



**Program and Human Resources Committee
PUBLIC AGENDA**

**Regular meeting of
Monday, February 10, 2014 - 5:30 p.m.
Board Committee Room, Education Centre**

| Section | Item | Report No. | Resp. |
|------------------|---|-------------------|-----------------------------------|
| A | Call to order | | |
| | Delegations / presentations – None Approval of agenda Approval of minutes – January 13, 2014 Business arising from the minutes | | |
| B | Recommendations | | |
| | None | | |
| C | Information | | |
| 5:30 p.m. | Special Education Services Update: Speech/Language Services | C-1 Handout | J. Rogers C. Waite, M. Mertins |
| 5:45 p.m. | Board Improvement Plan for Student Achievement (BIPSA) Update/Pathways and Early Learning Network | C-2 | C. Portt H. McMaster, T. Jones |
| | Individual Education Plan (IEP) Platform | Verbal | J. Rogers |
| | Director's Annual Report | Verbal | M. Savery-Whiteway |
| | 2014-2015 School Year Calendar | Verbal | C. Portt |
| | Trustee Proposals and Queries | Verbal | All |
| D | Correspondence - None | | |

Move into closed session

Next regular meeting: Monday, March 17, 2014

Committee members: Jennifer Cobb, Bonnie Danes, Thelma Goodfellow, Mary Hall, Dwayne Inch, Lucille Kyle, Dave Patterson, Jim Williams



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD
PROGRAM AND HUMAN RESOURCES COMMITTEE
PUBLIC MEETING MINUTES**

**January 13, 2014
DRAFT**

Members present: J. Cobb; B. Danes; T. Goodfellow; M. Hall; D. Inch; L. Kyle, Vice-chair;
D. Patterson; J. Williams, Chair

Student Trustees: M. Peckham

Regrets: None

Guests: None

Resource: C. DeMille, K. Donnell, T. FitzGibbon, K. MacQuarrie, L. Miller, C. Portt,
J. Rogers, M. Savery-Whitway

Minutes: C. Reid, Administrative Assistant

Call to order

The meeting was called to order at 5:30 p.m.

Delegations/presentations - None

Approval of agenda

Moved: J. Cobb
Seconded: B. Danes

That the agenda be approved.

Carried

Approval of minutes

Moved: D. Patterson
Seconded: T. Goodfellow

That the minutes of the November 11, 2013 regular meeting be approved.

Carried

Business arising from the minutes

Trustee Goodfellow noted that she was not able to attend the OPSBA Work Committee meeting as scheduled.

Recommendations - None

Information

Instructional Technology Advisory Committee Update

Senior Information and Technology Services Officer, Kelvin MacQuarrie noted that the report, as printed, should read "Instructional" Technology rather than "Information" and Technology. He stated that the Instructional Technology Advisory Committee has met twice during the 2013-2014 school year. It was reported that one priority was carried forward from last year. Cloud computing and the Google Apps for Education pilot continues and has expanded to over 20 teachers in the elementary panel. Another priority identified for this year is to standardize business and academic platforms to ensure consistency for all our users. The district needs to move away from WordPerfect Office and have all systems with Microsoft Office. The most cost effective way to provide Microsoft Office to all our users is to enroll in a Microsoft Volume Licensing Program or Enrollment for Education Solutions (EES).

Professional development for all staff in the integration of technology remains a priority for ITAC and there will be further discussions at upcoming meetings regarding how to support employee growth in this area.

Trustees sought clarification regarding what platform is currently being used by the Ministry. It was confirmed that the Ministry has licensing agreements with both Microsoft Office and Corel WordPerfect

Office but most of the documentation coming out of the Ministry is in Microsoft or PDF format. Trustees stressed the importance of professional learning for employees, stating that it is a critical and essential component and needs to be actively addressed. It was also confirmed that students are being educated on the rules and regulations regarding privacy and the proper use of technology in schools.

Revised Policies

Director Savery-Whiteway stated that 18 policies are being reviewed this year, nine at the beginning of the year and nine later in the year. A recommendation will be brought forward to the January 27, 2014 Board meeting to approve changes to the nine policies that were reviewed at meetings of the Executive Committee held on November 4 and November 12, 2013. Director Savery-Whiteway highlighted changes to the policies that included consistent wording, clarification of terms and alignment with current practices.

Regional AiM Focus Groups

Director Savery-Whiteway reviewed Report No. C-3, commenting that one of the actions in the AiM System Plan is to engage students, employees, families and community members in the review and development of the system plan. To achieve this goal, focus groups will be conducted in the spring of 2014 for input on the next system plan, and to find ways in which the Board can better communicate and engage with employees, families and the community.

