAP Profile Number:	Our Mindset Assessment Profile Group is:	People in this MAP group usually believe the following things:
8 - 12	F5	You believe strongly that you intelligence is fixed - it doesn't change much. If you can't perform perfectly you would rather not do something. ou think smart kids don't have to work hard.
13 -16	F4	
17 - 20	F3	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy.
21 - 24	F2	
25 - 28	F1	You haven't really decided for sure whether you can change your intelligence. You care about how well you do in things and you also want to learn, but you don't really want to have to work too hard for it.
29 - 32	G1	
33 - 36	G2	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more important to learn than to always score well.
37 - 40	G3	
41 - 44	G4	You really feel sure that you can increase your intelligence by learning and you like to be challenged. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it.
45 - 48	G5	

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Learning Plan for Student Achievement and Well Being: Implementation Focus and SMART Goals 2014-2015

SGDSB SMART GOAL:

By June 2015, each group of learners (K-1, 2-3, 4-5, 6-12, adults) in SGDSB will see an increase of one or more Mindset Assessment Profile Group(s) thus demonstrating growth in their efficacy towards learning (growth mindset - which is foundational to our Conditions for Learning).

Formative data regarding growth mindset attitudes and behaviours will be obtained throughout the school year from Professional Learning Exit Cards, District Support Visit Student Voice and the Tell Them From Me Survey.

SGDSB Theory of Action:

If we foster learner centered environments and pedagogy, then learners will possess an increased sense of belonging and be motivated to learn.

Learner centered environments and pedagogy are:

- *Responsive,
- *Inclusive,
- *Promotes the academic, behavioural, cognitive and psychological engagement of all learners, and,
- *Reflects learners' strengths, needs, learning preferences and cultural perspectives

SGDSB Conditions for Learning that Support Assessment for Learning:

5 Key A4L Teaching and Learning Strategies

1. Clarifying and sharing learning intentions and criteria for success.
2. Engineering effective discussions and other learning tasks that elicit evidence of learners' understanding.
3. Providing feedback that moves learning forward.
4. Activating learners as instructional resources for one another.
5. Activating learners as the owners of their own learning

Collaboration (vs. Cooperation): I know I am collaborating if I work interdependently, engage others, actively listen, constructively contribute, respectfully challenge ideas, and share knowledge to build on others' thinking to arrive at a desired goal.

Responsive Instruction: I know I am providing responsive instruction if I am collecting a continuum of data (to show progression), towards an identified goal and my responses are reflective of the learner's strengths/needs.

Relationship Building: I know I am building relationships if I engage in communication (active listening & responding) to build trust and respect and provide others with the opportunity to share and reflect.

Risk Taking: I know I am taking risks when I engage in tasks with the desire/intention to further my learning, seeing errors as opportunities and taking initiative to investigate new topics and ideas.

OUR LEARNING GOALS/THEORIES OF ACTION

(each goal/theory is supported by a detailed work/implementation plan containing criteria for success)

Numeracy Our overarching goal for all math learning:

If we embed our conditions for learning through increasing our pedagogical content knowledge (knowing math for teaching) then our numeracy environments will be more learner centred.

Our SMART GOALS:

By June 2015, in our primary divisional PLC, we will see an increase in student success rate from 53% to 70% of responses demonstrating a shift towards multiplicative thinking (evident in their ability to unitize) through proportional reasoning problems as demonstrated by common tasks developed through inquiry groups (baseline, check in, final task).

By June 2015, in our junior divisional PLC, we will see an increase in student success rate from 35% to 60% of responses demonstrating multiplicative thinking through proportional reasoning problems as demonstrated by common tasks developed through inquiry groups (baseline, check in, final task).

By June 2015, _____ of intermediate and senior students will demonstrate procedural fluency by developing their conceptual understanding, strategic reasoning, and problem solving as demonstrated through open response style questions.

Mental Health We are learning to:

- Integrate positive mental health strategies into both pedagogical classroom practices and school wide interventions.
- Respond effectively to the range of mental health issues that students' experience.
- Build, sustain, and lead mentally healthy schools.
- Find, facilitate and enhance pathways to care for those students who need it through formal and informal partnerships with our community.

Positive Behaviour Supports Our theory of action:

If we make data-based decisions to inform and evaluate our teaching practices when teaching/analyzing/supporting student behaviour, skill development and self-regulation, we will see a marked improvement in student engagement and academics and will be better able to support learner-centred, inclusive environments in a preventative, proactive way.

