



## Board Improvement Plan for Student Achievement (BIPSA) 2012



*What impact will collaborative teaching and learning, that focuses on the instructional core, have on student engagement and student achievement K-12?*



## HPEDSB Board Improvement Plan for Student Achievement K - 12 (BIPSA)

### Success for Each Student

The Hastings Prince Edward District School Board is committed to providing programs and services to help each student reach his or her full potential. The AiM System Plan identifies three goals to support this purpose: Success for Each Student, Employee Excellence and Community Connections.

**Success for Each Student:** *HPEDSB is a system of character that delivers a quality learning experience to support high levels of achievement for each student.*

**Action Plan 1:** *Develop processes to create a culture of collective responsibility for high levels of student achievement for 21<sup>st</sup> century learners who are resilient, critical-thinking global citizens and who can effectively communicate, collaborate and problem solve.*

The Board Improvement Plan for Student Achievement (BIPSA) is anchored in the AiM System Plan. The BIPSA provides a framework for improving student learning, achievement, and well-being, for building capacity and sustainability in the skill and knowledge of educators from K -12. As Fullan notes, “Learning is the Work!” (2008). The BIPSA is a living document that guides our work in classrooms, schools, and the district.

### Learning is the Work

Together, peers, educators, school and system leaders, have engaged in purposeful conversations across the district to focus our work on the teaching and learning that supports each student. We have been inspired during this process by the commitment to collaboration and focus that underscores the importance of student achievement to every student, every educator and every school in the board. We have leveraged the collective wisdom and expertise in the district through thoughtful, rich conversations that converge on a common purpose for our work and for those with whom we are working. Based upon this process, we have identified priorities for continued learning across the district.

### Leading the Learning

The BIPSA fulfills Michael Fullan’s (2011) imperative to use the right drivers to lead change and to create the teaching and learning cultures necessary for **all** our students to succeed. **All** educators must see themselves in this work:

1. **LEAD WITH IMPROVING INSTRUCTION AND CAPACITY BUILDING** — At the heart of driving student achievement is building teacher capacity to effectively address the instructional core (relationship between the teacher, student, curriculum and learning task),
2. **LEAD WITH GROUP LEARNING AND SOLUTIONS** — Social capital leverages human capital (all teachers, all leaders, all the time are building trusting, engaging, collaborative relationships, and are open to new learning as part of their daily practice),
3. **LEAD WITH PEDAGOGY AND THEN MATCH IT WITH THE APPROPRIATE TECHNOLOGY** — We ground classroom practices in effective instruction and then, in collaboration with students, determine how best to engage technology to build 21st century higher order skills (critical thinking and reasoning, communication skills including listening, digital-based learning, citizenship, etc.),
4. **LEAD WITH INTEGRATED STRATEGIES THAT REACH ALL SCHOOLS** — We support on-the-ground improvement efforts in every school and classroom through systemic synergy (we intentionally integrate and bring coherence to system and school initiatives so that the purpose of our work can be realized).

In applying these concepts to the development of the BIPSA, opportunities for collaborative professional learning will focus on engaging educators in collaborative structures that support continuous instructional improvement.

### **Collaborative Professional Learning**

The Ontario Leadership Framework of practices and competencies guides school and classroom leaders in providing differentiated professional learning opportunities in response to the needs of individual schools, through a school self-assessment process. The School Effectiveness Framework indicators guide school based collaborative professional learning that is focused on continuous instructional improvement and is critical in developing open learning cultures that will be successful in improving learning for all students.

- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning
- 2.2 Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning

Learning communities situate and root all school and system professional learning endeavours. All educators are foremost learners. All learning communities honour the experience, wisdom, and innovation of the learning team as it works collectively to create the 21<sup>st</sup> Century habits of mind most conducive to students' success. The work of learning communities reflects and supports the achievement of the BIPSA and SIPSAs. *Learning is the work* - and it is through our work that we adapt our professional practices and celebrate successes.