Appendix A, containing the communication plan for the focus groups, was reviewed. It was noted that the Board has engaged a third party researcher to assist with facilitating these sessions to ensure integrity of the data. Five regional sessions will be held to ensure that all areas of the board are represented and will include students, employees, families and community members. The sessions will be between an hour and an hour and a half long, possibly over lunch, and participants will be asked only five or six questions. The external researcher will collect the data and provide a report. Invitations will be sent to school council chairs, parents/guardians, community partners, employees from each employee group and students in Grades 6 to 12.

Concerns were raised regarding the time of day for the sessions. It was confirmed that the dates and times have not yet been determined and can be flexible in order to be as inclusive as possible. Information was provided regarding the name and background of the external researcher. In response to a question about trustee involvement, it was clarified that trustees and senior administration are not expected to be participants in these sessions. The intent of the focus groups are to provide an open forum, guided by the research facilitator, to gather responses from the focus group members to a series of questions regarding the AiM System Plan. The director will bring greetings to the focus groups and will explain the process and the rationale for trustees and senior staff not being present to the focus group discussion.

Curriculum Review Update

Superintendent Portt reviewed Report No. C-4, noting that the Ministry of Education is responsible for the development of curriculum and policy documents. In 2003, the Ministry established an ongoing cycle of curriculum review, whereby a number of subject disciplines enter the review process each year ensuring that curriculum remains current and relevant and is age appropriate from Kindergarten to Grade 12 in all subjects. The review process supports the identification of areas for revision, analysis and synthesis by teams of experts in subject disciplines. Draft revisions of the curriculum documents are then shared for feedback from Board personnel before revisions are finalized. Once released, board teams receive training in the revised curriculum and then board teams determine training and professional learning opportunities for teachers.

Copies of recently revised curricula in 2013 were shared, including:

- Social Sciences and Humanities, Grades 9 to 12
- Canadian and World Studies, Grades 9 and 10 Social Studies, History and Geography, Grades 1 to 8
- French As a Second Language, Extended French, Grades 4-8; French Immersion, Grades 1-8

Copies of recently revised policy and resource documents for 2013 were shared, including:

- Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools K – 12 (Policy and Program document)

- School Effectiveness Framework: A Support for School Improvement and Student Success K-12 (Resource document)

Superintendent Portt reviewed a list of curricula currently in the review cycle and stated that the Ministry of Education is completing the curriculum review cycle that began in 2003. As they are nearing the end of the process, the Ministry is gathering information from schools and boards in order to inform future plans.

It was confirmed that district teaching staff are involved in curriculum review and some employees are involved at the onset of the revisions. Trustees recognized the ongoing focus and initiatives to build instructional capacity, especially in Math. Trustees raised questions specific to student success and wondered when a review of the Math curriculum would be addressed. Superintendent Portt stated that although the Math curriculum is not contained within the current timeline for review, the Board's BIPSA is the anchor document where professional learning resources and supports are aligned to initiatives to move student achievement forward especially in area of numeracy. In addition all schools have a SIPSA containing detailed professional learning plans to move forward in literacy and numeracy.

Trustees sought clarification regarding the expectations contained within the new curriculum documents. It was confirmed that these new curriculum documents don't represent new courses but rather are updates to curriculum already being taught that teachers are familiar with. These new documents have updated expectations and training is provided to teachers where there are significant differences between the current and revised documents. Additional resources are sometimes required to support the revised curriculum but the structures remain essentially the same. Comments were made regarding recent announcements related to resources and funding to support teachers in teaching Mathematics. It was confirmed that the \$4 million infusion that was recently announced by the Ministry is in support of numeracy initiatives that are currently underway.

Response from EQAO

Director Savery-Whiteway distributed and reviewed the letter received from Bruce Rodrigues, Chief Executive Officer of EQAO. She explained the timeline and the actions taken in order to receive this response to the Board's letter dated November 20, 2012. Following some discussion it was determined that a letter be drafted and delivered to the OPSBA Directors and Work Committee to determine provincial support and next steps. The letter will be drafted by the director and shared with trustees prior to being provided to Trustee Goodfellow for delivery.

Regulation 274 Update

Superintendent FitzGibbon provided background information regarding the implementation of Regulation 274. Regulation 274 came into effect September 2012 pursuant to the *Putting Students First Act, 2012*. The intent of the regulation is to provide fairness and transparency in hiring practices for occasional teachers pursuing long term or contractual positions. The regulation requires boards to create a roster whereby teachers on the occasional list are interviewed and placed on a long term occasional roster list. Once on the roster, the teacher requires successful evaluation before they can be considered for contractual positions. Because there is a seniority component, principals must consider only the top five candidates on the roster when filling a vacancy.

