



**Hastings and Prince Edward
District School Board**

A Great Place to Learn and A Great Place to Work!

Dwayne Inch, Chair of the Board

Mandy Savery-Whiteway, Director of Education

**Program and Human Resources Committee
PUBLIC AGENDA**

**Regular meeting of
Monday, May 12, 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 – April 14, 2014 Business arising from the minutes		
B	Recommendations		
	None		
C	Information		
	Board Improvement Plan for Student Achievement Update:		
5:30 p.m.	• Pathways Goal: MISA Teacher Collaboration Project	C-1	K. MacQuarrie W. Goodman
5:45 p.m.	• Literacy Goal: Adolescent Literacy	C-2	C. Portt T. Jones/T. McMahon
	Trustee Proposals and Queries	Verbal	All
D	Correspondence - None		

Move into closed session

Next regular meeting: Monday, June 9, 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

April 14, 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: M. Brant

Resource: K. Donnell, M. Fisher, T. FitzGibbon, L. Miller, N. Pfeiffer, 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: T. Goodfellow

That the agenda be approved.

Carried

Information – Timed Item

The Hastings and Prince Edward Learning Foundation Update

Director Savery-Whitway welcomed Maribeth deSnoo, Executive Director of The Hastings and Prince Edward Learning Foundation. She commented that the work of the Learning Foundation provides support for a wide range of enhanced learning opportunities for students. Executive Director deSnoo reviewed Report No. C-2, highlighting the key initiatives of the Learning Foundation.

The Learning Foundation is the lead agency for south east Ontario for Student Nutrition Programs. A Food and Logistics Coordinator has been hired through funding from the Ministry of Children and Youth Services (MCYS). The Food and Logistics Coordinator will work closely with the lead agency and three community partnership committees to facilitate the efficient sourcing, purchasing, storage, and distribution of food for the south east region's student nutrition programs. This will be accomplished through the improvement or development of regional and local partnerships with local businesses, food services industry, municipalities and non-government organizations. The MCYS also provided the Learning Foundation with one-time funding of \$60,000 to purchase equipment, and new annualized funding of \$70,000 to purchase food for a confidential list of south east Ontario schools in which breakfast and/or morning meal programs have now been organized. One-time grant applications for special projects were requested by the MCYS and the Learning Foundation received \$9,900 through that process. The majority of those funds have been used to renovate the kitchen facilities at Queen Elizabeth School in Picton.

Executive Director deSnoo also reported that Hastings and Prince Edward Counties Best Start Children's Planning Table funding has been provided through the Hastings and Prince Edward Children and Youth Services Network (CYSN), a jointly funded program of the Ministry of Education and the Ministry of Children and Youth Services. The Learning Foundation was approved by the network membership as the lead agency through which to flow the Best Start monies. The CYSN is comprised of representatives from over 50 community organizations that serve children, youth and their families across Hastings and Prince Edward counties. Funding for the Children and Youth Services Coordinator is provided as part of the Best Start monies.

The Prom Project campaign has continued to receive incredible community support. Again this year the Learning Foundation canvassed communities for gently used formal wear, to make available to students for their graduation and proms. All eight of the Board's secondary schools are offering Prom Project shopping events and this will help to ensure that all students in our district have access to items. New this year to the campaign is the provision of dress shirts by Tom Lafferty of 'Crossings' menswear from the Quinte Mall, in addition to the ties he already provides. Clutches are provided from Bentley's and free make-up from Shoppers Drug Mart at the Quinte Mall. The Belleville Kiwanis Club and the Rotary Club of Belleville have supported the campaign with monetary donations that will allow the purchase of prom tickets for students who otherwise couldn't afford it.

The Student Emergency Fund received 259 Student Emergency Fund requests as of April 7, 2014 and this surpasses the total number of requests received last year. The majority of requests are for food at home, followed closely by clothing and/or essential hygiene items. The Learning Foundation was very fortunate to have had a major confidential donation of \$10,000 to the Student Emergency Fund in late December. The donor requested that the donation be restricted to assisting students in need of food in Hastings County.

