

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

Working Document

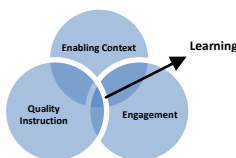
2012-2013

Superior-Greenstone District School Board
System Implementation and Monitoring Team

10/29/2012
Draft Two: 10/30/2012



Caring Fairness Empathy Honesty Responsibility Resiliency Respect Perseverance Innovation



Our Beliefs:
We know that *learning* is a function of *quality instruction, enabling context, engagement, and time*. The Board Improvement Plan for Student Achievement and Well-Being is grounded in improving the learning of all students, and thus attempts to reflect each of the functions of learning. It is further recognized that engagement is a measure to the extent in which students participate in academic and non-academic activities, identify with and value school outcomes, and make a serious personal investment in their learning. It embodies a disposition towards learning, working with others, and functioning in a social institution. Thus, it can be said that *engagement* is a function of *quality instruction, enabling contexts, time and learning*.

CONTEXTUAL INFORMATION

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 1616 students; 762 at the elementary level and 854 at the secondary level. There are approximately 55 elementary classrooms. Many of our students are of Aboriginal ancestry and live both on off reserve. Enrolment continues to decline as the region struggles with economic challenges in the forestry and mining industries.

NEEDS ASSESSMENT

STUDENT ACHIEVEMENT DATA SUMMARY

District Support Trends:
All schools are engaged in the self-assessment process and have received visits. Most schools have a SIP team; these visits are collaborative and seen as supportive. Others continue to see the visits as “monitoring”; this will take time and diligence to the process to change. The following have been identified as areas requiring continued focus.

Indicator 1.1 Students and teachers share a common understanding of the learning goals and related success criteria. Success criteria are visible in most classrooms while staff practices this strategy. There is little evidence of student impact as of yet. There is a need to ensure that success criteria is linked to learning goals (which must be linked to the curriculum) and that feedback is grounded in the success criteria. A distinction must be made between “process” success criteria and “product” success criteria. Exploration of anchor charts and success criteria is necessary. Assessment and instruction must be collaboratively designed with the students in order to ensure student voice, and to ensure that students can describe what they are learning, why they are learning it, and the best way to fully demonstrate their thinking.

Indicator 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers. The importance of providing descriptive feedback to students is becoming widely understood. Most feedback is given orally. A focus for instructional practice will be to scaffold learning by providing feedback that is linked directly to the success criteria, and to clarify students’ achievement of learning goals through small group interviews, conferences and learning conversations. While some students are beginning to see the need to act upon feedback, there is a need to use success criteria and feedback as a basis for discussion to reflect on their progress and plan next steps.

Indicator 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. Informal processes are apparent in several school that engage teachers in co-constructing rich performance tasks. There is a need to develop a common understanding of the role of rich performance tasks; and to distinguish between assessment for learning tasks, and assessment of learning tasks. Teachers have requested support in the area of assessment of learning in order to see how success criteria inform the assessment of learning phase. Schools continue to be engaged in exploring the characteristics of rich, authentic performance tasks. Secondary schools are beginning to explore the use of rich tasks as culminating assignments. Moderated marking, while taking place in most elementary schools, requires additional time and a deepening of practice in order to have it drive instruction to meet the needs of students.

Student Achievement Data Gap Analysis:

Special Education: A review of the data collected and analyzed raised more questions than it provided answers. We recognize that 128 of the identified 260 students (49% of the identified population or 16% of our total population) are students who possess a learning disability. There are no achievement trends for these students on EQAO assessments; achievement spans all four levels on all four assessments. We recognize the need to analyse our leading indicator data (DRA/CASI/OCA) as the identified students are often not performing at grade level expectations. We recognize that students with a learning disability should be accessing grade level curriculum; thus leading us to look deeply at how to support our teachers. We need to delve deeper into our data collection processes to ensure that our data is accurate and is giving us a clear picture of the achievement of our special needs students. We do recognize that the transparency offered by the instructional practices (learning goals, success criteria, feedback) in the assessment for learning framework support students identified with a learning disability.

First Nations Student Achievement: At this time, little data is available which would allow us to fully understand the achievement of our First Nations students. To rectify this situation, it is necessary to revisit the Voluntary Self-Identification Program in order to ensure that all of our partners understand the importance and positive aspects of this program. Research on Assessment for Learning strategies indicate that these strategies are essential for all; however authentic cultural engagement must also be a focus.

