



Simcoe County District School Board

OFFICE OF THE DIRECTOR OF EDUCATION

PROGRAM STANDING COMMITTEE PUBLIC SESSION

**MEETING AGENDA – Wednesday, October 12, 2011
7:00 p.m. – Georgian Room**

1. Approval of Agenda
2. Declaration of Conflicts of Interest
3. Presentations/Delegations - Nil

Items For Committee Decision - Nil

Items For Information

- | | | |
|-----------------------------------------------------------------------------------|------------------|--------------|
| 1. Results of the 2010-2011 Provincial Assessments | (PRO-I-1) | Kathy Bailey |
| 2. Board Improvement Plan for Student Achievement and Well-being 2011-2012 Update | (PRO-I-2) | Kathy Bailey |
| 3. Student Success Initiatives 2011-2012 | (PRO-I-3) | Steve Blake |

Correspondence - Nil

Other Matters

Adjournment

DISTRIBUTION

Trustees

Superintendents

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Education

SUBJECT: **RESULTS OF THE 2010-2011 PROVINCIAL ASSESSMENTS**

1. **Background**

From May 30 to June 10, 2011, Grade 3 and 6 students across Ontario participated in the *Assessments of Reading, Writing and Mathematics - Primary and Junior Divisions* conducted by the Education Quality and Accountability Office (EQAO). These assessments reflect student learning throughout all of the primary and junior grades.

In January and June of 2011, Grade 9 students enrolled in applied and academic mathematics courses participated in the *Grade 9 Mathematics Assessment*. This assessment is based on the curriculum expectations for students in Grade 9 academic and applied courses and the EQAO provides separate results for each of these courses. The curriculum for these courses is different and cannot be compared.

On March 31, 2011, Grade 10 students wrote the Ontario Secondary School Literacy Test (OSSLT). This test is a requirement for graduation and is based on the curriculum expectations in Grade 9. Students who are unsuccessful on their first attempt may take the test again in Grade 11.

This report provides an overview of Simcoe County District School Board (SCDSB) and provincial results for 2010-2011. EQAO posted school and board results for the Primary and Junior Reading, Writing and Mathematics Assessments, and the Grade 9 Mathematics Assessment on their public website (www.eqao.com) on September 14, 2011. The OSSLT results for schools and boards across the province were posted by EQAO on their public website in June 2011.

2. **Primary and Junior Assessments of Reading, Writing and Mathematics**

Primary Assessments - Background Information

- 3318 students were enrolled in Grade 3 at the time of the assessment; 98% of these students participated in the reading, writing and mathematics assessments. Participation rates have increased about 4% compared to 2006-07. Provincially, the 2011 participation rates were 97% in all three assessments.
- 20% (16% provincially) of Grade 3 students had special education needs (excluding gifted) or an Individual Education Plan (IEP), a 4% SCDSB increase since 2006-07.
- Over the past five years in the SCDSB, there has been an increase in the percentage of Grade 3 students participating with accommodations, from about 8% in 2006-2007 to 19% in 2010-2011.

Primary Assessment Results

Figure 1 (APPENDIX A) summarizes the Primary assessment results in reading, writing and mathematics results over the past five years compared to the provincial results. Over this time period, SCDSB results have improved 9% in reading, 15% in writing and 3% in mathematics.

Results by Gender and Special Education Needs

Consistent with provincial trends over the past five years, girls have outperformed boys in both reading and writing. Over the past five years, girls and boys have achieved similarly in mathematics in the SCDSB and across the province.

There has been a significant reduction over the past five years in the percentage of SCDSB students with special education needs or an Individual Education Plan (IEP) who were exempted, from about 32% to about 9% in the three assessments. For the past two years, fewer SCDSB Grade 3 students with IEPs or special education needs are now exempted than is the case across Ontario. Over the past five years, there have also been improvements in the percentage of all students with special education needs or an IEP meeting the provincial standard. Results for these students have improved 22% in reading, 38% in writing and 7% mathematics.