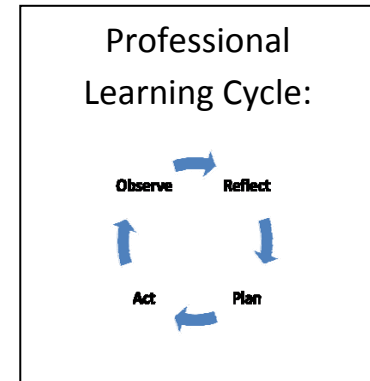
#### ***Guiding Principles for Learning Teams***

1. Learning communities are guided and vitalized by a professional learning cycle that embeds the key processes of observation, reflection, planning, and action in their collaborative work. Observations and reflections focus and direct plans and actions.
2. Collaborative inquiry is critical to the learning cycle; such inquiry supports professional development activities, of administrators and teachers alike, outside and within the classroom.
3. Collaborative learning is inclusive of many different models of professional learning ranging from opportunities to examine student work to opportunities to co-plan/co-teach in the classroom. Powerful, productive collaborative learning is classroom-embedded.
4. The development of learning community initiatives is based on student needs; student needs are a proxy for educator needs.
5. The Ontario Curriculum both informs and frames the core instructional relationship between the student, teacher, and subject-area content.
6. Built into the collaborative learning cycle is an ongoing, adaptive practice of monitoring that enables educators to check in on the progress of their learning and of its impact on student learning and achievement; next steps in program and instruction can thereby be planned.

### **The Professional Learning Cycle**

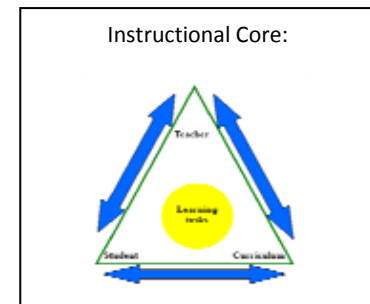
Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. The work of learning teams is guided by the professional learning cycle: observe, reflect, plan and act.

*“Collaborative professional learning benefits students and educators. Educators must assess their instructional practices and their students’ learning to determine whether the lessons they planned, and the new strategies they used, and the explanations they devised helped students achieve what the teachers intended. Working together, teachers are able to assist one another in continually improving their practices, reflecting on and refining their work with the support of colleagues.” Hirsh, 2009, p.5*



### **The Instructional Core**

The instructional core centres the work in all subjects and programs K – 12 in order to meet the learning needs of all students. The relationship between teacher, student and curriculum leads to the development of engaging and authentic learning tasks. The balance inherent in this relationship allows for increases in quality and levels of student work. The core focuses educators on what students are actually doing (City, Elmore, Fiarman, Teitel, 2009). Consideration of all parts is necessary to create and support the whole (Tomlinson, 1999).



### **SMART Goals - Area of Greatest Student Need**

The SMART goals in the BIPSA have been developed based upon the *areas of greatest student need* identified in the comprehensive needs assessment process and through input from schools regarding areas of greatest need at the school level (SIPSA). The BIPSA goals are interconnected in that the pathways and community, culture & caring goals are a support and a foundation for improved achievement in literacy and numeracy.

**The School Effectiveness Framework (SEF)** - Six components describe instructional practices and professional learning that lead to focused instruction and assessment for each student. The components within the SEF are used as a tool for school self assessment and to guide alignment with the identified SMART goals. SEF indicators that apply to each SMART goal have been identified and linked with strategies and indicators at the school, classroom and/or student level.

**Targeted, Evidence-Based Strategies/Actions** - Instructional strategies (applicable to all subjects and programs K – 12) have been identified and made sufficiently clear in the BIPSA to support the achievement of the SMART goals. Student learning is at the core of the strategies and actions. The strategies and actions improve instruction and build an understanding of what is needed for effective implementation.

## **The Interconnectedness of the BIPSA and the SIPSA**

The development of the BIPSA is based on the areas of greatest need across the system. Schools develop their School Improvement Plans for Student Achievement (SIPSA) based upon the determination of the areas of greatest need at the school level through the needs assessment process. During the SIPSA development process, school SIPSA teams will consider the degree to which the BIPSA goals align with school areas of greatest need; in some cases a refined SMART goal would better capture areas of greatest need in the school. Similarly the SEF will be used to self-assess; indicators will align with SMART goals. Targeted, evidence-based strategies (applicable to all subjects and programs) that are identified in SIPSAs will support the achievement of the school SMART goals.

## **OUR BIPSA INQUIRY QUESTION**

**What impact will collaborative teaching and learning, that focuses on the instructional core, have on student engagement and student achievement K-12?**

## **Monitoring**

Monitoring will be part of the professional learning cycle for all school based job-embedded inquiry. Monthly meetings of administrators include observation, reflection and discussion of comprehensive monitoring questions to gather evidence of the impact of professional learning on instructional practices, student engagement and student achievement.