Aboriginal Education Our priorities/goals for the year:

- Increase the number of FNMI who voluntarily self- identify as FNMI students and analyse and report on data to inform targeted strategies for increasing Aboriginal student achievement and success.
- Increase teacher efficacy through PD about Aboriginal learners and how to infuse Aboriginal perspectives within their practice.
- Increased collaboration between First Nation communities and SGDSB so that we are working in concert to support our FNMI students. Eg. handbook roll out
- Work at ensuring that our Native Language and Native Studies teachers are supported to ensure effective programming for our students.
- Continue to negotiate and implement successful education funding agreements through relationships build on mutual trust and respect

Special Education Our theory of action and goal for the year:

Assistive Technology: If we build an understanding of learning disabilities and assistive technology then our educational environments will be more responsive to meeting the needs of all learners.

IEP Development: We are learning to ensure IEP's are working documents; that parents/students have been consulted in the creation of and receive on-going feedback on progress throughout the year.

Leadership Learning Our learning goals for the year: Conditions for Learning and Growth Mindset

- I am modelling a growth mindset for my learners.
- I understand how the Foundational Principles to be Developed in the Learner and the Environment are essential to the formation of the student centered learning environment.
- I understand how Our Conditions for Learning are in service of /are enabling conditions for achievement of the academic goal(s) of my school/class.
- I have an action to take back to my school.