Junior Assessments – Background Information

- 3767 students were enrolled in Grade 6, with 98% participating in the reading and writing assessments and 97% in the mathematics assessment, up 3% since 2006-2007. The provincial participation rate in all assessments was 97% in 2011.
- 22% (19% provincially) of Grade 6 students had special education needs (excluding gifted) or an IEP. For the SCDSB, this represents a 3% increase since 2006-2007.
- Over the past five years in the SCDSB, there has been an increase in the percentage of Grade 6 students participating with accommodations, up from 12% in 2006-2007 to about 18% in 2010-2011.

Junior Division Results

Figure 2 (APPENDIX A-2) summarizes the Junior reading, writing and mathematics results over the past five years compared to the province. In this period, SCDSB results improved 12% in reading and 14% in writing. In mathematics for both the SCDSB and the province, the results over the past 5 years have fluctuated and are now 1% lower than in 2006-2007.

Results by Gender and Special Education Needs

Consistent with the five year provincial trends and with the Primary results, girls in Grade 6 achieved at higher Levels than boys in both reading and writing, with the greatest gender difference in writing. Girls have slightly outperformed boys in mathematics in both the SCDSB and the province.

As was true in the Primary Division, there has been a significant reduction over the past five years in the percentage of SCDSB students with special education needs or an Individual Education Plan (IEP) who were exempted, from about 24% in 2006-2007 to about 9% in the three assessments in 2010-2011. SCDSB exemption rates are now slightly lower than the provincial rates in all subjects assessed. Over the past five years, there have also been improvements in the percentage of students with special education needs or an IEP who have achieved the provincial standard. Results for these students have improved 19% in both reading and writing and 3% mathematics.

Tracking the Achievement of Students from Grade 3 to Grade 6

The EQAO is continuing to provide school boards with “Cohort Tracking Reports” which provide information on students’ results on provincial assessments in later grades in relation to how the same students performed years earlier. The report that tracks achievement from the Primary through to the Junior assessments indicates that the majority of students who achieved at or above the provincial standard in grade 3 continued to do so in Grade 6. Many of the students who achieved below the provincial standard in Grade 3 made gains in their achievement as they moved into Grade 6. For the Grade 6 students in 2010-2011, percentage of students who made achievement gains was greater in reading and writing than in mathematics. .

Reading

- 85% of students who were at Level 1 on the primary reading assessment moved up to a higher Level on the junior reading assessment in 2010-2011.
- 57% of students who were at Level 2 in reading moved up to a higher level.
- 91% of students who were at Level 3 or 4 stayed at/above the provincial standard.

Writing

- 100% of students who were at Level 1 on the primary writing assessment moved up to a higher level on the junior writing assessment (Note: % based on small number).
- 43% of students who were at Level 2 in writing moved up to a higher level.
- 82% of students who were at Level 3 or 4 stayed at/above the provincial standard.

Mathematics

- 39% of students who were at Level 1 on the primary mathematics assessment moved up to a higher Level on the junior assessment.
- 19% of students who were at Level 2 in mathematics moved up to a higher level.
- 66% of students who were at Level 3 or 4 stayed at/above the provincial standard.

3. Grade 9 Mathematics Assessments

Academic Mathematics – Background Information

- There were 2164 students enrolled in academic mathematics in 2010-2011, with 99% participating in this assessment (99% provincially).
- 4% (4% provincially) of students enrolled in this program had special educational needs (excluding gifted) or an IEP.
- 4% of SCDSB students in academic mathematics wrote with one or more accommodations in 2010-2011.

Academic Assessment Results

APPENDIX B provides a multi-year summary of results for the Board and the province in academic mathematics in terms of the percentage of students at or above Level 3. Since 2006-07, there has been a 14% increase in achievement for the SCDSB.