The following four questions will be used to monitor the impact of our work on teaching and learning, student engagement and student achievement K – 12

1. In what ways has my participation in collaborative teaching and learning impacted my teaching practice?
2. In what ways has my understanding of the instructional core (the balance between teacher, student and content in relation to the learning task) impacted my instructional practices?
3. How do I know that my instructional practices (e.g., new or refined strategies) are having an impact on:
  - a) the achievement of my students, and
  - b) the engagement of my students?
4. What will I do next as a result of my learning and reflections?

**Comprehensive Needs Assessment (*Observe and Reflect*)**

	<b>Demographic Data: What is your school context?</b>	<b>Student Achievement Data: How are our students doing?</b>	<b>Program Data: What instructional/assessment strategies do we have in place to promote achievement?</b>	<b>Perceptual Data: What do our students, teachers and parents think?</b>
<b>What are our areas of strength?</b>	<ul style="list-style-type: none"> <li>-42 elementary and 8 secondary schools</li> <li>-10,646 elementary students (1,630 students with special needs, 658 immersion and extended French students)</li> <li>-6045 secondary students (1,592 students with special needs)</li> <li>-the incidence of low income across HPEDSB is 6.5% compared to 6.6% in the South East Region and 11.7% in Ontario</li> </ul>	<ul style="list-style-type: none"> <li>-movement of students from level 2 to level 3 or 4 in primary/junior cohort data</li> <li>-grade 9 mathematics cohort data indicates continued growth in student achievement</li> <li>-grade 3 to 8 CASI results for questions on inferring, making connections and point of view show improvement from February to June</li> <li>-OSSLT results remain consistent and are above the provincial results</li> <li>-there is a steady increase in junior reading and writing and OSSLT for students with special education needs</li> <li>-board wide baseline results have been established for learning skills and word habits</li> </ul>	<ul style="list-style-type: none"> <li>-implementation of 3 part math lesson through initiatives such as CIL-M, SNB and DI</li> <li>-schools who participated in CIL-M made significant gains in primary and junior math</li> <li>-schools that participated in grade 9 math DI projects made significant gains in applied and academic math</li> <li>-school who participated in TLCP with a focus on applied English made significant gains in OSSLT applied success rates</li> </ul>	<ul style="list-style-type: none"> <li>-teachers who participated in collaborative inquiry with co-planning, co-teaching found that it had an impact on their instructional practice including assessing student’s needs, learning goals, success criteria, descriptive feedback and determining next steps for learning needs</li> <li>-participants in the Small and Northern Board initiative reported that collaboratively unpacking math curriculum, analyzing student work, collaboratively planning a math lesson and observing students doing the math had an impact on the their beliefs about effective mathematics instruction</li> <li>-Participants in DI projects shared the most important things we’ve come to understand: know your students strengths and needs – class profiles, get students more actively involved – more accountable talk rather than silence, teachers need time to create, observe and reflect on DI practices, start by focusing on strengths, not weaknesses</li> </ul>
<b>What are our areas of greatest need?</b>	<ul style="list-style-type: none"> <li>-precise, illustrative profiles for individual students in all pathways and levels</li> <li>-continued focus on knowing all your students and meeting their learning needs (students with special needs, gender)</li> <li>-knowing our level 2 students and how to help them reach provincial standard</li> </ul>	<ul style="list-style-type: none"> <li>- reading (deconstructing questions, vocabulary, decoding, meaning, and 4 roles of literate learner)</li> <li>-math (primary and junior and applied EQAO)</li> <li>-communication (21st century critical thinking and communication of thinking)</li> <li>- special education (closing the gap versus keeping pace with the province)</li> <li>-focus on continued growth in cohort results for mathematics</li> <li>-primary and junior results mirror the provincial decline in mathematics and are an area of interest</li> </ul>	<ul style="list-style-type: none"> <li>- instructional core anchors the work in meeting the learning needs of students</li> <li>- high yield strategies - feedback, accountable talk, GRR</li> <li>- alignment of assessment for, as and of learning (i.e., use of technology, reading skills, gradual release of responsibility, application of feedback)</li> <li>-engaging students in authentic tasks with timely feedback (grade 9 math EQAO teacher and student questionnaire and CHSS DI project report)</li> <li>-have the core instructional tasks changed as a result of the implementation of the 3 part math lesson</li> </ul>	<ul style="list-style-type: none"> <li>-student engagement (finding themselves in an engaging learning culture where their needs and ideas are heard and the tasks they engage in are authentic)</li> <li>-collaboration related to the gradual release of responsibility (SIM collaborative inquiry, grade 9 applied math EQAO teacher questionnaire)</li> <li>-positive school culture School Climate Survey</li> <li>-marks, appearance and family income are reasons for feeling unwelcome or uncomfortable at school or in clubs/on teams</li> <li>-staff identified disabilities and difference in sexual orientation as additional areas of concern, re: belonging to the school community</li> </ul>
<b>Identified Areas of Focus from SEF</b>	<p><b>Component 1</b></p> <p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p> <p>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.</p>	<p><b>Component 4</b></p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.3 Teaching and learning incorporates 21<sup>st</sup> century content, global perspectives, learning skills, resources and technologies.</p> <p>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>	<p><b>Other Components</b></p> <p>3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.</p> <p>3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.</p> <p>5.1 Authentic learning experiences and experiential learning are built into all subject areas and programs.</p> <p>6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners.</p>	