Last school year through the Food for Learning Programs in the Board, there were 154 programs that served 796,487 meals and snacks to 12,340 students with the assistance of 1044 volunteers that gave 22,239 hours of their time. This school year, there has been an 18% growth in the number of meals and snacks served. The annual Food for Learning Auction is being hosted on May 15, 2014. Tickets are available for \$20.

Executive Director deSnoo closed by announcing that approximately \$1.5 million is now being handled through the Learning Foundation on an annual basis. The Learning Foundation was pleased to present a cheque for \$425,000 at its Annual Meeting to the Director of Education. This amount symbolized the financial support provided to HPEDSB students last school year, and did not include the gift in kind support, such as Prom Project items, Food for Learning donations, and personal hygiene items that were received.

Comments were made regarding the need to balance support throughout the board to address the issue of food poverty. It was noted that sometimes donors earmark funds for a specific region. The Learning Foundation is working with all communities to address needs for support. Clarification was sought regarding the collection of data to support the connection between student nutrition and student achievement. It was noted that statistics are available regarding the impact of student nutrition on student learning and student behavior and can be provided to trustees through the Director of Education. The Director of Education commented that research provides the data that healthy nutrition empowers students to be in the best position to learn. The success of the Food for Learning programs is based on the premise that it is an inclusive approach. It is important that the program be accessible to everyone so that there is no stigma attached to it, which bridges the gap for students.

It was noted that the Student Emergency Fund is accessed more by the secondary panel than the elementary panel and more in Belleville than in north and south Hastings. Secondary requests have always outpaced elementary, specifically for food at home, clothing and essential hygiene items. Concern was raised regarding the need to communicate the supports available throughout all schools in the district.

Approval of minutes

Moved: D. Patterson
Seconded: T. Goodfellow

That the minutes of the March 17, 2014 regular meeting be approved.

Carried

Business arising from the minutes

None

Recommendations

Charter of Commitment on First Nation, Métis and Inuit Education

Director Savery-Whiteway referred to Report No. B-1 and stated that on November 30, 2013, the OPSBA Board of Directors unanimously adopted the Charter of Commitment on First Nation, Métis and Inuit Education developed by the First Nation Trustees Council. The Charter of Commitment is consistent with Ontario's First Nation, Métis and Inuit Education Policy Framework and puts forward a strengths-based set of values to promote success in First Nation, Métis and Inuit education in the K-12 sector. A bi-annual survey is planned to collect information on work school boards have undertaken to advance the goals for First Nation, Métis and Inuit education described in the Charter. The Canadian School Boards' Association (CSBA) Board of Directors also adopted the Draft Charter of Commitment and to date it has been adopted by the provincial associations and many of their member boards in British Columbia, Nova Scotia, Ontario, Manitoba and Saskatchewan.

The intent of the Charter is to articulate the support by school boards for:

- First Nation, Métis and Inuit knowledge systems and learning models;
- The central value of culture, language and knowledge of history in contributing to the well-being of First Nation, Métis and Inuit students, families and communities;
- A holistic approach that addresses spiritual, emotional, physical and intellectual development in relation to oneself, family, community and environment; and
- Ensure that there is a mechanism for school boards to periodically report on their progress towards achieving the goals of the Charter.

The Charter of Commitment and the recommendation from OPSBA were reviewed at the Executive Committee meeting held on April 7, 2014. A recommendation is now coming forward for the Board to endorse the charter. Director Savery-Whiteway stated that she believes that the Board has already made a commitment to those principals although not yet in a formal way.