Results by Gender and Special Education Needs

Over the past five years, the achievement of boys has been slightly higher than girls both provincially and in the SCDSB.

In 2010-2011, 118 (5%) of SCDSB students enrolled in Grade 9 academic mathematics had special education needs or an IEP (excluding gifted). Over the past five years, achievement has increased 17% for these students.

Applied Mathematics – Background Information

- 1532 students were enrolled in applied mathematics courses, with 95% taking part in this assessment (95% provincially).
- 31% (33% provincially) of the students enrolled in applied mathematics had special educational needs (excluding gifted) or an IEP, representing an 8% increase for the SCDSB compared to 2006-07.
- 26% of SCDSB students in applied mathematics wrote with one or more accommodations, up from 15% in 2006-2007.

Applied Program Results for All Students

APPENDIX B provides a multi-year graph showing the percentage of students in applied mathematics achieving at or above Level 3 for both the SCDSB and the province. The results for SCDSB have improved 4% over the past five years.

Results by Gender and Special Education Needs

Consistent with provincial trends over the past five years, boys' achievement has been slightly higher than that of girls on this assessment.

In 2010-2011, 482 (31%) SCDSB students in applied mathematics programs had special education needs or an IEP (excluding gifted). Over the past five years, there has been a 4% improvement in the percentage of students achieving at Level 3 or above.

Tracking the Achievement of Students from Grade 6 to Grade 9

The EQAO also provides school boards with a report tracking the achievement of students who wrote both the Junior mathematics assessment in 2007-2008 and the Grade 9 mathematics assessment in 2010-2011. The majority of students who met the provincial standard in Grade 6 continued to do so in Grade 9. On average, more than half of the students who were below the provincial standard in Grade 6 mathematics improved their achievement in mathematics in Grade 9.

For Students Enrolled in Academic Mathematics

- 61% of students who were at Level 1 in Grade 6 mathematics moved up to a higher Level in Grade 9 academic mathematics in 2010-2011.
- 56% of students who were at Level 2 in Grade 6 moved up to a higher level of achievement in Grade 9.
- 88% of students who were at or above Level 3 in Grade 6 remained at/above the provincial standard in Grade 9.

For Students Enrolled in Applied Mathematics

- 61% of students who were at Level 1 in Grade 6 mathematics moved up to a higher Level in Grade 9 applied mathematics.
- 42% of students who were at Level 2 in Grade 6 moved up to a higher level in Grade 9.
- 76% of students who were at Level 3 or 4 in Grade 6 remained at/above the provincial standard in Grade 9.

4. **Ontario Secondary School Literacy Test**

Background Information

- 4149 students were eligible to write the OSSLT for the first time in 2010-2011, with 92% of SCDSB students fully participating (93% provincially). Four percent of SCDSB students were deferred (5% across the province). The remaining students were absent.
- 21% (17% provincially) of SCDSB students had special educational needs (excluding gifted) or an IEP. This represents a 5% increase for the SCDSB since 2007.
- 19% of SCDSB students wrote with accommodations, up from 13% in 2006-2007.

Results

Over the past five years, both the SCDSB and provincial results have fluctuated (see APPENDIX C).

Results by Gender and Special Education Needs

Consistent with provincial trends, girls have outperformed boys by an average of 8% over the past five years. SCDSB results for FTE students with special education needs (excluding gifted) or IEPs improved 3% since 2007, with 48% of students succeeding.

Results by Level of Study of Students' Grade 10 English Course

The vast majority of Grade 10 students enrolled in *academic English* over the past five years have been successful. The results for students studying English at the applied Level have been consistently about 30% lower for both the SCDSB and the province in this same period. In the SCDSB and across the province over the past five years, the majority of students in *Locally Developed English* courses have not been successful on their first attempt to pass the OSSLT. These students either take the test again the following year or enroll in the Ontario Secondary School Literacy Course.