**SMART Goal for Pathways:** *Our students will be intellectually and academically engaged in authentic learning experiences that reflect their voices and identities.*

**Student Achievement Targets:**

District Survey - Student Engagement increase from xxx to xxx (base line to be determined through system survey January 2012)

**School Effectiveness Framework Indicators:**

- 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- 4.3 Teaching and learning incorporates 21<sup>st</sup> century content, global perspectives, learning skills, resources and technologies.
- 5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.

<b>Collaborative Professional Learning for All Staff</b> ( <i>planning and acting based on comprehensive needs assessment, SMART goal and strategies</i> )			
-leading the learning with the right drivers, based upon the area of greatest student need, guiding principles for learning teams, professional learning cycle, instructional core			
<b>Plan Design and Implementation Strategies (Plan and Act): Learning is the Work!</b>		<b>Monitoring Plan (Observe and Reflect)</b>	
<b>Targeted, Evidence-based Strategies/Actions</b> <i>(aligned with SEF)</i>	<b>Resources</b> <i>(support Initiatives, resource personnel and support materials)</i>	<b>Sources of Evidence</b> <i>(a balance of demographic, student achievement, program and perceptual data to demonstrate progress toward our SMART goal)</i>	<b>Monitoring Timelines</b> <i>(When will we observe and reflect on our progress?)</i>
<p><b>Academic and Intellectual Engagement (4.3)</b> <i>How can we better understand what a student who is intellectually and academically engaged looks like?</i></p> <ul style="list-style-type: none"> <li>-Students’ participation in the formal requirements of schooling</li> <li>-Skill/challenge flow</li> <li>-A serious emotional and cognitive investment in learning, using higher-order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.</li> </ul> <p><b>Authentic Learning Experiences (5.2)</b> <i>How do we offer more authentic learning experiences ranging from experimentation to real-world application in all subject?</i> -Problem-solving activities that are meaningful to the life of the student and connected to real-life questions and issues; encourage collaborative effort, dialogue with informed expert sources and generalization to broader areas and application; are accessible through the use of the Internet and a variety of emerging communication, visualization, and simulation technologies and offer students authentic learning experiences ranging from experimentation to real-world.</p> <p><b>Student Voice and Identity - Differentiated Instruction, Knowing Your Learner (3.1)</b> <i>How do students articulate their learning needs and preferences?</i></p> <ul style="list-style-type: none"> <li>-Students provide input and give feedback related to the teaching and learning environment</li> </ul>	<p>SEF Video clips</p> <p>3.1: <a href="http://resources.curriculum.org/secretariat/framework/voice.shtml">http://resources.curriculum.org/secretariat/framework/voice.shtml</a></p> <p>5.2: <a href="http://resources.curriculum.org/secretariat/framework/programs.shtml">http://resources.curriculum.org/secretariat/framework/programs.shtml</a></p> <p>In Conversation with Dr. Douglas Willms – Student Engagement: A Leadership Priority <a href="http://www.edu.gov.on.ca/eng/policyfunding/leadership/Summer2011.pdf">http://www.edu.gov.on.ca/eng/policyfunding/leadership/Summer2011.pdf</a></p> <p>HPEDSB At-Risk Student Profile</p> <p>Capacity Building LNS: Student Identity and Engagement <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentIdentity.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_StudentIdentity.pdf</a></p> <p>ELL Voices in the classroom <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf</a></p> <p>Webcast LNS: Discovering Voice <a href="http://resources.curriculum.org/secretariat/discovering/">http://resources.curriculum.org/secretariat/discovering/</a></p> <p>DI Educator Package: Know you Students <a href="http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf">http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf</a></p>	<p>Student Engagement District Survey developed and implemented January 2012-</p> <p>Student Engagement District Survey completed again June 2012</p> <p>Ongoing Monitoring of BIPSA Inquiry through comprehensive questions – applied to Literacy Numeracy Secretariat and Student Success initiatives</p> <p>Student Focus groups – Sampling of students in Applied Pathways, Grade 7 &amp; 8 level 2 - Student Engagement questions/prompts for perceptual feedback</p>	<p>January 2012</p> <p>June 2012</p> <p>Ongoing</p> <p>Spring 2012</p>