FORMAL MONITORING STRUCTURES Monitoring is done with learners, not to learners.	EXAMPLES OF OBSERVABLE ACTIONS PRACTICING Success Criteria	SUPPORTING STRUCTURES for TEACHING, LEADING AND LEARNING (Work Plans as Attachment).
<p>School Improvement Conversations will occur during the following formal structures:</p> <ul style="list-style-type: none"> -Superintendent and Director Visits -School Effectiveness Support Visits -District Support Visits (feedback given both on School Self-Assessment and evidence of Growth Mindset, Conditions for Learning and Leadership Criteria for Success) - Monday Morning Monitoring Conversations -Tuesday/Thursday Morning Evidence Sharing (as posted on the D2L) -Leadership Problem of Practice Process <p>School Based/System Inquiries Evidence Monitoring</p> <ul style="list-style-type: none"> -evidence of impact of School Based Inquiries is posted on the D2L site for review/moderation during Thursday Morning Teleconference and Monday Morning Monitoring Conversations -marker student progress is monitored throughout the year -Evidence of growth is analyzed at District Support Visits -Learning Fair district wide sharing <p>Growth Mindset Monitoring</p> <ul style="list-style-type: none"> -Mindset survey (October, January and May) – adult learners -Mindset Self-Assessment Tool (to be developed based upon criteria for success) -Tell Them From Me (adult and students) -EQAO Math Attitudinal – past five years -Professional Learning Exit Cards <p>Conditions for Learning Monitoring</p> <ul style="list-style-type: none"> -Conditions for Learning Self-Assessment Tool (to be developed based upon criteria for success) -reviewed with School Improvement Team at District Support <p>Leadership Monitoring</p>	<p>When we monitor learning with our staff, we are seeking evidence of and providing feedback for the following criteria for success:</p> <p>Growth Mindset</p> <p>We know that we are achieving success if, during the assessment for learning phase (not assessment of learning) adults:</p> <p>Attitudes and Values:</p> <ul style="list-style-type: none"> • Value and model the strengths-based approach (asset-orientation) • Believe that all students can learn given the necessary conditions for learning. • Maintain an interactive partnership with students. • Demonstrate an “open-to-learning” stance and be willing to take risks as co-learners. • Adopt a reflective approach to teaching and learning; engage in ongoing analysis of the impact of instruction on learning. • Embody the work ethic that we want to see in our learners. <p>Self As Learner:</p> <ul style="list-style-type: none"> • Use research and literature to support professional learning and inform instructional next steps. • Learn about learning to improve practice that results in more responsive and precise instruction (including assessment for learning strategies, instructional decision making from a repertoire of strategies, etc.) • Hold each other accountable for rigour and reflection; moving away from “doing” tasks and towards demonstrating “thinking” in tasks. <p>Teaching Practice:</p> <ul style="list-style-type: none"> • Develop tasks that are meaningful and present challenges for learners • Support students in their ability to articulate their thinking and ask probing questions to more deeply understanding how/why they are thinking this way; support them in setting precise goals. • increase understanding of the “student as a learner” and his/her interaction with instruction (impactful practices) • Use pedagogical documentation, student voice, and questioning to better inform student learning needs and instructional next steps. • Ensure that there is choice for learning. (Allow students opportunities for students to have periods of autonomy and choice. This will lead to greater persistence, productivity, well-being and ultimately better understanding through finding their own path, learning for themselves) • Consistently portray challenges as fun and exciting! • Positively praise the learning process (strategies, math processes, effort, persistence, choices that were made, etc.) that they engaged in, rather than the product (provide feedback on the product through the process engaged in). • Students receive a grade of “not yet”... <p>We know that we are achieving success if students:</p> <ul style="list-style-type: none"> • Understand that they can grow their brain/intelligence through learning. • See mistakes as opportunities for learning. • Encounter challenges as opportunities for growth. • Value effort • Understand that even “geniuses” need to work hard to develop their potential • Don’t blame others for their struggles 	<p><i>School Leaders and educators will engage in the following professional learning strategies, most of which have a COLLABORATIVE INQUIRY approach as a foundation to learning:</i></p> <p>System Learning:</p> <ul style="list-style-type: none"> ✓ <i>Early Years Inquiry K-2</i> ✓ <i>Primary Inquiring into Math (Collaborative Inquiry/CIL-M)</i> ✓ <i>Junior Inquiring into Math (Collaborative Inquiry/CIL-M)</i> ✓ <i>7-10 Math Inquiry</i> ✓ <i>System Implementation and Monitoring Team</i> ✓ <i>Leadership Learning Team/BLDS</i> ✓ <i>Principal PLC (supporting their Problem of Practice/Annual Learning Plan)</i> ✓ <i>District Support Visits (School Learning Plan and District Support Team meetings to consolidate and respond to the evidence)</i> <p><i>School Leaders and educators will engage in the following learning opportunities, dependent upon the needs of their students:</i></p> <ul style="list-style-type: none"> ✓ <i>Special Education Learning</i> ✓ <i>Applied Behaviour Analysis Learning</i> ✓ <i>Mental Health Learning</i> ✓ <i>Aboriginal Education Learning</i> ✓ <i>FSL Inquiry</i> ✓ <i>NTIP</i> <p><i>School-Based Learning(funding will be differentiated depending upon the needs of the school and the number of students)</i></p> <ul style="list-style-type: none"> ✓ <i>School Based Inquiry Hubs (responsive to student learning needs)</i> ✓ <i>Learning Fair – to share learning</i> ✓ <i>Job-embedded co-learning through SWST/CIL-M</i> <p>Ministry Supports</p> <ul style="list-style-type: none"> • Funding for release and resources • Support from Provincial Math Leads, Student Achievement Officers and Student Achievement Field Team Leader • Leadership Development through LLT • Commitment to supporting the learning at all schools and teachers through funds for release time • Time for collaboration for planning and sharing

-Conversations, Demonstrations, Participation, Engagement in School Improvement processes and learning.
 -Problem of Practice Inquiry/Feedback for Annual Learning Plans – throughout school year and during the Leadership Learning Fair
 -Learning Walks (evidence shared at the Tuesday/Thursday Morning Teleconferences)
 -Co-Learning during Inquiries/PLCs
 -School Improvement Planning, Monitoring, Feedback, Reflection
 -District Effectiveness Survey (Formal and Informal Leader Feedback - October 2013 – revised in 2014)
 -Tell Them From Me Survey (Parent, Student and Staff Feedback)

- Set goals for improvement
- Are proud of their work
- Engage in authentic self-assessment according to grade appropriate standards (exemplars)

Conditions for Learning:

3.1 *The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.*

We know that we are successful if:

- Educators collaborate to identify and implement evidence-based conditions for learning that support and respond to the physical and social needs, and academic, behavioural, psychological and cognitive engagement of students (e.g. learning experiences that are clear, meaningful, interesting, motivating, challenging, productive and include ongoing descriptive feedback and opportunities for metacognition)
 - *Academic Engagement– *Time on task, problems attempted, credits earned towards graduation, homework completion*
 - *Behavioural Engagement – *Attendance, classroom participation, question-posing and question answering, extracurricular involvement*
 - *Cognitive Engagement – *self-regulation, learning goals, perceived relevance of schoolwork to future endeavors, value of the knowledge or skills to be learned*
 - *Psychological Engagement – *feelings of identification or belonging to the school community, safety, relationships with teachers and peers, experiences of autonomy (Toshalis and Nakkula, 2012)*
- Engaging learning experiences require that all students use higher-order thinking skills, solve complex problems, develop increased understanding, and construct new knowledge.
- Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to support student strengths and needs.
- The school environment promotes strong, positive, relationships between students, parents, the community, teachers and leaders. Positive relationships are foundational to responsive instruction (two conditions for learning).