Elementary Achievement (specific focus on 2011-2012 data however these are identified trends over time)

Reading: Reading achievement has been consistently low. Cohort data shows that 31 students (33%) did not meet the standard in grade 3 and grade 6. Data shows that students in grade four continue to require reading instruction; decoding appears to be satisfactory, however reading for meaning (comprehending what they read) is a weakness. Our students continue to struggle to representing their thinking in open response questions; we surmise that they are struggling to understand the actual question (due to a comprehension challenge). We recognize that teaching reading requires a significant knowledge of student conceptual knowledge which allows us to set personalized learning goals with students and to explicitly teach to those goals. Further to this, talk and explicit questioning leads to greater depth of understanding.

Mathematics:

It is clear from our achievement results that students struggle to answer mathematical problems. This may be related to consistent low achievement in the area of reading. 24% or 19/78 grade 3 students were achieving at level 2.7-2.9, while 13% or 13/100 grade 6 students achieved at level 2.7-2.9. From the cohort data, 44 students (47%) did not meet the standard in grade 3 and grade 6. Specifically we have noted:

Primary Data – student achievement demonstrates that students struggle to answer multiple choice questions (45 multiple choice blanks and 12 multiple choice more than one response). This may support the belief that students struggle to comprehend the question, especially if it is multi-step.

Primary and Junior – Many level one/two responses shows a need to develop a more effective response to an open end question and dig deeper into multi-step/multi-strand type problems.

Primary and Junior Data -Evidence of the need to focus on mathematical vocabulary so that students are able to fluently comprehend and use the language of mathematics.

Writing: Cohort data shows that 35 students (38%) did not meet the standard in grade 3 and grade 6. A huge number of students are currently operating at level 2.7 and 2.9 in writing (gr 3 – 35% or 27/78 students, gr 6 – 32% or 32/100 students), thus demonstrating a need to become more purposeful in setting personalized learning goals with students and to explicitly teach to those goals.

Secondary Achievement

Credit Accumulation: We recognize the need to focus on student at risk as the past three years has shown between 23%-29% of grade 9 students accumulating less than 8 credits; and between 37% and 42% of students accumulating less than 16. We recognize that this is a significant predictor of graduation. Thus, we recongize the need to further engage the learners in our secondary schools. To do this, we believe that we should focus on the Assessment for Learning framework in an effort to encourage the learning of all students, with particular emphasis on learners at the applied level. We believe that authentic learning and student voice are also critical to engaging our students.

Mathematics Cohort: Applied Math – 8 students (11%) met the standard in grade 6 but not in grade 9, and 24 students (33%) did not meet the standing in grade 6 or 9
Academic Math – 27 (31%) students met the standard in grade 6 but did not meet it in grade 9, and 11 students (13%) did not meet the standard in grade 6 or 9.

Reading Cohort: 13 students (10%) met the standard in grade 6 but were not successful on OSSLT

Writing Cohort: 9 students (7%) met the standard in grade 6 but were not successful on OSSLT

DEMOGRAPHIC, PROGRAM AND PERCEPTUAL DATA SUMMARY

Superior-Greenstone District School Board can be characterized by the following data:

Demographic Data:

- a) Diversity – aboriginal population represented in many communities – currently, we believe that 75% of our students have First Nations/Inuit or Métis ancestry.
- b) Special Needs Students
 - a. Elementary Level – 13.4% are identified as exceptional; of this 53% are LD
 - b. Secondary Level – 18.5% are identified as exceptional; of this 47% are LD
- c) Pathways – in several secondary schools, the applied level pathway has been increasingly selected by students.

Perceptual Data:

- a) Isolation – the geography of the board is 44 100 square kilometers
- b) Economic instability
- c) Population Instability – populations are increasingly transient and thus, increasing number of high risk students
- d) The district is endeavoring to support the learning of all through a commitment to fostering a climate of trust and collegiality. This is a significant challenge as many teachers report a continual struggle as enrolment declines and amalgamation looms; thus resulting in a reduction in funding which leads to significant teacher instability (teacher movement between schools or teacher redundancy). Consequently, due to the staffing reductions, several schools have learned to instruct triple/quadruple/quint grades (elementary) and multiple streams (secondary).
- e) With our vast geography, we continue to struggle to support schools with additional instructional support staff. The role of the SWST and Numeracy Facilitator becomes challenging when you consider the vastness of the district. Presently, there is no additional instructional support staff at the secondary level.