**SMART Goal for Literacy (Reading):** *Our students will fluently read a variety of texts for different purposes using critical literacy skills to construct meaning across all subject areas.*

**Student Achievement Targets:**

**Primary EQAO** Overall achieving at Provincial Standard from 53% to 56%, **Junior EQAO** Overall achieving at Provincial Standard from 61% to 65%,

**Junior Students with Special Education Needs** achieving at Provincial Standard increase from 22% to 25%

**OSSLT First Time Eligible Success Rate** increase from 84% to 86%, **OSSSLT FTE Student with Special Education Needs Success Rate** increase from 60% to 63%

**School Effectiveness Framework Indicators:**

1.1 Students and teachers share a common understanding of the learning goals and related success criteria.

1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.

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

4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

<b>Collaborative Professional Learning for All Staff</b> ( <i>planning and acting based on comprehensive needs assessment, SMART goal and strategies</i> )			
-leading the learning with the right drivers, based upon the area of greatest student need, guiding principles for learning teams, professional learning cycle, instructional core			
<b>Plan Design and Implementation Strategies (Plan and Act): Learning is the Work!</b>		<b>Monitoring Plan (Observe and Reflect)</b>	
<b>Targeted, Evidence-based Strategies/Actions</b> <i>(aligned with SEF)</i>	<b>Resources</b> <i>(support Initiatives, resource personnel and support materials)</i>	<b>Sources of Evidence</b> <i>(a balance of demographic (i.e., subgroups), student achievement, program and perceptual data to demonstrate progress toward our SMART goal)</i>	<b>Monitoring Timelines</b> <i>(When will we observe and reflect on our progress?)</i>
<p><b>Assessment for and as learning (1.1, 1.2)</b> -students can articulate the learning goals and the success criteria that will be used to assess their learning -students use success criteria/rubrics as a basis for discussion with peers and/or teachers to reflect on their progress and plan next step -a variety (assessment for, and as learning) of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and to determine next steps.</p> <p><b>Gradual Release of Responsibility (4.2, 4.5, 4.7)</b> -teacher responsibility to student responsibility: focused lesson (I do it); guided instruction (We do it); collaborative (you do it together); independent (you do it alone)</p>	<p>SEF Video clips (1.1, 1.2, 4.2, 4.5, 4.7) <a href="http://resources.curriculum.org/secretariat/framework/index.shtml">http://resources.curriculum.org/secretariat/framework/index.shtml</a></p> <p>Growing Success <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a></p> <p>Procedure 388: Assessment, Evaluation and Reporting <a href="http://www.hpedsb.on.ca/ec/policiesprocedures/archive/Administrative_Procedures/300_Students/Procedure_388_Assessment,_Evaluation_and_Reporting_Grades_1-12.pdf">http://www.hpedsb.on.ca/ec/policiesprocedures/archive/Administrative_Procedures/300_Students/Procedure_388_Assessment,_Evaluation_and_Reporting_Grades_1-12.pdf</a></p> <p>EDUGains <a href="http://www.edugains.ca">http://www.edugains.ca</a></p> <p>Fisher and Frey Gradual Release of Responsibility (GRR) model <a href="http://www.fisherandfrey.com/">http://www.fisherandfrey.com/</a></p>	<p>Report Card data - all students grade 3, 6, OSSLT Applied English; students with special education needs grade 3, 6, OSSLT Applied English;</p> <p>CASI data – grade 3 – 8; questions 6,7 &amp;8</p> <p>EQAO – all students grade 3, 6 and OSSLT Applied English; students with special education needs grade 3, 6, OSSLT Applied English;</p> <p>Ongoing Monitoring of BIPSA Inquiry through comprehensive questions – applied to all professional learning (e.g., admin meetings, subject council learning, Literacy Numeracy Secretariat and Student Success initiatives)</p>	<p>February 2012, April 2012, June 2012, November 2012</p> <p>February and June 2012</p> <p>June 2012</p> <p>Ongoing</p>