Tracking the Achievement of Students from Grade 6 to Grade 10 OSSLT

The EQAO provides a Cohort Tracking Report that links achievement on the Junior Assessments of reading and writing with success in writing the OSSLT for the first time as Grade 10 students. The results show that the vast majority of students who achieved at Level 3 or 4 in Grade 6 passed the OSSLT in Grade 10. In addition, many students moved up from Levels 1 and 2 in Grade 6 to be successful on the OSSLT in Grade 10.

Junior Reading Assessment

- 33% of SCDSB students who were at Level 1 on the Junior reading assessment in 2006-2007 were successful on the OSSLT in 2010-2011.
- 66% of students who were at Level 2 in 2006-2007 were successful.
- 95% of students who were at Levels 3 or 4 were successful.

Junior Writing Assessment

- 36% of SCDSB students who were at Level 1 on the Junior writing assessment in 2006-2007 were successful on the OSSLT in 2010-2011.
- 68% of students who were at Level 2 in 2006-2007 were successful.
- 95% of students who were at Levels 3 or 4 were successful.

5. Closing Achievement Gaps

The 2011-2012 Board Improvement Plan for Student Achievement and Wellbeing (BIPSA-W) has identified a goal related to reducing achievement gaps. One way to assess progress in closing such gaps is to determine whether, over time, there are fewer schools with low achievement results and more schools with higher results. To assist school boards in their planning, EQAO provides reports for each assessment showing the percentage of schools that have results in specific achievement ranges over the past five years.

In reading and writing in both the Primary and Junior Division, progress has been made in reducing the percentage of SCDSB schools with achievement results in the three lowest ranges. At the same time, there has been an increase in the percentage of schools with 75% or more of students at/above Level 3.

In Grade 9 *academic* mathematics over the past five years, progress has also been made in reducing the percentage of schools with results in the lower achievement ranges. Some progress has been made over the past five years in *applied* mathematics.

6. School and System Improvement Planning to Support Student Achievement – Next Steps

The Director and Superintendent planning process that led to the 2011-2012 SCDSB BIPSA-W continues to be guided by the Ministry recommendation that boards sharpen their focus by creating measurable goals and monitoring the implementation of improvement initiatives. This planning process led to further refinement of the system goals to improve student achievement in literacy and mathematical literacy. Goals related to Programs and Pathways and Community, Culture and Caring continue to be a focus. In addition, there are now three over-arching goals. These goals support: the learning of all students; the closing of achievement gaps; and classroom assessment that provides information to guide instruction and gives students timely, focused feedback to help them improve their learning and achievement.

The BIPSA-W and school plans are responsive to new information through the work of the Director, Superintendents and staff. Hence, the results of the EQAO assessments, along with other evidence such as the Board literacy assessments and information gathered through superintendents' monitoring is used on an ongoing basis to refine the plan throughout the year. A number of specific areas have been identified for targeted supports in 2011-2012. These areas include mathematics in the junior division and Grade 9 applied, and literacy to support students in applied programs in meeting the literacy requirements of graduation. Essential to improved student achievement is an intentional and continued focus on student thinking, effective questioning and appropriate use of technologies to engage and support all learners, K to Grade 12.

7. **Report Status**

This report is provided for information.

Respectfully Submitted by:

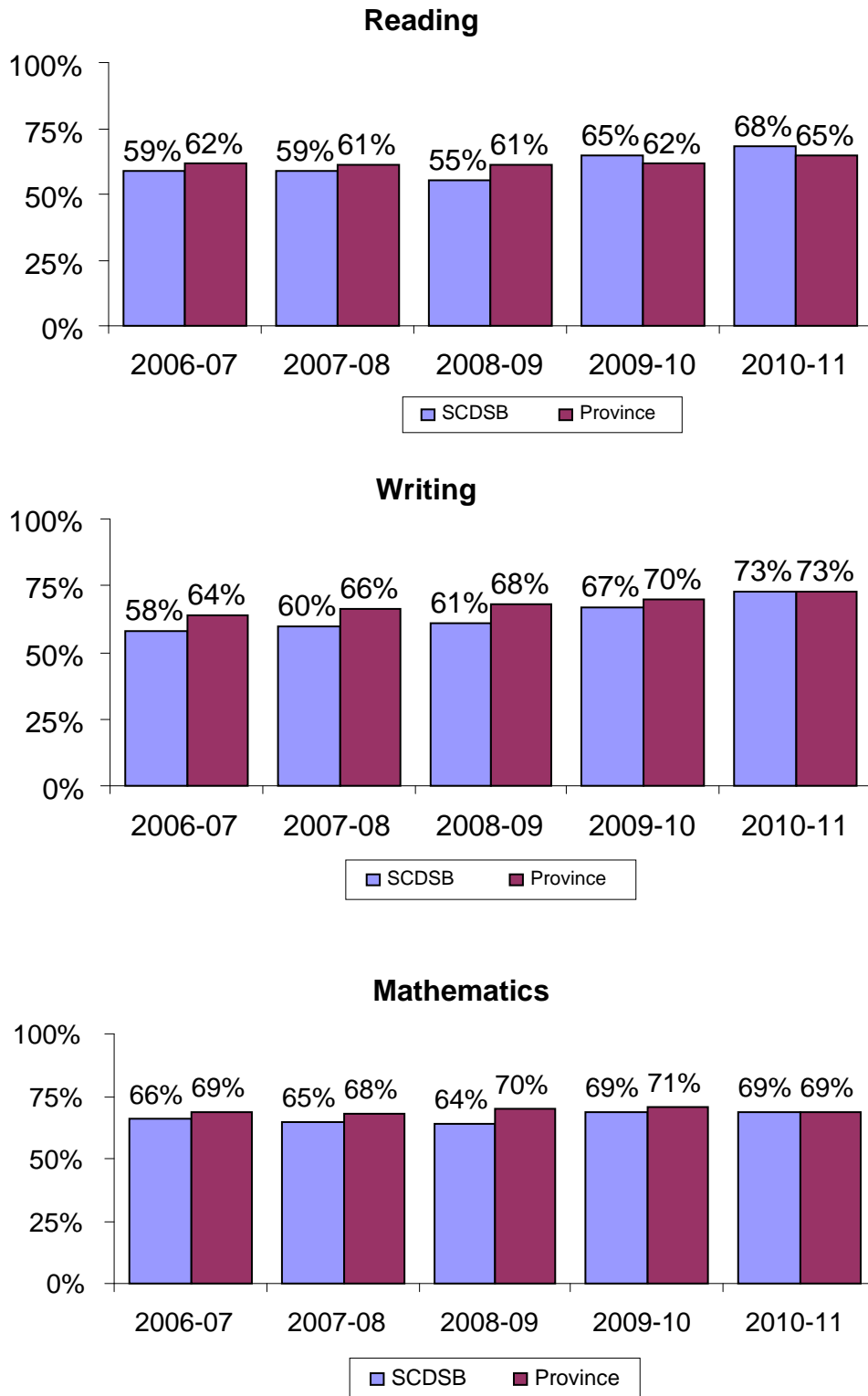
Kathy Bailey
Superintendent of Education

October 12, 2011

EQAO Assessment of Reading, Writing, Mathematics – Primary Division
Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4)