Trustee Brant stated that it is exciting time in Aboriginal education. He has been a part of the Mohawks of the Bay of Quinte for over 40 years and has supported Aboriginal education throughout those years. Over the last 10 years there has been more of a focus on Aboriginal education throughout the Board, the province and the Ministry of Education. The Aboriginal Education Framework has provided opportunities for boards to become more focused in the delivery of service to Aboriginal students. The intent of the Charter is not new to the Tyendinaga Mohawk Territory or the Board but this will formalize the intent throughout the province and Canada. Hastings and Prince Edward counties value the partnership represented by the Charter and continue to have support and a good working relationship with the Chief and Band Council.

Moved: J. Cobb
Seconded: M. Hall

That the Program and Human Resources Committee recommends that Hastings and Prince Edward District School Board endorse the Ontario Public School Boards' Association (OPSBA) Charter of Commitment on First Nation, Métis, and Inuit Education, as contained in Program and Human Resources Committee Report No. B-1, dated April 14, 2014.

Trustees recognize and appreciate this affirmation of the relationship between the Mohawks of the Bay of Quinte and the Board and importance of Aboriginal education being embedded in education throughout the province as it benefits all students and breaks down barriers. This is an important first step to getting federal government support.

Carried

Information

2013-2014 Board Policy Review Part B

Director Savery-Whitway reviewed Report No. C-1, stating that board policies are reviewed every three years to ensure they are still relevant and have been implemented effectively. Eighteen policies required review or revisions during 2013-14. Nine of the 18 revised policies were approved in January.

The following Board policy amendments will be brought forward to the April 28, 2014 Board meeting for approval:

- Board Policy No. 7 Board Policy Development and Review
- Board Policy No. 11-B Program and Human Resources Committee
- Board Policy No. 11-C Operations and Finance Committee
- Board Policy No. 11-E Budget Committee
- Board Policy No. 11-F Student Enrolment/School Capacity Committee
- Board Policy No. 11-H Supervised Alternative Learning (SAL) Committee
- Board Policy No. 11-I Audit Committee
- Board Policy No. 11-L Student Discipline Committee
- Board Policy No. 14 Hearings on Termination of Teacher Employment

The proposed changes to these policies were reviewed by staff, administration and the Executive Committee at meetings held on February 3 and April 7. Further changes suggested through an ongoing consultation with trustees have been incorporated into the revised policies being brought forward for approval. Director Savery-Whitway highlighted key changes that include School Climate and Student Well-Bring being included in policies as well as an update to meeting schedules and chair/vice-chair absences from meetings. Because the government will be updating the ARC process, no changes are being made to the Student Enrolment/School Capacity policy at this time. The Audit Committee policy requires significant changes to align with current legislation and practices. Policy 14 also had some significant revisions in order to update language to reflect current practices and legal requirements.

Trustee proposals and queries

None

The Chair welcomed Nick Pfeiffer and congratulated him on his appointment to the position of Controller of Facility Services.

Correspondence – None

The Program and Human Resources Committee moved into closed session at 6:13 p.m.



Decision _____ **Information** X

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

From: Kelvin MacQuarrie, Senior ITS Officer

**Re: Board Improvement Plan for Student Achievement Update
Pathways Goal: MISA Teacher Collaboration Project**

Purpose

The purpose of this report is to provide the chair and members of the Program and Human Resources Committee information on the MISA Teacher Collaboration Projects for the 2013/2014 school year.

Background

Hastings and Prince Edward District School Board is a system of character that continues to promote a culture of collective responsibility for ensuring that our students become global minded citizens who reach high levels of achievement and can demonstrate social-emotional learning.

The focus of these projects was to build teacher capacity. Release time was provided for teacher collaboration in order to study strategies that bring evidence informed decision making to the classroom, change teacher practice and impact on student learning.

Current situation

Hastings and Prince Edward District School Board requested funding for two projects:

- Google Apps for Education: Exploring the Potential of Cloud-Based Technologies
- Social-Emotional Learning using the 'MindUp' Approach

Both projects involved various network learning sessions, culminating with the Teacher Collaboration Symposium to be held in May of 2014. Participants from the projects included K-12 teachers, safe schools teams, mental health lead, central coordinators from Special Education Services and Curriculum Services, and Information and Technology Services.