Following the release of Regulation 274, a number of concerns were raised by various professional organizations and expressed to the Ministry. On August 8, 2013, the Deputy Minister released a memo indicating that the Ministry would review the regulation but repealing it was not under consideration. The Directions Evidence and Policy Research Group was engaged to begin conversations with boards related to Regulation 274 in two phases. The first phase involved conversations with provincial organizations where they gathered a sense of concerns. The Counsel of Senior Human Resources Officials wrote a communication outlining the benefits and challenges. Some of the challenges highlighted included the following:

- Inability to select the best candidate for position to address the unique needs of individual schools or positions.
- Inability to reflect diversity of community and student population.
- Disruption to the continuity of instruction in the classroom by mandating reposting of positions.
- Time burden on administrators with a number of processes for interviewing teachers.
- Long term effect on quality of teacher candidates.

On January 9, 2014 the Minister advised that Phase 2, the fact-finding phase would begin. The intent is to gather documented evidence of the impact of Regulation 274 from boards and employee groups across the province. Teleconferences or Skype meetings with board personnel and local union representatives will occur to gather responses to a series of specific questions. Further information regarding the next phase is not yet available.

It was confirmed that the Board is compliant with Regulation 274 and is implementing the necessary processes. Concerns were raised regarding specific skills that may be required that the top five candidates on the roster may not possess. It was confirmed that the process does recognize specific circumstances and allows the opportunity to look for suitable candidates further on in the list when specialized skills are being sought.

It was also noted that current contracts are set to expire on August 31, 2014. Clarification was sought regarding the timelines for the upcoming round of negotiations and the implications of Bill 122.

Trustee proposals and queries

An inquiry was made regarding marketing practices and how to support student enrolment in our school system. It was noted that we are marketing the Board as a system of choice and focusing our energy on our exceptional programs, students and employees. It was further noted that other boards face similar enrolment challenges and the effects of declining enrolment. A reference was made to the Ministry's focus on having boards work closely together to address needs, such as exploring opportunities to build shared facilities as part of the school board efficiencies and modernization initiative. It was recognized that our board collaborates with our neighbouring boards on a number of initiatives. Problem solving regarding any issues is addressed by the senior team. The director of education will follow up on this discussion.

Correspondence – None

The Program and Human Resources Committee moved into closed session at 6:45 p.m.



To: The Chair and Members of the Program and Human Resources Committee

From: Cathy Portt, Superintendent of Education – Curriculum Services

Re: **Board Improvement Plan for Student Achievement (BIPSA) - Update**

Purpose

To provide Trustees with information regarding the AiM System Plan priority: Reach High Levels of Student Achievement. This update will focus on the 2014 Board Improvement Plan for Student Achievement (BIPSA) and will highlight professional learning that is underway in support of the Pathways goal and Early Learning.

Background

The AiM System Plan prioritizes Reach High Levels of Student Achievement and the continued promotion a culture of collective responsibility for ensuring that our students become global-minded citizens who reach high levels of achievement (e.g., collaborate and communicate, think critically and problem solve, create, innovate, grow with character, demonstrate resiliency and persevere). The AiM System Plan identifies actions in support of this priority which include: the development and implementation of the Board Improvement Plan for Student Achievement (BIPSA), and collaborative professional learning for educators K-12.

The development of the BIPSA 2014, which follows a January – December professional learning cycle, was completed in December 2013. Throughout the months of September to November, Trustees were provided with a student achievement summary, a summary of professional learning inquiries, examples of the impact of specific initiatives on student achievement results and a summary of the input gathered from staff and students at the district Learning Fairs.

A draft of the BIPSA 2014 was shared with Trustees at the November 2013 Board Meeting. On December 3, 2013 the draft BIPSA was shared with Dr. Steven Katz, a leading researcher in the area of collaborative professional learning. On January 7, 2014, the BIPSA was presented to representatives from the Ministry of Education eastern regional team, during a meeting with our senior administration group.

Current situation

The BIPSA 2014 is currently being implemented across the district, supporting the coherence of priorities in School Improvement Plans for Student Achievement (SIPsAs) and professional learning initiatives K-12.

The BIPSA available in a one page condensed version and a full version, which includes each of the four goal areas (pathways, literacy, numeracy, and community culture and caring) and identifies collaborative professional learning initiatives that support each of the goals and urgent student learning needs.



The one page condensed version of the BIPSA 2014 includes:

- System Inquiry Question
- Focus on Collaborative Professional Learning
- Conditions for Student Learning
- Research-based instruction and assessment strategies
- Professional Learning Cycle
- Focus on Global-Minded Citizens
- Goals in each of the four areas
- Urgent Student Learning Needs in the four areas
- Theory of Action for the focus on collaborative professional learning
- Monitoring professional learning and students' progress

The needs assessment is a summary of the demographic, program, perceptual and student achievement data, much of which has been shared with Trustees during the development this fall.