2006-2007 to 2010-2011

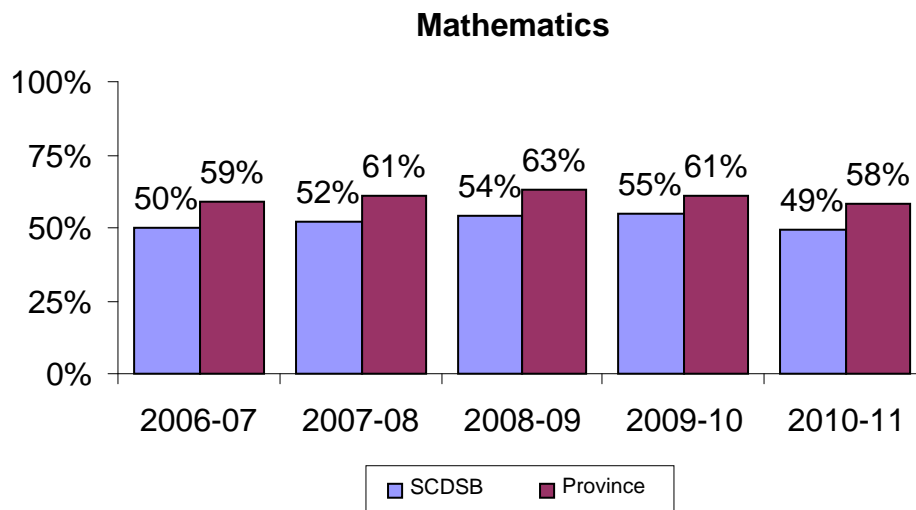
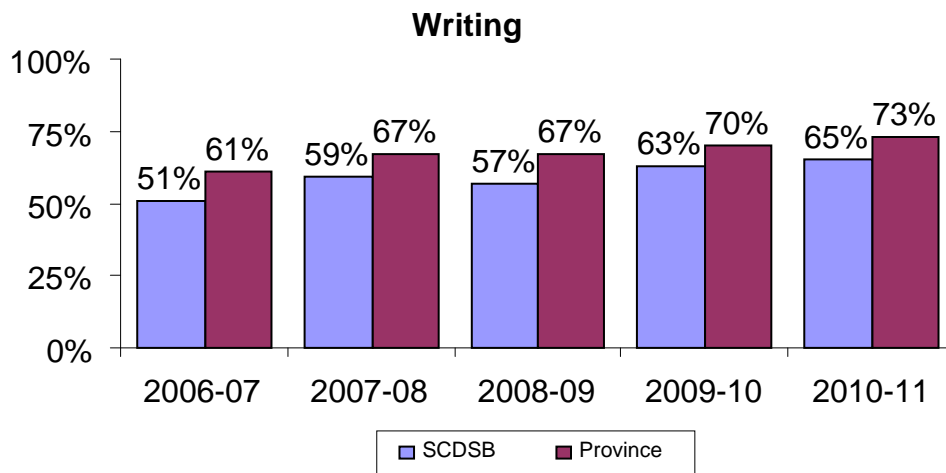
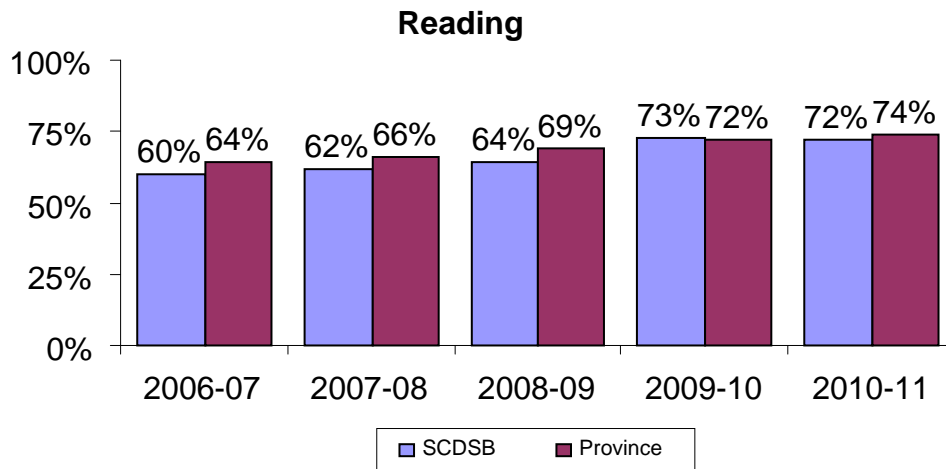
Figure 1