Indicators of success from the Google Apps for Education: Exploring the Potential of Cloud-Based Technologies project include:

- teachers have a greater understanding of GAFE, and the integration into the learning environment and instructional core
- teachers and students have utilized GAFE and iOS devices for differentiated instruction and assessment purposes
- best practices have been confirmed and shared as a model for future implementation of GAFE in the schools and across the board
- an increase in student engagement



Indicators of success from the Social-Emotional Learning using the 'MindUp' Approach project include:

- teachers and safe school teams have a greater understanding of the collaborative inquiry process
- students are able to recognize and articulate emotional needs and apply and reflect on strategies to support and improve their personal well-being and academic achievement
- best practices for a whole school approach on the teaching of social emotional skills ('MindUp') will be shared to inform future implementation

Respectfully submitted,

Kelvin MacQuarrie
Senior Information and Technology Services Officer



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

From: Cathy Portt, Superintendent of Education – Curriculum Services
Tina Jones, Student Success Lead

Re: Board Improvement Plan for Student Achievement (BIPSA) Update –Adolescent Literacy

Purpose

To provide Trustees with information regarding the Board Improvement Plan for Student Achievement (BIPSA), focusing on the goal of Literacy.

Background

The AiM System Plan prioritizes Reach High Levels of Student Achievement. Actions in support of this priority include: implementing the BIPSA and supporting collaborative professional learning for educators K-12, that focuses on closing the gap for students with urgent learning needs.

Current situation

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

This report highlights professional learning that is underway in support of the *Literacy goal: 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.*

More specifically, this reports highlights the collaborative professional learning that is happening with a focus on adolescent (Intermediate) learners who may choose Applied or Locally Developed courses. Curriculum Services team members Tina Jones (Student Success Lead), and Therese McMahon (K-12 Literacy Coordinator), will provide an overview of professional learning initiatives, models of support for teacher capacity building and processes that are in place to monitor progress.

Attachment

Board Improvement Plan for Student Achievement (BIPSA) 2014 - full version.

Respectfully submitted,

Cathy Portt
Superintendent of Education – Curriculum Services

Tina Jones
Student Success Lead



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



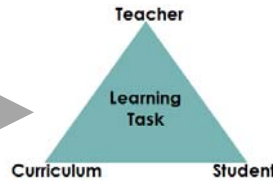
System Collaborative Inquiry

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

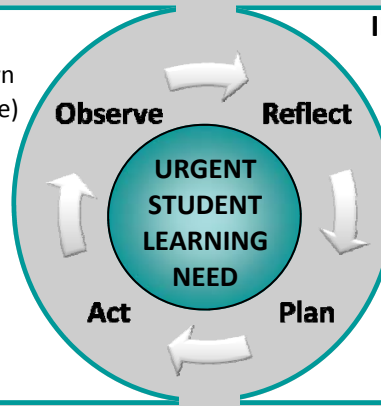


Monitoring our Professional Learning

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



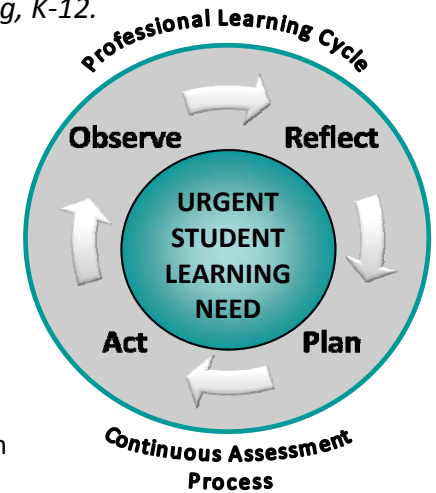
System Collaborative Inquiry

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.