- f) Many staff members continue to maintain positive attitudes in spite of these challenging circumstances.
- g) Special education programs are limited. EA support has been reduced (due to INAC reductions, board reductions and an increasing demand).
- h) The District Review data is supported by the reports from several principals who indicate struggles in student engagement; student behaviour and absenteeism rates. Various strategies are being explored and are in place to support student engagement.
- i) Transition planning for entry to early primary, grade 9 and post-secondary is also seen as a need.
- j) Although we are attempting to put together a 5 year plan for the use of technology as a tool, the board continues to lag in ensuring that technology is available (huge issues continue to be faced by the high cost of band-width)
- k) Parental expectation and the need to increasingly encourage parents as partners in education is an area that requires exploration.
- l) The public has voiced concern about the apparent lack of course selection within the pathways at the secondary level. E-Learning challenges continue to be explored and addressed.
- m) Our secondary schools are feeder schools: 3/5 are feeder schools from federal schools, while all 5 are feeder schools from our co-terminus Catholic District School Board.

Program Data:

The following programs/strategies support student achievement in Superior-Greenstone District School Board:

Initiatives

- Board wide Parental Engagement Committee
- Aboriginal Education Strategy (Proposals, Self-Identification)
- Growing Success Implementation: Building Capacity in Assessment Project Year 2
- Mathematics Initiatives (Collaborative Learning and Inquiry into Mathematics, Small and Northern Boards Numeracy Initiative)
- Student Work Study Teacher Inquiry
- Student Work Sample Study Inquiry (elementary)
- E-Learning

Programs

- Special Education in all schools – full integration model
- Premier Literacy – for all students
- Specialist High Skills Major (SHSM) expansion
- Dual Credits expansion
- Co-operative education/Ontario Youth Apprenticeship Program (OYAP) (Project Build-Summer Co-operative Education)
- Second Step School Culture Program (beginning implementation)

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

Upon the completion of a comprehensive needs assessment which considered SIPSa Evaluation data, District Support Data, Student Achievement Data, and SyLT Data, the following areas of need have become apparent. Note that while the areas are captured here in silos, they are interconnected under the Assessment for Learning framework.

Identified Area of Need	School Effectiveness Indicators
QUALITY INSTRUCTION <u>Assessment Framework:</u> *Learning Goals – students need a clear understanding of the Learning Goals/Intentions *Success Criteria *Self-Assessment/Peer-Assessment *Feedback * Deep, rich assessments to guide instruction/facilitation (Formative Tasks), and the summarize what students know and can do (Rich Performance Tasks/Culminating	Assessment as, of and for Learning: Indicator 1.1 Students and teachers share a common understanding of the learning goals and related success criteria. Indicator 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers. Indicator 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 (IEP). Indicator 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student

Tasks/Summative Tasks)	learning analyzed to ensure consistency with success criteria.
QUALITY INSTRUCTION <u>Literacy across the Curriculum</u> Reading Comprehension <ul style="list-style-type: none">• Effective questioning• Talk (student talk and teacher talk, Oral Language, purposeful talk)• Reading Comprehension Strategies/Skills• Modelling of thinking <u>Numeracy across the Curriculum</u> Questioning Communication Number Sense (emphasis on Applied Level Grades 9-10)	Curriculum, Teaching and Learning Indicator 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. Indicator 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
ENABLING CONTEXT Inquiry – students learning through inquiry in the classroom (as researchers) and teachers learning through inquiry in professional teams	Indicator 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.

- Consider:
- a) The McKinsey Report indicates that schools going from poor to fair require a focus on
- Consistent practices
 - Providing scripted lessons
 - Coaching on curriculum
 - School visits by administration
- b) The small data set presents opportunities and challenges. Trends are difficult to determine. As the result, a focus on Marker Students in a case management approach is necessary.
- c) This is the first year where School Improvement Plans have been completed prior to the BIPSA. The process began with SIPSA evaluations which targeted urgent student needs, engaged leaders in reviewing board data (both qualitative and quantitative) resulting in areas in need, followed by SIPSA development and finally, BIPSA development. This is the first year that we have articulated, in detail, the criteria for each stage of implementation for each strategy. We recognize that a consistent focus on the overall data of the district is not a high yield approach; rather, a focus on the monitoring and achievement of Marker Students is necessary.
- d) Effective learning environments for both adults and students can be paralleled. Co-learning addresses identified student needs, is grounded in student evidence of needs/attempted new practices, allows for exchange of ideas and discourse of all members, and is supported by formal and informal leaders who participate as co-learners at the table.

