



Achievement in Motion for Student Success
CHARACTER
 Students • Employees • Community

HPEDSB Board Improvement Plan for Student Achievement 2011 Summary



Success for Each Student

ACTION PLAN 1

Set high expectations for teaching and learning through the implementation of evidence-informed instructional practices.

Literacy—Reading	Literacy—Writing	Numeracy	Pathways	Community Culture and Caring
Students will independently extend and support their understanding of a variety of texts by analyzing, understanding point of view, and evaluating to construct deeper meaning in all subject areas.	Students will independently generate, gather, and organize ideas and information to write quality non-fiction (in all subject areas) for an intended purpose and audience.	Students will independently demonstrate effective critical thinking through the processes of Problem Solving, Reasoning, Proving and Reflecting, in their mathematical learning.	Students will take ownership for actively engaging in the intended learning based on their readiness, interests and learning preferences.	Students will confidently and respectfully engage in the learning process (e.g., students use accountable talk, are on task, self-advocate, demonstrate curiosity, persevere, have ownership for their learning/classroom) in their classroom and school through responsibility and self-regulation.

Targeted, Evidence based strategies/ Actions (aligned with the School Effectiveness Framework)

<p>Assessment for and as learning.</p> <ul style="list-style-type: none"> 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>Accountable talk and inquiry.</p> <ul style="list-style-type: none"> Engage in learning conversations and discussions that elicit evidence of understanding. Learning is deepened through authentic, relevant, and meaningful student inquiry and talk. 	<p>Assessment for and as learning.</p> <ul style="list-style-type: none"> Students and teachers share a common understanding of learning goals and success criteria in relation to responsibility and self-regulation. During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers in relation to responsibility and self-regulation. Students engage in self-assessment to monitor their learning.
---	---

Professional Learning for All Staff

<ul style="list-style-type: none"> Gradual Release of Responsibility Learning goals and Success Criteria Descriptive Feedback Use technologies to differentiate support 	<ul style="list-style-type: none"> 3 part lesson Learning goals and Success Criteria Descriptive Feedback Communication of mathematical thinking 	<ul style="list-style-type: none"> Differentiated Instruction 21st Century Teaching and Learning 	<ul style="list-style-type: none"> Strategies to develop responsibility and self-regulate. Strategies for engaging students in monitoring their learning
---	--	--	--

Monitoring Questions: How do I engage my students to elicit a common understanding of learning goals and success criteria?
 How might we better engage students in assessment so that they monitor their ability to understand?
 How have the learning environment, instruction and assessment, and evaluation been differentiated to support and engage all students?
 How do you communicate learning goals to parents and connect home learning experiences in an authentic context?