**SMART Goal for Literacy (Writing):** *Our students will generate, gather, and organize ideas and information to write a variety of text forms appropriate to an intended purpose and audience across all subject areas.*

**Student Achievement Targets:**

**Primary EQAO** Overall achieving at Provincial Standard from 58% to 61%, **Junior EQAO** Overall achieving at Provincial Standard from 56% to 59%, **Junior EQAO Students with Special Education Needs** achieving at Provincial Standard increase from 18% to 21%, **OSSLT First Time Eligible Pass Rate** increase from 84% to 86%, **OSSLT FTE Student with Special Education needs** Pass Rate from 60% to 63%,

**School Effectiveness Framework Indicators:**

- 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.
- 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

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<p><b>Assessment for and as learning (1.1, 1.2)</b> -students can articulate the learning goals and the success criteria that will be used to assess their learning -students use success criteria/rubrics as a basis for discussion with peers and/or teachers to reflect on their progress and plan next step -a variety (assessment for, and as learning) of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and to determine next steps.</p> <p><b>Student Inquiry (4.4)</b> -Identify authentic problems and pose significant questions for investigations across all curriculum areas -Learning is deepened through authentic, relevant, and meaningful student inquiry.</p> <p><b>Gradual Release of Responsibility (4.2, 4.5)</b> -teacher responsibility to student responsibility: focused lesson (I do it); guided instruction (We do it); collaborative (you do it together); independent (you do it alone)</p>	<p>SEF Video Clips (1.1, 1.2, 4.2, 4.4, 4.5) <a href="http://resources.curriculum.org/secretariat/framework/index.shtml">http://resources.curriculum.org/secretariat/framework/index.shtml</a> Growing Success <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a> EDUGains <a href="http://www.edugains.ca">http://www.edugains.ca</a> Webcast LNS: Developing Inquiring Minds <a href="http://resources.curriculum.org/secretariat/inquiring/index.shtml">http://resources.curriculum.org/secretariat/inquiring/index.shtml</a> Teaching – Learning Critical Pathways <a href="http://resources.curriculum.org/secretariat/criticalpathways/files/TeachingLearningCriticalPathways.pdf">http://resources.curriculum.org/secretariat/criticalpathways/files/TeachingLearningCriticalPathways.pdf</a> Guide to Effective Instruction: Writing Vol. 6 <a href="http://eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf">http://eworkshop.on.ca/edu/resources/guides/Guide_Lit_456_Vol_6_Writing.pdf</a> Think Literacy <a href="http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/">http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/</a> Fisher and Frey Gradual Release of Responsibility (GRR) model <a href="http://www.fisherandfrey.com/">http://www.fisherandfrey.com/</a></p>	<p>Report Card data - all students grade 3, 6, Applied English; students with special education needs grade 3, 6, OSSLT Applied English;</p> <p>EQAO – all students grade 3, 6 and OSSLT Applied English; students with special education needs grade 3, 6, OSSLT Applied English;</p> <p>Ongoing Monitoring of BIPSA Inquiry through comprehensive questions – applied to all professional learning (e.g., admin meetings, subject council learning, Literacy Numeracy Secretariat and Student Success initiatives)</p>	<p>February 2012, April 2012, June 2012, November 2012</p> <p>June 2012</p> <p>Ongoing</p>

**SMART Goal for Numeracy:** *Our students will appropriately apply the mathematical processes to problem solve and communicate their thinking and understanding of mathematical concepts, procedures, and strategies.*

**Student Achievement Targets:**

**Primary EQAO Mathematics** Overall achieving at Provincial Standard from 58% to 61%, **Junior EQAO Mathematics** Overall achieving at Provincial Standard from 42% to 45%, **Junior EQAO Math Students with Special Education Needs** achieving at Provincial Standard increase from 8% to 14%, **Grade 9 EQAO Applied Mathematics** achieving at Provincial Standard increase from 49% to 51%, **Grade 9 EQAO Applied Mathematics Students with Special Education Needs** achieving at Provincial Standard increase from 38% to 42%

**School Effectiveness Framework Indicators:**

4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. (*Mathematics learning goals, success criteria and learning materials are visible and accessible.*)  
 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. (*Instruction enables all students to explore the big ideas – to go beyond discrete facts and skills – in order to develop deep conceptual understanding.*)