Each of the goal pages in pathways, literacy, numeracy and community culture and caring is arranged in a similar manner, identifying the following components: goal statement, urgent student learning needs, School Effectiveness Framework (SEF) indicators, collaborative professional learning, monitoring professional learning and monitoring student progress.

This report highlights professional learning that is underway in support of the pathways goal: ***Our student will be intellectually engaged in authentic and experiential learning that reflects their voices and individual identities.*** This goal focuses on closing the gap for students with urgent learning needs in the areas of authentic, hands-on, challenging, meaningful experiential tasks/ learning opportunities and higher order thinking skills, critical thinking and collaboration.

More specifically, this report provides an overview of collaborative professional learning through the Early Learning Network. Through the establishment of Early Year Lead roles in school boards opportunities have been created for educators to work with child care providers toward the vision that: *Ontario's children and families are well supported by a system of responsive, high-quality, accessible and increasingly integrated early years programs and services that contribute healthy child development today and a stronger future tomorrow (The Ontario Early Years Policy, Ministry of Education, 2013).*

The Early Learning Network has engaged educators and child care providers from Hastings Prince Edward District School Board, Algonquin Lakeshore Catholic District School Board, Limestone District School Board, Hastings County Child Care Services and Prince Edward, Lennox & Addington Child Care Services in the development and implementation of networked professional learning opportunities in support of Early Learning. The sessions are occurring in each of the three school districts as educators and child care providers from school communities come together to extend their learning about the creation of play-based and inquiry-based learning experiences that integrate curriculum expectations, instructional practices and student actions.



Next Steps

The BIPSA continues to be implemented with a focus on collaborative professional learning across the district with a focus on closing the gap in student learning.

Over the next few months regular updates will make professional learning visible for Trustees, highlighting BIPSA goal areas and examples of professional learning initiatives that are underway K-12.

Appendix

HPEDSB Board Improvement Plan for Student Achievement (BIPSA) 2014

Respectfully submitted,

**Cathy Portt,
Superintendent of Education – Curriculum Services**



HPEDSB Board Improvement Plan for Student Achievement K-12 2014 Summary



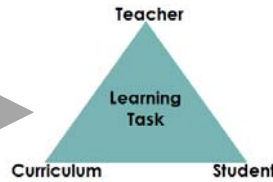
System Collaborative Inquiry

What impact will collaborative teaching and learning, that focuses on closing the gap for students with urgent learning needs, have on student engagement and student achievement K-12?

COLLABORATIVE PROFESSIONAL LEARNING FOR ALL—Learning Together is the Work!

Culture of Learning, Growth Mindset

- Based upon urgent learning needs of students
- Professional learning cycle/continuous assessment process (*observe, reflect, plan, act*)
- Anchored in the instructional core
- Collaborative inquiry, job-embedded networked learning
- School Effectiveness Framework supported

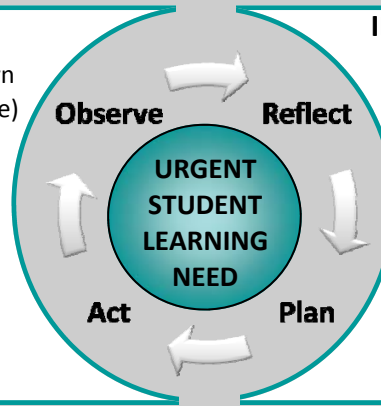


Monitoring our Professional Learning

1. In what ways has our participation in collaborative teaching and learning impacted our teaching practice?
2. How do we know that our instructional practices are having an impact on the achievement & engagement of our students? → *Monitoring our Students' Progress*
3. How has our understanding of the connections between: the learning task, curriculum, student and teacher changed?
4. What will we do next as a result of our learning and reflections?

CLASSROOM CONDITIONS FOR STUDENT LEARNING

- Culture of high expectations and belief that all students can learn
- Knowing our learners (strengths, interests, learning style, culture)
- Learning environment (caring, challenging, organized to optimize teaching and learning, culturally responsive)
- Foster student confidence & belief in themselves that they can learn
- Safe, healthy, respectful and inclusive relationships
- Positive school climate and student well-being
- Collaborative learning for all
- Student voice, leadership and citizenship



INSTRUCTIONAL & ASSESSMENT PRACTICES (EVIDENCE-BASED)

- Authentic, experiential and challenging tasks
- Higher-order thinking, problem solving, inquiry (e.g., three part lesson)
- Mindful integration of technology and tools (e.g., manipulatives)
- Instruction (e.g., gradual release of responsibility) supports students confidently moving to independence
- Differentiated instruction and assessment
- Instruction to develop learning skills & work habits (e.g., collaboration)
- Continuous assessment determines instructional next steps
- Descriptive feedback based on learning goals & success criteria
- Comprehensive literacy and numeracy focus throughout the school

OUR GRADUATES: GLOBAL-MINDED CITIZENS

Collaborate & Communicate; Think Critically & Problem Solve; Create, Innovate & Grow with Character; Demonstrate Resiliency & Persevere

PATHWAYS

Our students will be intellectually engaged in authentic and experiential learning that reflect their voices and individual identities.