EQAO Assessments of Reading, Writing and Mathematics – Junior Division
Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4)

2006-2007 to 2010-2011

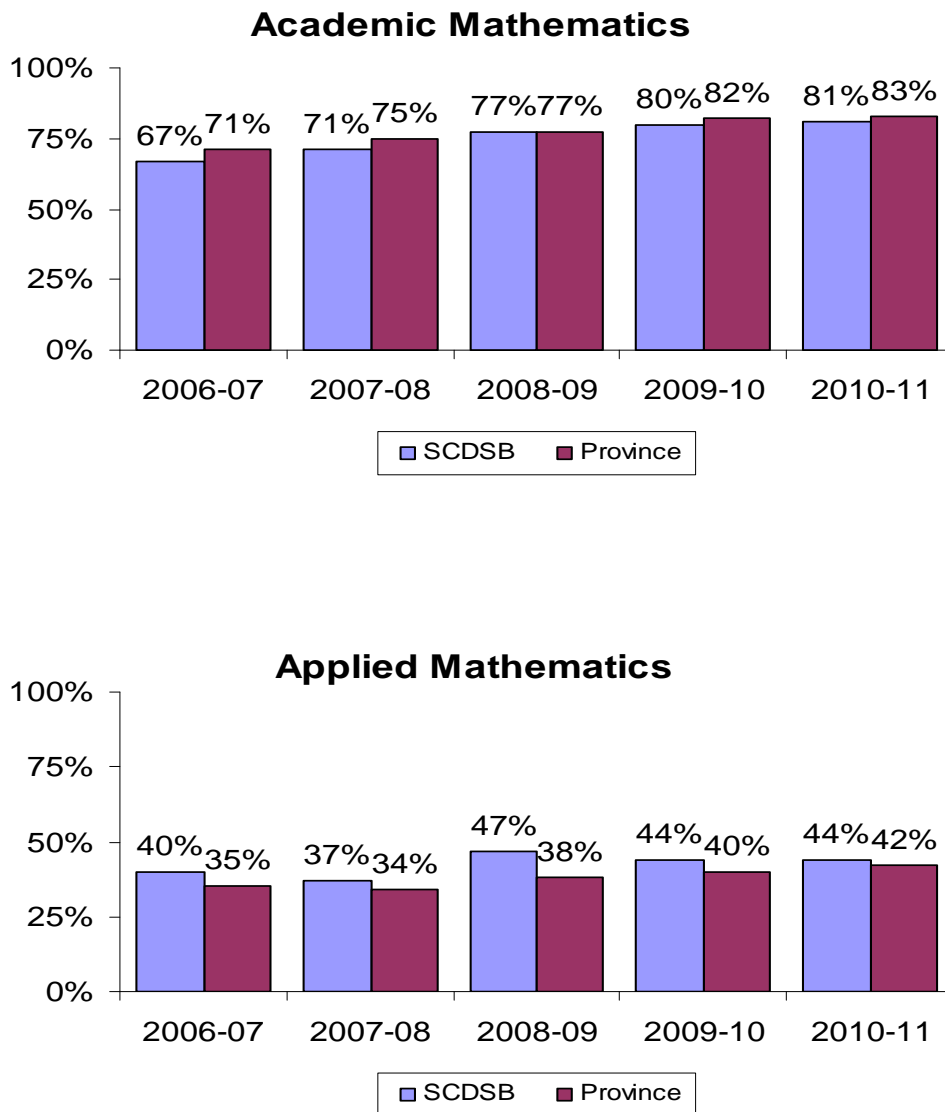
Figure 2



EQAO Grade 9 Mathematics Assessment
Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4)