Consequently:
The Assessment for Learning Framework must continue to be the consistent practice that all staff will engage in deep exploration linked to student impact. We believe that through a continued focus on this area in relation to the curriculum and standards for reading and math, students will increasingly become independent thinkers. Embedded in this is the need to consider reading for meaning, talk and effective questioning.



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

***Board Improvement Plan for Student Achievement and Well Being: Implementation Focus and SMART Goals
2012-2013***

BOARD IMPROVEMENT PLAN GOAL

By June 2013, through a focus on Assessment FOR Learning strategies, there will be a 10% upward shift of the number of students moving into the next level of achievement on the Primary, Junior, Grade 9 Mathematics and OSSLT EQAO assessments.

STRATEGIES TO ACHIEVE THE GOAL:

- ✓ If we co-construct success criteria using exemplars/anchor papers, then the success criteria will be increasingly aligned with grade level standards. SEF 1.1
- ✓ If we provide ongoing feedback linked to success criteria, then students will become skilled in their ability to think and to respond critically to learning tasks. SEF 1.2 and 1.4
- ✓ If we increase our understanding of student conceptual knowledge development and critical learning phases, then students and teachers will be better able to set individual learning goals and meet the needs of all learners. SEF 1.1 and 1.2

EXAMPLES OF OBSERVABLE ACTIONS: PRACTICING

What teaching, leading and learning strategies are we focused on?

How is the “practicing” of these teaching, leading and learning strategies evidenced in and across classrooms? What specific observable action (from awareness to full implementation) will we see/hear?

STAGE OF IMPLEMENTATION	SPECIFIC MONITORING	EXAMPLES OF OBSERVABLE ACTIONS PRACTICING	SUPPORTING
STAGE ONE: AWARENESS	Board and School Monitoring: <ul style="list-style-type: none">Establishing a baseline of assessment practices through a self-reflection surveyObserving practices and “practicing” through the Host VisitsDebriefing the Host Visits as a collectiveUsing Debrief Sessions to model effective strategies (high-yield)Debrief Sessions provide opportunities to collaboratively determine next steps.Dialoguing with teachers and principalsExit Cards from Inquiry Sessions analysed for evidence of next learning	School Environment: <ul style="list-style-type: none">Staff recognize that there is an Assessment and Evaluation policy (Growing Success)Staff is beginning to understand the language of assessment.Data about professional learning is collected as required by the district (surveys, reflection logs, etc.)The need for collaborative planning processes is recognized.The need to develop common assessments is recognized, however the opportunity to do so has not arisen. Staff utilizes common assessments designed by publishers.Some anchor charts are visible. The purpose and use of the anchor charts is unclear.Recognition that rich performance tasks provide evidence of essential learning (students have the opportunity to synthesize and apply their learning) and is seen as the destinations that students are travelling toward.Begin to recognize and agree upon the characteristics of rich performance tasks.Staff become aware of the critical learning phases students go through in specific content areas.Student progress is recognized. Student Impact: <ul style="list-style-type: none">Students are introduced to the purpose of learning goals.Record the learning goals in their notebook or on the taskStudents are given the success criteria at the beginning of significant tasks	<p>NOTE: <i>School Leaders and teachers will engage in the following professional learning strategies, all of which have a COLLABORATIVE INQUIRY approach as a foundation to learning:</i></p> <p>System Learning:</p> <ul style="list-style-type: none">✓ Early Primary Collaborative Inquiry Hubs✓ Growing Success Implementation Project✓ Collaborative Inquiry Learning - Mathematics✓ Grade 3 and 6 District Learning Team✓ System Implementation and Monitoring Team Learning Community (SIM Team)✓ System Implementation Team Learning Community (SYIT Leadership Team)✓ Learning Fair – to share learning <p>School-Based Learning</p> <ul style="list-style-type: none">✓ School Based Inquiry Hubs (responsive to student learning needs) <p><i>(funding will be differentiated depending upon the needs of the</i></p>