- Authentic, hands-on, experiential, challenging and meaningful tasks/ learning opportunities
- Higher-order thinking skills, critical thinking, collaboration

OUR LITERATE LEARNERS WILL,

in their everyday lives and across all subject areas, use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.

Close the gap for students with these urgent learning needs:

- Early reading/ Primary reading
- Adolescent (Intermediate) learners who may choose Applied or Locally Developed courses
- Students achieving just above or just below provincial standard K-12

OUR NUMERATE LEARNERS WILL,

in their everyday lives and across all subject areas, use the mathematical processes to: problem-solve, communicate, and reflect on their thinking by making connections among concepts, procedures and strategies.

- Junior numeracy
- Ensuring continued growth in cohort groups of students
- Students achieving just above or just below provincial standard K-12

COMMUNITY, CULTURE & CARING

Our students will contribute as partners to a safe, healthy, respectful, and inclusive classroom, school and global community.

- Feel connected, represented and valued in the classroom and school
- Supportive learning environments
- Leadership skills (self-advocacy, collaboration, teamwork, voice)



HPEDSB Board Improvement Plan for Student Achievement K-12 2014 Summary



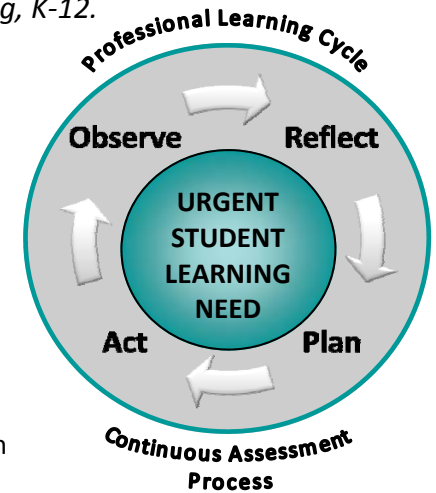
System Collaborative Inquiry

What impact will collaborative teaching and learning, that focuses on closing the gap for students with urgent learning needs, have on student engagement and student achievement K-12?

BIPSA THEORY OF ACTION

A sequential series of actions around professional learning that establishes a path to impacting student learning, K-12.

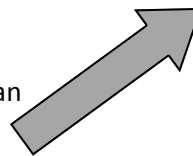
- IF** we promote and support a collaborative professional learning culture, **THEN** we will have a collective focus on student learning for all.
- IF** we have job-embedded inquiry-based professional learning, **THEN** we will have opportunities for dialogue about evidence of student learning (e.g., observation, conversation, products).
- IF** we understand urgent student learning needs, **THEN** we will identify and implement evidence-based strategies into our practice, with support from colleagues.
- IF** we incorporate evidence-based strategies into our practice, **THEN** there will be an impact on student engagement and student achievement (close the gap).
- IF** we share our practices and results with each other, **THEN** we will learn from each other's successes and draw upon the expertise of colleagues around common challenges of practice.



MONITORING OUR LEARNING

MONITORING OUR PROFESSIONAL LEARNING

1. In what ways has our participation in collaborative teaching and learning impacted our teaching practice?
2. How do we know that our instructional practices are having an impact on the achievement & engagement of our students?
3. How has our understanding of the connections between: the learning task, curriculum, student and teacher changed.
4. What will we do next as a result of our learning and reflections?



MONITORING OUR STUDENTS' PROGRESS

- 2a. What was the urgent student learning need and where did our students begin?
- 2b. What instructional/assessment practice did we identify, learn more about and implement in the classroom?
- 2c. How has the changed or refined instructional/assessment practice resulted in gains in student learning?
- 2d. How has the changed or refined instructional/assessment practice impacted student engagement?
- 2e. What additional student learning needs remain?