We know that we are successful if students:

- Are able to see themselves, their strengths, values, culture and interests integrated into learning and reflected by their learning environment.
- Assume ownership in learning experiences that are collaborative, innovative and creative.
- Willingly participate in feedback processes to refine thinking and learning.
- Demonstrate the characteristics of grit in order to take risks: courage, perseverance, endurance, conscientiousness, personal excellence, and resilience.

4.2 *A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.*

We know that we are successful if:

- A comprehensive literacy and numeracy focus supports student achievement through use of the current Ontario curriculum and associated resource documents.
- Literacy and numeracy instruction takes a balanced approach, is often inquiry-based, intellectually challenging and developmentally appropriate for all students.
- Instructional practices are strategically used to meet the diverse learning needs of students (e.g. Assessment Framework is fully implemented).
- Digital tools are accessible as tools to support learning and to make thinking visible.

Leadership (formal and informal)

2.1 *Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.*

We know we are successful if:

- School Improvement Planning:
 - Involves all staff in planning, implementing, monitoring and refining the SIP, based on analysis of the current needs assessment that is

Board Supports

- Providing professional learning opportunities to small groups of teachers.
- Providing release time for (inquiring) thinking and learning together.
- Providing release time for collaborative planning.
- Specific resources provided to schools

School Supports

- School leaders participate as co-learners in learning and inquiry sessions (both formally and informally)
- School leaders support additional members of staff who express interest in inquiries/projects.

	<p>drawn from a variety of data sources (e.g. perceptual, demographic, program, achievement)</p> <ul style="list-style-type: none"> ○ Identifies areas requiring an instructional emphasis (e.g. through the development of a small number of goals based on current student achievement data) ○ Communicates progress in improving student achievement and meeting targets to parents and the school community (eg newsletters, school council agendas, school website) ○ Informs the school budget ○ Is supported by school leaders through “open-to-learning” classroom visits and conversations. ○ Includes the review of student achievement data, including evidence from collaborative inquiries at specific times throughout the year, to ensure that schools can demonstrate progress in meeting the targets and goals in all classrooms for every student. ○ Includes student input. <ul style="list-style-type: none"> ● A school improvement team supports the principal/staff to collaboratively develop and monitor the goals in the school improvement plan and to complete the School Self-Assessment, based upon the SEF. ● Professional learning priorities are based upon the needs that emerge from the analysis of student work and are aligned with the goals in the SIP. ● Structures are in place to ensure that school leaders actively co-learn with staff. ● A collaborative learning culture (e.g. a commitment to continuous improvement, a collective focus on student learning for all, deprivatization of practice and reflective dialogue) is evident. (This is about genuine collaborative rather than the culture of “niceness”.) <p>2.4 <i>Job-embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</i> We know we are successful if:</p> <ul style="list-style-type: none"> ● The vision that underlies “a culture of learning” is explored and consensus is built/co-created with staff – what does this vision look like and sound like in our school? ● Professional learning is inquiry-based and responsive to student assessment data (schools utilize the Collaborative Inquiry Continuum to assess the degree of collaboration and to determine next steps). ● School leaders are engaged in professional learning with staff. ● Conditions (e.g. time to meet and talk, common planning time where possible) that promote collaborative cultures are established. ● School leaders regularly visit all classrooms to engage in ongoing inquiry regarding effective instructional practices and how to increase their impact on student learning. ● School leaders seek out relevant professional learning and resources (e.g. curriculum and resource documents, webcasts, monographs, podcasts, ministry websites, community visits, online professional learning networks, etc) to support educators. ● Evidence of student learning (e.g. writing samples, mathematical representations of thinking, running records, class profiles) is shared as a catalyst for professional dialogue. ● Professional dialogue, based on research literature and learning in the field, supports the use of consistent language and practices. 	
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