<b>Collaborative Professional Learning for All Staff</b> ( <i>planning and acting based on comprehensive needs assessment, SMART goal and strategies</i> )			
-leading the learning with the right drivers, based upon the area of greatest student need, guiding principles for learning teams, professional learning cycle, instructional core			
<b>Plan Design and Implementation Strategies (Plan and Act): Learning is the Work!</b>		<b>Monitoring Plan (Observe and Reflect)</b>	
<b>Targeted, Evidence-based Strategies/Actions</b> <i>(aligned with SEF)</i>	<b>Resources</b> <i>(support Initiatives, resource personnel and support materials)</i>	<b>Sources of Evidence</b> <i>(a balance of demographic (i.e., subgroups), student achievement, program and perceptual data to demonstrate progress toward our SMART goal)</i>	<b>Monitoring Timelines</b> <i>(When will we observe and reflect on our progress?)</i>
<p><b>Three Part Lesson (4.2, 4.4)</b>                      - designed for students to: solve problems, communicate their thinking in different ways (i.e., oral, modelled, written), make sense of and question others’ mathematical approaches and ideas, develop collective knowledge in relation to the lesson learning goal, and practise their new learning.                      - the three part lesson is cross curricular DI strategy</p> <p><b>Assessment for and as learning (4.2)</b>                      - Mathematics learning goals, success criteria and learning materials are visible and accessible.                      -A variety (assessment for, and as learning) of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and to determine next steps.</p> <p><b>Gradual Release of Responsibility (4.2)</b>                      -teacher responsibility to student responsibility:                      focused lesson (I do it); guided instruction (We do it); collaborative (you do it together); independent (you do it alone)</p>	<p>Webcast The Three Part Math Lesson in Mathematics  <a href="http://resources.curriculum.org/secretariat/coplanning/">http://resources.curriculum.org/secretariat/coplanning/</a>                      Differentiated Instruction 2010 Educators Guide– Three part lesson, cross curricular connection  <a href="http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf">http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf</a></p> <p>Monograph: Communicating in the Mathematics Classroom  <a href="http://resources.curriculum.org/secretariat/eyes/files/CommunicationMathematics.pdf">http://resources.curriculum.org/secretariat/eyes/files/CommunicationMathematics.pdf</a></p> <p>Gradual Release of Responsibility (GRR) model by Fisher and Frey  <a href="http://www.fisherandfrey.com/">http://www.fisherandfrey.com/</a></p>	<p>Report Card data - all students grade 3, 6, 9 Applied math; students with special education needs grade 3, 6, 9 Applied Math;</p> <p>EQAO – all students grade 3, 6 and 9 Applied Math; students with special education needs grade 3, 6, 9Applied Math;</p> <p>Ongoing Monitoring of BIPSA Inquiry through comprehensive questions – applied to all professional learning (e.g., admin meetings, subject council learning, Literacy Numeracy Secretariat and Student Success initiatives)</p>	<p>February 2012, April 2012, June 2012, November 2012</p> <p>June 2012</p> <p>Ongoing</p>

**SMART Goal for Community, Culture and Caring:** *Our students will see themselves as contributing citizens to a caring, safe, respectful and inclusive classroom, school and global community.*

**Student Achievement Targets:**

**K – 12 Learning Skills and Work Habits** increase in number of students achieving Good or Excellent:

Collaboration from 74% to 77%

Initiative from 65% to 68%

Responsibility from 66% to 69%

Self-regulation from 64% to 67%

**School Effectiveness Framework Indicators:**

3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners.