2014 Comprehensive Needs Assessment (*Observe and Reflect*)

| | Demographic Data: What is your school context? | Student Achievement Data: How are our students doing? | Program Data: What instructional/assessment strategies do we have in place to promote achievement? | Perceptual Data: What do our students, teachers and parents think? |
|---|---|--|---|--|
| What are our areas of strength? | <ul style="list-style-type: none"> -39 elementary and 8 secondary schools (approx. 15,300 students) -10,400 elementary students, 608 students with formal special education identification, 18% CLD, 18% Communication - Autism (<i>HPEDSB Spec. Ed. Plan, 2013</i>) -5,394 secondary students, 912 students with formal special education identification, 30% CLD, 21% IMD) (<i>HPEDSB Spec. Ed. Plan, 2013</i>) -the percentage of students living in households below the Low-Income Cut-Off threshold is 16% compared to 18% for the province, our schools range from 4% to 31% (<i>EQAO Interactive Resource, 2013</i>) | <ul style="list-style-type: none"> -the number of Ministry identified OFIP schools is decreasing over time -movement of students from level 2 to level 3 or 4 in reading and writing primary to junior cohort data -grade 9 mathematics cohort data indicates continued growth in student achievement -OSSLT results remain above the provincial results in academic and applied pathways -junior math increases in the area of knowledge and understanding -many students have a solid foundation of learning skills and work habits that are contributing to their academic success | <ul style="list-style-type: none"> -more learning teams are designing and implementing authentic and engaging learning tasks -schools who participated in CIL-M continue to show gains in primary and junior math -secondary schools involved in the Student Success School Support Initiative saw increased applied course pass rates -schools who focused on understanding the learning needs of students in the applied pathway continue to have increases in OSSLT applied success rates | <ul style="list-style-type: none"> -students enjoy the opportunity to work with others (e.g., collaboration), and appreciate learning opportunities that are interactive -learning new things, hands-on work, learning through games, technology and other teaching tools were listed as ways to make learning interesting -academic engagement (being prepared to learn) -many schools are perceived as welcoming and accepting by students, staff and parents (to be confirmed with School Climate data) |
| What are our areas of greatest need? | <ul style="list-style-type: none"> -continued focus on knowing all students and meeting their learning needs with intentional instruction and assessment (students with special education needs, Aboriginal students) -knowing our students currently achieving at level 2 and investigating how to help them reach provincial standard -significant decrease in the number of students enrolling in academic English over time (and much lower than the province) which is leading to more sections of applied and LDCC | <ul style="list-style-type: none"> -need to ensure continued growth in the area of primary reading -closing the gap for our students with special education needs -focus on growth in cohort results for mathematics (primary to junior) -primary and junior thinking and application skills in mathematics -OSSLT results indicate continued focus on students in the applied and locally developed pathways is required -topic development and reading for meaning are literacy based areas of need -critical thinking and communication skills across all subject areas -further development of learning skills and work habits (e.g., collaboration, initiative) | <ul style="list-style-type: none"> -knowing our learners (e.g., interests, profiles) and planning learning tasks to meet their needs -consider all aspects of the instructional core (student, teacher, curriculum, learning task) during the professional learning cycle -consider all four roles of a literate learner when determining urgent student need (see Freebody-Luke Four Roles Model) -use assessment data to inform instructional next steps -continued exploration of the purposeful integration of tools to support learning (e.g., technology, manipulatives) | <ul style="list-style-type: none"> -review school climate survey data from students, staff and parents (being collected October to November 2013) -continue to explore the use of student inquiry -students are less engaged in their learning when they struggle to find relevant, meaningful connections between school and their everyday lives -students express that they want to be connected to their teachers, share ideas and have open communication -continued sharing of best practices in the area of welcoming, accepting and safe schools and classrooms |
| Identified Areas of Focus from SEF | <p>4.3 Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.</p> <p>5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.</p> <p>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</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>3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.</p> | | | |

Pathways: Our students will be intellectually engaged in authentic and experiential learning that reflect their voices and individual identities.



Close the gap for students with these urgent learning needs:

- Authentic, hands-on, experiential, challenging and meaningful tasks/ learning opportunities
- Higher-order thinking skills, critical thinking, collaboration

Professional Learning Cycle: Observe, Reflect, Plan, Act
Intentional, Continuous Assessment Process that informs instruction