		<ul style="list-style-type: none"> Feedback is not used yet to move student thinking forward, but to reinforce behaviour Portfolios of student work are collected, with limited reflection on the work samples done by students. <p>Teacher Impact: Learning Goals</p> <ul style="list-style-type: none"> Identifying the learning goals based on overall and specific expectations Sharing the learning goals at appropriate times in each cycle of learning usually at the beginning Posting the learning goals visibly in the classroom <p>Success Criteria</p> <ul style="list-style-type: none"> Identifying the criteria for success on learning goals <p>Assessment for learning (student needs driving teacher needs)</p> <ul style="list-style-type: none"> Recognize when students need further instruction or a different approach and adjust instruction accordingly. <p>Feedback</p> <ul style="list-style-type: none"> Feedback remains unchanged (not explicit to the success criteria or to the research on feedback). <p>Collaboration/Reflection</p> <ul style="list-style-type: none"> The impact of collaborative planning processes is recognized. Moderated marking begins each meeting; follow up discussion regarding student learning needs results. Students are supported in developing the required learning skills and work habits. Teachers are aware that the critical learning phases exist. 	<p><i>school and the number of students)</i></p> <p>Ministry Supports</p> <ul style="list-style-type: none"> Funding for release and resources Leadership Development through SYIT Commitment to supporting all schools and teachers Time for collaboration for planning and sharing <p>Board Supports</p> <ul style="list-style-type: none"> Providing professional learning opportunities to small groups of teachers. Providing release time for consolidation of learning and encouragement to share practice and ask questions. Providing release time for collaborative planning. Specific resources provided to schools <p>School Supports</p> <ul style="list-style-type: none"> 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.
STAGE TWO: BEGINNING IMPLEMENTATION	<p>Board Monitoring</p> <ul style="list-style-type: none"> District Support Visits: Evidence/artifacts from project participants “practicing” is shared and discussed. Principal share and deconstruct evidence/artifacts of student learning at Principal Learning Sessions. Principals and teachers share challenges with the Steering Committee members to ensure that Learning Sessions meet specific needs. Exit Cards from Inquiry Sessions analysed for evidence of next learning <p>School Monitoring:</p> <ul style="list-style-type: none"> Ongoing collection of a variety of evidence/artifacts from project participants to support their continued growth (used for in school collaborative moderation) Both formal and informal conversations between the principal and the project participants to explore successes and challenges. Project participants monitor student impact in their classrooms. Principal Learning Walks occur Exit Cards from Inquiry Sessions analysed for evidence of next learning <p><i>School leaders begin to integrate the learning from inquiries into decision making regarding school improvement (evidenced by District Support Visits)</i></p>	<p>School Environment</p> <ul style="list-style-type: none"> The Assessment and Evaluation policy is referred to during learning sessions – an effort to put it into practice is being made. Staff is beginning to understand and use the language of assessment. Data about professional learning is collected as required by the district, with some analysis Collaborative planning processes are recognized, in place and used to build staff capacity. Staff utilizes common assessments as a tool to determine needs of students and are used to guide professional learning. Anchor charts are being explored as an instructional tool; distinction is being made between the different purposes and ways of constructing anchor charts. Creation of success criteria for rich performance tasks (co-constructed and agree upon) Some collaborative planning of rich tasks/common assessments is taking place. Staff is engaged in the deconstruction of curriculum expectations in a specific content area (reading and math) and make the link to the critical learning phases. Student progress is recognized and celebrated. <p>Student Impact</p> <ul style="list-style-type: none"> Students clarify learning goals with the teacher to build understanding. Students begin to apply given success criteria to the task Students monitor and record their progress toward their learning goals (e.g. feedback log, goal record etc.) Students begin to seek clarification regarding task feedback and to seek opportunities to act upon the feedback Students begin making the connection between the learning goal and the rich performance task (destination). Students engage in the completion of their portfolio that captures evidence of their learning over time. Students reflect on their learning and thinking while learning (metacognition). <p>Teacher Impact: Learning Goals</p> <ul style="list-style-type: none"> Designing the learning in incremental steps to build student knowledge and skills. 	<p>Ministry Supports</p> <ul style="list-style-type: none"> Funding for release and resources Leadership Development through SYIT Commitment to supporting all schools and teachers Time for collaboration for planning and sharing (Observational sessions) <p>Board Supports</p> <ul style="list-style-type: none"> Steering Committee, comprised of teachers and principals, established to liaise between senior administration and schools Providing professional learning opportunities to small groups of teachers. Providing release time for consolidation of learning and encouragement to share practice and ask questions. Providing release time for collaborative planning. Specific resources provided to schools <p>School Supports</p> <ul style="list-style-type: none"> School leaders participate as co-learners in all learning sessions (both formally and informally) School leaders support additional members of staff who express interest in project. School leaders begin to facilitate professional learning within the school School leaders take an increasingly active role in debriefing and analyzing the host visits.