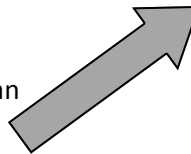
- IF** we promote and support a collaborative professional learning culture, **THEN** we will have a collective focus on student learning for all.
- IF** we have job-embedded inquiry-based professional learning, **THEN** we will have opportunities for dialogue about evidence of student learning (e.g., 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?	<p>-39 elementary and 8 secondary schools (approx. 15,300 students)</p> <p>-10,400 elementary students, 608 students with formal special education identification, 18% CLD, 18% Communication - Autism (<i>HPEDSB Spec. Ed. Plan, 2013</i>)</p> <p>-5,394 secondary students, 912 students with formal special education identification, 30% CLD, 21% IMD) (<i>HPEDSB Spec. Ed. Plan, 2013</i>)</p> <p>-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>)</p>	<p>-the number of Ministry identified OFIP schools is decreasing over time</p> <p>-movement of students from level 2 to level 3 or 4 in reading and writing primary to junior cohort data</p> <p>-grade 9 mathematics cohort data indicates continued growth in student achievement</p> <p>-OSSLT results remain above the provincial results in academic and applied pathways</p> <p>-junior math increases in the area of knowledge and understanding</p> <p>-many students have a solid foundation of learning skills and work habits that are contributing to their academic success</p>	<p>-more learning teams are designing and implementing authentic and engaging learning tasks</p> <p>-schools who participated in CIL-M continue to show gains in primary and junior math</p> <p>-secondary schools involved in the Student Success School Support Initiative saw increased applied course pass rates</p> <p>-schools who focused on understanding the learning needs of students in the applied pathway continue to have increases in OSSLT applied success rates</p>	<p>-students enjoy the opportunity to work with others (e.g., collaboration), and appreciate learning opportunities that are interactive</p> <p>-learning new things, hands-on work, learning through games, technology and other teaching tools were listed as ways to make learning interesting</p> <p>-academic engagement (being prepared to learn)</p> <p>-many schools are perceived as welcoming and accepting by students, staff and parents (to be confirmed with School Climate data)</p>
What are our areas of greatest need?	<p>-continued focus on knowing all students and meeting their learning needs with intentional instruction and assessment (students with special education needs, Aboriginal students)</p> <p>-knowing our students currently achieving at level 2 and investigating how to help them reach provincial standard</p> <p>-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</p>	<p>-need to ensure continued growth in the area of primary reading</p> <p>-closing the gap for our students with special education needs</p> <p>-focus on growth in cohort results for mathematics (primary to junior)</p> <p>-primary and junior thinking and application skills in mathematics</p> <p>-OSSLT results indicate continued focus on students in the applied and locally developed pathways is required</p> <p>-topic development and reading for meaning are literacy based areas of need</p> <p>-critical thinking and communication skills across all subject areas</p> <p>-further development of learning skills and work habits (e.g., collaboration, initiative)</p>	<p>-knowing our learners (e.g., interests, profiles) and planning learning tasks to meet their needs</p> <p>-consider all aspects of the instructional core (student, teacher, curriculum, learning task) during the professional learning cycle</p> <p>-consider all four roles of a literate learner when determining urgent student need (see Freebody-Luke Four Roles Model)</p> <p>-use assessment data to inform instructional next steps</p> <p>-continued exploration of the purposeful integration of tools to support learning (e.g., technology, manipulatives)</p>	<p>-review school climate survey data from students, staff and parents (being collected October to November 2013)</p> <p>-continue to explore the use of student inquiry</p> <p>-students are less engaged in their learning when they struggle to find relevant, meaningful connections between school and their everyday lives</p> <p>-students express that they want to be connected to their teachers, share ideas and have open communication</p> <p>-continued sharing of best practices in the area of welcoming, accepting and safe schools and classrooms</p>
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:

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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
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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?