| School Effectiveness Framework Indicators: | Collaborative Professional Learning for All <i>(Planning and acting based on comprehensive needs assessment)</i> | Monitoring Professional Learning <i>(How and when will we observe and reflect on our progress?)</i> | Monitoring Impact on Students' Progress A balance of demographic, student achievement, program and perceptual data gathered from collaborative inquiries |
|--|---|---|--|
| <p>4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.</p> <p>5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</p> | <p>AUTHENTIC, HANDS-ON, EXPERIENTIAL, CHALLENGING AND MEANINGFUL TASKS/ LEARNING OPPORTUNITIES</p> <ul style="list-style-type: none"> • Schools of Inquiry (all schools K-12; supporting SIPSA priorities) • Aboriginal Education Collaborative Inquiries (5 elementary schools + Quinte Mohawk, focus on indigenizing the curriculum) • Secondary Native Studies Network (8 secondary schools) • Transition gr 4- 10 Collaborative Inquiry (Trenton School group, 6 schools) focus on closing the gap • Career Life Planning advisory committee (IPP) <p>HIGHER-ORDER THINKING SKILLS, CRITICAL THINKING, COLLABORATION</p> <ul style="list-style-type: none"> • Schools of Inquiry (all schools K-12; supporting SIPSA priorities) • Assessment for Learning Tri-Board Collaborative Inquiry (Learning Skills and Work Habits K-12) – Cross panel team PE School Group • FDK inquiry-based learning collaborative inquiry (Early Primary Collaborative Inquiry – 2 schools; Early Learning Network) <p>SYSTEM LEARNING</p> <ul style="list-style-type: none"> • Principal learning team inquiries • Principal monthly meetings – monitoring progress • Senior learning team inquiry | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Professional Learning</i></p> <ol style="list-style-type: none"> 1. In what ways has our participation in collaborative professional teaching and learning impacted our teaching practice? 2. How do we know that our instructional practices are having an impact on the achievement and engagement of our students? 3. How has our understanding of the connections between: the learning task, curriculum, student and teacher changed? 4. What will we do next as a result of our learning and reflections? | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Impact on Students' Progress</i></p> <ol style="list-style-type: none"> 2a. What was the urgent student learning need and where did our students begin? 2b. What instructional/assessment practice did we identify, learn more about and implement in the classroom? 2c. How has the changed or refined instructional/assessment practice resulted in gains in student learning? 2d. How has the changed or refined instructional/assessment practice impacted student engagement? 2e. What additional student learning needs remain? |

Our Literate Learners will, in their everyday lives and across all subject areas, use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; and view and represent by engaging with a variety of text and digital forms.



Close the gap for students with these urgent learning needs:

- **Early reading/ Primary reading**
- **Adolescent (Intermediate) learners who may choose Applied or Locally Developed courses**
- **Students achieving just above or just below provincial standard K-12**

Professional Learning Cycle: Observe, Reflect, Plan, Act
Intentional, Continuous Assessment Process that informs instruction

| School Effectiveness Framework Indicators: | Collaborative Professional Learning for All <i>(Planning and acting based on comprehensive needs assessment)</i> | Monitoring Professional Learning <i>(How and when will we observe and reflect on our progress?)</i> | Monitoring Impact on Students' Progress A balance of demographic, student achievement, program and perceptual data gathered from our collaborative inquiries to demonstrate progress. |
|---|---|--|---|
| <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>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> | <p>EARLY/PRIMARY READING</p> <ul style="list-style-type: none"> • Collaborative inquiry (elementary schools) • Leveled literacy intervention collaborative inquiry pilot (10 schools, focus on closing gap) • Empower Reading intervention (5 schools, focus on closing gap) <p>ADOLESCENT/INTERMEDIATE LEARNERS IN APPLIED/ LDCC COURSES</p> <ul style="list-style-type: none"> • Adolescent Literacy secondary data visits • Adolescent Literacy learning teams (secondary schools, cross panel teams, focus on closing the gap) • Literacy leaders network <p>STUDENTS JUST ABOVE/BELOW STANDARD K - 12</p> <ul style="list-style-type: none"> • Schools of Inquiry (K-12 schools, based on SIPSA priorities) • Aboriginal Education Collaborative Inquiries (5 elementary schools + Quinte Mohawk, focus on indigenizing the curriculum) <p>SYSTEM LEARNING</p> <ul style="list-style-type: none"> • Principal learning team inquiries • Principal monthly meetings – monitoring progress • Senior learning team inquiry | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Professional Learning</i></p> <ol style="list-style-type: none"> 1. In what ways has our participation in collaborative professional teaching and learning impacted our teaching practice? 2. How do we know that our instructional practices are having an impact on the achievement and engagement of my students? 3. How has our understanding of the connections between: the learning task, curriculum, student and teacher changed? 4. What will we do next as a result of our learning and reflections? | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Impact on Students' Progress</i></p> <ol style="list-style-type: none"> 2a. What was the urgent student learning need and where did our students begin? 2b. What instructional/assessment practice did we identify, learn more about and implement in the classroom? 2c. How has the changed or refined instructional/assessment practice resulted in gains in student learning? 2d. How has the changed or refined instructional/ assessment practice impacted student engagement? 2e. What additional student learning needs remain? |

Our Numerate Learners will, in their everyday lives and across all subject areas, use the mathematical processes to: problem solve, communicate, and reflect on their thinking by making connections between with concepts, procedures, and strategies.