	<p><i>and professional learning. How do we know?</i></p> <ul style="list-style-type: none">• Learning goals are responsive to student learning needs (and reflect the critical learning phases)• Writing clear, concise learning goals in student friendly/grade appropriate language• Stating learning goals from the students’ perspective (e.g. “we are learning to...”)• Teacher clarifies learning goals with students to ensure understanding.• Provides students time and opportunity to reflect on and discuss learning goals• Making connections to the learning goals while the students are engaged in a task so that students understand the purpose of the task. <p>Success Criteria</p> <ul style="list-style-type: none">• Identify the success criteria for the related learning goals and the formative/assessment for and as learning tasks.• Teacher co-constructs success criteria with students (based upon standard appropriate mentor texts/anchor papers). This is done through different methods which are appropriate to the purpose of the lesson.• When appropriate, teacher shares and clarifies success criteria with students. <p>Assessment for learning (student needs driving teacher needs)</p> <ul style="list-style-type: none">• Use a variety of assessment strategies (e.g traffic lights, exit cards, etc.) to gather feedback about student’s degree of learning during each instructional period. <p>Feedback</p> <ul style="list-style-type: none">• Feedback:<ul style="list-style-type: none">* includes three components: what was well done, what needs improvement and specific and actionable suggestions for how to improve;*relates to the learning goals that were shared and clarified with students at the outset of the task;*is based on the success criteria;*is prioritized to focus on the specifics of student learning that need the greatest attention;*is focused on the product/task and the processes used by the student;*provides next steps that are incremental and specific enough to ensure that the students can act upon and make improvements to their work independently.*is limited to only two or three specific items*is expressed in a respectful and positive tone in language that is student friendly;*is descriptive (e.g. provides information so students can improve), rather than evaluative;*must be timely so the students can : use the information while they are still learning and practicing the necessary knowledge and skills*feedback(gained through purposeful observation) is given to students (through conferencing individually and in small groups)on their ability to provide feedback to both their peers and themselves—<i>Teachers will give feedback on the feedback that students provided to themselves and peers as to what went well, what needs improvement and how they can improve upon their feedback.</i> <p>Collaboration/Reflection</p> <ul style="list-style-type: none">• Teachers engage students in self-assessment tasks• Teachers capture evidence of student learning using a portfolio strategy.• Teachers begin to review research that articulates the critical learning phases for students in reading and math		
<p>STAGE THREE: PARTIAL IMPLEMENTATION</p>	<p>Board Monitoring:</p> <ul style="list-style-type: none">• District Support Visits: Evidence/artifacts from project participants “practicing” is shared and discussed.• Principal share and deconstruct evidence/artifacts of student learning at Principal Learning Sessions.• Exit Cards from Inquiry Sessions analysed for evidence of next learning <p>School Monitoring:</p>	<p>School Environment:</p> <ul style="list-style-type: none">• The Assessment and Evaluation policy from Growing Success is in place, clearly articulated and shared with staff, students, parents and the community. The practices in the school reflect this plan.• Common instruction and assessment language is used across classrooms.• Data about professional learning are collected on an ongoing basis throughout the year to ascertain impact on instructional capacity, student learning and professional learning needs (e.g., information is collected on professional learning supports provided to teachers, the number of teachers that have been supported through the strategy, the impact on classroom instructional practice and the resulting growth in student achievement).• Collaborative planning processes are used to craft meaningful assessment tasks that will:<ul style="list-style-type: none">○ build on students’ knowledge and experiences	<p>Ministry Supports</p> <ul style="list-style-type: none">• Funding for teacher release• Leadership Development through SYIT• Commitment to supporting all schools and all teachers <p>Board Supports</p> <ul style="list-style-type: none">• GSIP Steering Committee, comprised of teachers and principals, established to liaise between senior administration and schools