<b>Collaborative Professional Learning for All Staff</b> ( <i>planning and acting based on comprehensive needs assessment, SMART goal and strategies</i> )			
-leading the learning with the right drivers, based upon the area of greatest student need, guiding principles for learning teams, professional learning cycle, instructional core			
<b>Plan Design and Implementation Strategies (Plan and Act): Learning is the Work!</b>		<b>Monitoring Plan (Observe and Reflect)</b>	
<b>Targeted, Evidence-based Strategies/Actions</b> (aligned with SEF)	<b>Resources</b> (support Initiatives, resource personnel and support materials)	<b>Sources of Evidence</b> (a balance of demographic (i.e., subgroups), student achievement, program and perceptual data to demonstrate progress toward our SMART goal)	<b>Monitoring Timelines</b> (When will we observe and reflect on our progress?)
<p><b>Students see themselves as contributing citizens (3.4)</b>  <b>Learning Skills and Work Habits K - 12</b>, instructing and assessing Students develop leadership, teamwork and advocacy; demonstrate positive influence through building strong peer, school and community relationships; connect to the global learning community through technology; demonstrate action-oriented global mindedness.  <b>How are students involved in building a caring, safe and inclusive learning environment?</b></p> <p><b>Caring, Safe, Respectful and Inclusive Classroom, School and Global Community (6.2)</b>            Schools develop students as leaders, effective team members and advocates (e.g. school-wide projects, service days, volunteering)            Schools focus on developing positive school climate, character development, equity and inclusive education, leadership development, parent engagement, student voice, safe and healthy schools, safe school action teams  <b>How are schools developing positive school climates and global citizens?</b></p>	<p>Growing Success  <a href="http://www.edu.gov.on.ca/eng/policyfund/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfund/growSuccess.pdf</a>            Caring and Safe Schools in Ontario (2010)  <a href="http://www.edu.gov.on.ca/eng/general/lemsec/speced/Caring_Safe_School.pdf">http://www.edu.gov.on.ca/eng/general/lemsec/speced/Caring_Safe_School.pdf</a>            Capacity Building LNS:            Integrating Aboriginal Teaching and Values into the Classroom  <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Toulouse.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Toulouse.pdf</a>            ELL Voices in the classroom  <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Toulouse.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Toulouse.pdf</a>            Promoting a Positive School Climate: A Resource for Schools  <a href="http://www.edu.gov.on.ca/eng/parents/ResourceDocEng.pdf">http://www.edu.gov.on.ca/eng/parents/ResourceDocEng.pdf</a></p>	<p>Learning Skills and Work Habits            -Mid-term and end of term/semester Report Card results grade 1 - 12</p> <p>School Climate Survey (Students, Staff, Parents/ Guardians)</p> <p>Ongoing Monitoring of BIPSA Inquiry through comprehensive questions – applied to all professional learning (e.g., admin meetings, subject council learning, Literacy Numeracy Secretariat and Student Success initiatives)</p> <p>Student focus groups – Sample survey questions in Applied courses and grade 7 &amp; 8</p>	<p>February 2012, April 2012, June 2012, November 2012            Fall 2012</p> <p>Ongoing</p> <p>Spring 2012</p>



# HPEDSB Board Improvement Plan for Student Achievement (BIPSA) 2012 Summary

## Success for Each Student—ACTION PLAN 1

Create a culture of collective responsibility for high levels of student achievement for 21st Century learners who are resilient, critical-thinking global citizens and who can effectively communicate, collaborate and problem solve.



### SYSTEM COLLABORATIVE INQUIRY

What impact will collaborative teaching and learning, that focuses on the instructional core, have on student engagement and student achievement K-12?

#### PROFESSIONAL LEARNING FOR ALL STAFF—Learning is the work!

- Leading the learning with the right drivers (*allness, teamwork, effective instruction, motivation*)
- Collaborative professional learning
- Professional learning cycle (*observe, reflect, plan, act*)
- Based upon the greatest needs of students
- Guiding principles for learning teams
- Instructional core (*relationship between the teacher, student, curriculum and learning task*)

#### TARGETED, EVIDENCE BASED STRATEGIES/ACTIONS (Aligned with the School Effectiveness Framework)

- Student Engagement (4.3)
- Authentic Learning Tasks (5.2)
- Student Voice and Identity (3.1)
- Differentiated Instruction: Knowing your Students (3.1)
- Assessment for, as and of Learning: Learning Goals, Success Criteria, and Descriptive Feedback (1.1, 1.2)
- Gradual Release of Responsibility (4.2, 4.3, 4.7)
- Three Part Lessons (4.2, 4.4)
- Student Inquiry (4.4)
- Students as Contributing Citizens (3.4)
- Learning Skills and Work Habits (*Growing Success*)
- Caring, Safe, Respectful and Inclusive classrooms, schools and global community (6.2)

### STUDENT ACHIEVEMENT SMART GOALS (by December 2012)

#### Pathways Goal

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

#### Literacy—Reading Goal

Our students will fluently read a variety of texts for different purposes using critical literacy skills to construct meaning across all subject areas.

#### Literacy—Writing Goal

Our students will generate, gather, and organize ideas and information to write a variety of text forms appropriate to an intended purpose and audience across all subject areas.

#### Numeracy Goal

Our students will appropriately apply the mathematical processes to problem solve and communicate their thinking and understanding of mathematical concepts, procedures, and strategies.

#### Community Culture and Caring Goal

Our students will see themselves as contributing citizens to a caring, safe, respectful and inclusive classroom, school and global community.