Close the gap for students with these urgent learning needs:

- Junior numeracy
- Ensuring continued growth in cohort groups of students
- Students achieving just above or just below provincial standard K-12

Professional Learning Cycle: Observe, Reflect, Plan, Act
Intentional, Continuous Assessment Process that informs instruction

| School Effectiveness Framework Indicators: | Collaborative Professional Learning for All <i>(Planning and acting based on comprehensive needs assessment)</i> | Monitoring Professional Learning <i>(How and when will we observe and reflect on our progress?)</i> | Monitoring Impact on Students' Progress A balance of demographic, student achievement, program and perceptual data gathered from our collaborative inquiries to demonstrate progress. |
|--|---|--|---|
| <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>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school</p> | <p>COHORT GROUPS OF STUDENTS</p> <ul style="list-style-type: none"> • Building Innovative Practices (School Groups gr 7 – 10; Centre Hastings – 4 schools, Moira – 3 schools, Quinte – 5 schools) focus on communication, reasoning and proving <p>JUNIOR NUMERACY</p> <ul style="list-style-type: none"> • Closing the Gap, EOSDN Mathematics (Centre Hastings – 5 schools, Moira -3 schools, Quinte 5 schools) focus on proportional reasoning and representing student thinking • CIL-M (# elementary schools) • SNB (# elementary schools) <p>STUDENTS JUST ABOVE/BELOW STANDARD K-12</p> <ul style="list-style-type: none"> • Schools of Inquiry (K-12 schools focus on SIPSA priorities) • SIM team (Bayside School Group K – 12, 4 schools) <p>SYSTEM LEARNING</p> <ul style="list-style-type: none"> • Principal learning team inquiries • Principal monthly meetings – monitoring progress • Senior learning team inquiry | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Professional Learning</i></p> <ol style="list-style-type: none"> 1. In what ways has our participation in collaborative professional teaching and learning impacted our teaching practice? 2. How do we know that our instructional practices are having an impact on the achievement and engagement of our students? 3. How has our understanding of the connections between: the learning task, curriculum, student and teacher changed? 4. What will we do next as a result of my learning and reflections? | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Impact on Students' Progress</i></p> <ol style="list-style-type: none"> 2a. What was the urgent student learning need and where did our students begin? 2b. What instructional/assessment practice did we identify, learn more about and implement in the classroom? 2c. How has the changed or refined instructional/assessment practice resulted in gains in student learning? 2d. How has the changed or refined instructional/ assessment practice impacted student engagement? 2e. What additional student learning needs remain? |

Community, Culture and Caring: Our students will contribute as partners to a safe, healthy, respectful, and inclusive classroom, school and global community.



Close the gap for students with these urgent learning needs:

- Feel connected, represented and valued in the classroom and school
- Supportive learning environments
- Leadership skills (self-advocacy, collaboration, teamwork, voice)

Professional Learning Cycle: Observe, Reflect, Plan, Act
Intentional, Continuous Assessment Process that informs instruction

| School Effectiveness Framework Indicators: | Students as partners contributing to conditions for engagement and learning Supportive conditions for student learning across the school and in classrooms ensure a positive learning and teaching environment in which all students can succeed. | Monitoring Professional Learning <i>(How and when will we observe and reflect on our progress?)</i> | Monitoring Students' Progress A balance of demographic, student achievement, program and perceptual data gathered from our collaborative inquiries to demonstrate progress. |
|---|--|---|--|
| 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. 3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy. | <p>FEEL CONNECTED, REPRESENTED AND VALUED IN THE CLASSROOM AND SCHOOL</p> <ul style="list-style-type: none"> • Student and Staff participation in Learning Fair, contributing to the BIPSA • Speak Up Grants for schools <p>SUPPORTIVE LEARNING ENVIRONMENTS</p> <ul style="list-style-type: none"> • MindUp Collaborative Inquiry Pilot (3 elementary schools) • Whole School/Restorative Practices & Classroom Circle Collaborative Inquiries • School Climate Survey Implementation, analysis and action plan development (all schools) • CCC Advisory Committee <p>STUDENT LEADERSHIP SKILLS (SELF-ADVOCACY, COLLABORATION, TEAMWORK, VOICE)</p> <ul style="list-style-type: none"> • Student leadership events (Bullying Awareness Prevention Week, Equity and Inclusivity) • Student Voice Leadership Series (Student Senate and Student Success – Youth Forum) • Students as Researchers (CHSS Student Inquiry) | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Professional Learning</i></p> <ol style="list-style-type: none"> 1. In what ways has our participation in collaborative professional teaching and learning impacted our practices? 2. How do we know that our practices are having an impact on the achievement and engagement of our students? 3. What will we do next as a result of our learning and reflections? | <p>Each collaborative learning team will respond to the monitoring questions at the end of their professional learning cycle of inquiry.</p> <p><i>Monitoring Impact on Students' Progress</i></p> <ol style="list-style-type: none"> 2a. What was the urgent student learning need and where did our students begin? 2b. What Conditions for Student Learning did we identify, learn more about and implement in the classroom/ school? 2c. How has the changed or refined condition for learning resulted in gains in student engagement? 2d. How has the changed or refined condition for learning resulted in gains in student learning? 2e. What additional student engagement/ learning needs remain? |