	<ul style="list-style-type: none"> Principal and Program Leaders/Teacher Leads increasingly articulate the level of current work (Are we doing what we said we would do in our SIP). Principals and Program Leaders/Teacher Leads plan according to the needs expressed at the school level Principal Learning Walks focus on the impact upon student learning Teachers monitor impact upon student learning in their classes and adjust accordingly. Exit Cards from Inquiry Sessions analysed for evidence of next learning 	<ul style="list-style-type: none"> determine the depth of new learning in order to identify next steps in the teaching learning process align understanding of performance levels across grades, divisions, courses, pathways (e.g., teacher moderation, co-planning, co-teaching) Collaborative development of common assessment tools and practices ensures consistency of practice in and between grades, divisions, departments and courses. Anchor/criteria charts, or rubrics and/or exemplars are used consistently in the school to scaffold student learning, provide descriptive feedback and set high expectations for students. Moderation of rich tasks/common assessments takes place at least once per term. The resulting information drives enhancements to instructional practice and focus. Staff are increasingly applying their knowledge of critical learning phases when grouping students for small group instruction, when providing feedback, and when responding to the needs of students (moderated marking) Processes and practices are in place for all staff to recognize and celebrate student progress. <p>Student Impact:</p> <ul style="list-style-type: none"> Students make connections to the learning goals during instruction Students monitor and communicate their progress in relation to their understanding of the learning goals. Learning goals are increasingly related to the specific learning needs of students. Students clarify, co-construct and extend success criteria with teacher for significant tasks Students will apply success criteria (peer and self assessment) and look reflectively for the criteria in their demonstrations of learning Students independently seek descriptive feedback related to the success criteria Students apply descriptive feedback to their work to make improvements Students recognize and value the importance of descriptive feedback as they become increasingly independent learners. Students use their personal portfolio to reflect on their work and to set personal goals. Students develop concrete incremental next steps in their learning based on feedback. Students create an action plan to monitor and achieve their individual goals. Engage in authentic and rich performance tasks that enable them to demonstrate their learning. <p>Teacher Impact:</p> <p>Learning Goals</p> <ul style="list-style-type: none"> Developing learning goals that identify a progression of incremental, scaffolded knowledge and skills – allowing for specific learning goals according to student learning need. <p>Success Criteria</p> <ul style="list-style-type: none"> Agreeing upon editions and revisions to the success criteria as new learning occurs Use the success criteria as the basis of teacher feedback Assessment as and for learning is based on success criteria <p>Assessment for learning (student needs driving teacher needs)</p> <ul style="list-style-type: none"> Identify critical points in learning through assessment and feedback to determine which students require further instruction and support. Plan opportunities that provide students with multiple opportunities to demonstrate and practice their learning so feedback can be given and received. <p>Feedback</p> <ul style="list-style-type: none"> Feedback relates to the task or product, (how well the task was completed, building surface knowledge and having the correct information taken from the Success Criteria), the processing of the task (information about the processes used 	<ul style="list-style-type: none"> NTIP supports for new teachers Providing professional learning opportunities to small groups of teachers in a variety of formats (hub inquiries, co-planning, SWST, Numeracy Facilitator, GSIP, EPCI). Providing release time for consolidation of learning and encouragement to share practice and ask questions. Providing release time for collaborative planning. Specific resources provides to schools Provide support through District Support Visits <p>School Supports</p> <ul style="list-style-type: none"> Principal and Program Leaders/Teacher Leads participate as co-learners in all learning sessions (both formally and informally) Principal and Program Leaders/Teacher Leads support staff in implementation Principal and Program Leaders/Teacher Leads facilitate professional learning within the school Principal and Program Leaders/Teacher Leads take an increasingly active role in debriefing and analyzing the host visits.
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		<p>to perform the task or develop the product – may be a process Success Criteria), and/or self-regulation (students ability to self-monitor and direct their learning).</p> <ul style="list-style-type: none"> Descriptive feedback is maximized for students in the following ways: <ul style="list-style-type: none"> *provide group feedback to students who share similar strengths and needs *oral feedback when appropriate *provide feedback as students are engaged in a learning task *individual student conferences Use of a variety of feedback prompts: <ul style="list-style-type: none"> *reminder prompt *scaffolded prompt *example prompt Explicit instruction is provided to students on how to set effective learning goals based on feedback. 	
STAGE FOUR: FULL IMPLEMENTATION	<p>Board Monitoring/School Monitoring:</p> <ul style="list-style-type: none"> Evidence of Assessment Cycle practices are visible in all classrooms. Teachers monitor student learning and achievement impact and adjust their instruction according to student needs. Data Analysis supports improvement: <ul style="list-style-type: none"> Student achievement data Perceptual student engagement data Students demonstrate/articulate an understanding of the purpose of what they are learning and assume responsibility Principal and Program/Teacher Leaders facilitate the monitoring of the Assessment Cycle in the school 	<ul style="list-style-type: none"> All teachers demonstrate the criteria from Partial Implementation. Teachers have moved from “practicing” to embedding the practices into their daily instruction. 	<ul style="list-style-type: none"> New teachers are supported through mentoring (NTIP). Supports will vary depending on the needs of the school.

MONITORING					
<i>How will we monitor the “practicing” from awareness to full implementation? How and when will we monitor the impact on student learning? Which students will we monitor? (these students will be representative of a larger population who have similar specific needs.)</i>					
System Monitoring:					
<p>1. Student Impact will be determined through an analysis of Marker Student work samples/evidence of learning. Marker students will be selected at the school level, and will be representative of a group of students who share an identified urgent learning need (related to curriculum expectations). Marker student work will be collaboratively moderated (formally) at least once per month. Instructional focus will be adjusted based upon research. This student impact will be considered by teachers, administrators, and the senior team at the SYIT meetings, District Support visits, Senior Administration visits, school hub inquiry meetings and other professional learning sessions such as the grade 3/6 learning session.</p> <p>2. Senior Administration Visits to all schools twice per year. The focus of these visits will be to provide evidence of progress in the SIPSA.</p> <p>3. District Support/School Improvement Process includes both Feedback Visits and Full Classroom Visits. Marker Student work will be utilized as evidence of the impact of collaborative inquiries. School Improvement Teams will continue to include teachers and administrators.</p> <table><tr><td>November/December</td><td>*District Support Feedback Visits (BA Parker, George O'Neill, Manitouwadge, Nakina, Red Rock, Lake Superior, Nipigon Red Rock)</td></tr><tr><td>February/March</td><td>*District Support Full Visits (Beardmore, Dorion, Marjorie Mills, Margaret Twomey, Terrace Bay/Schreiber, Manitouwadge High, Marathon High, Geraldton Composite High)</td></tr></table> <p>3. School Based Inquiry Hubs will be monitored by school administrators and the SS/SEF through the use of Exit Cards: What does this evidence mean? What is the student now able to do differently? What are the opportunities and possibilities for this student? What further questions does this data generate for you? What other data do we need to help frame further action?</p> <p>4. School administrators will engage in weekly learning walks to observe Marker Students in the classroom. These observations will be recorded and shared at the System Implementation Team Learning Community sessions.</p> <p>5. Data Analysis – SYIT Meetings *Analysis of board mandated assessment results at (September, February and June) SYIT meetings. Determine impact and respond accordingly. * EQAO Predictions reviewed in November and February. *Report Card data reviewed in February and July</p> <p>6. Learning Fairs – for School Based Hubs, EPCI and GSIP in May to share learning and challenges</p>		November/December	*District Support Feedback Visits (BA Parker, George O'Neill, Manitouwadge, Nakina, Red Rock, Lake Superior, Nipigon Red Rock)	February/March	*District Support Full Visits (Beardmore, Dorion, Marjorie Mills, Margaret Twomey, Terrace Bay/Schreiber, Manitouwadge High, Marathon High, Geraldton Composite High)
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EVALUATION Have Measures of Student Achievement Shown Improvement?

Conduct analysis of:

- Board-Wide Assessments – OLA, DRA, CASI, OCA
 - PLC Student Data – common assessment task and schools 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
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1. What does the student work tell us went well this year? Why? Celebrations are an essential component of school improvement.
 2. What does the student work tell us we need to continue to work on? How do we know this?
 3. How does our BIPSA need to be enhanced? What will we do to ensure that the areas of student learning needs are addressed? Do we need to include another goal? Perhaps in the area of math? Or student engagement?
 4. Did our board scores meet the goals of the BIP? Why/why not?