2006-2007 to 2010-2011

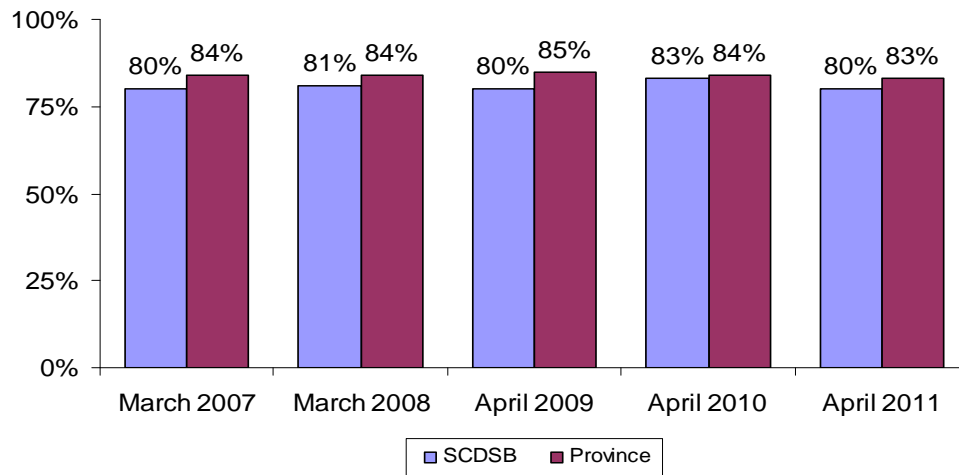
Figure 3



EQAO Grade 10 OSSLT for First Time Eligible Students
Percentage of Fully Participating Students Who Were Successful

2006-2007 to 2010-2011

Figure 4



TO: The Chairperson and Members of
the Program Standing Committee

FROM: Superintendent of Education

SUBJECT: **BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT
AND WELL BEING 2011-2012 UPDATE**

1. **Background**

The preliminary 2011-2012 Simcoe County District School Board (SCDSB) Improvement Plan for Student Achievement and Well-being (BIPSA-W) was presented at the June 1, 2011 meeting of the Program Standing Committee. This plan was the outcome of a Director and Superintendent planning process related to the Simcoe Path and multi-year plans, a review of Board-mandated assessments, and trends from 53 elementary and 6 secondary School Effectiveness District Reviews conducted from the Spring of 2008 to the end of the 2010-2011 school year. Program Department, Research and Evaluation Services, Special Education, Student Success and Information Technology Services staff also contributed to the planning process that led to the creation of the preliminary 2011-2012 BIPSA-W. On May 24 and May 25, 2011, this preliminary plan was shared with school administrators.

The Ministry is continuing to provide resources to support boards in their improvement planning, including a revised Improvement Planning Assessment Tool. This tool is designed to ensure that board plans reflect the analysis of data for all students. Boards' 2011-2012 plans must be based on a comprehensive needs assessment that determines priority areas for gains in student achievement. The Ministry is continuing to require that boards develop a few, focused goals for improving student learning and achievement (i.e., SMART goals – specific, measurable, attainable, results-based and time-bound). Goals of this type allow teachers, administrators, and superintendents to focus their energy on those professional practices and processes that are most related to improving student achievement and equitable outcomes.

2. **2011-2012 BIPSA-W**

The planning process described above led to further refinement of the 2011-2012 goals to improve student achievement in literacy and mathematical literacy. These revised goals reflect the need for greater precision in instruction and assessment. Goals related to Programs and Pathways and Community, Culture and Caring continue to be a focus. In addition, there are now three over-arching goals. These goals support: the learning of all students; the closing of achievement gaps; and classroom assessment that provides information to guide instruction and gives students timely, focused feedback to help them improve their learning and achievement. APPENDIX A outlines the refined goal statements that provide the overall direction for the 2011-2012 BIPSA-W.

Through the work of the Director, Superintendents and staff, the preliminary 2011-2012 plan has been adjusted to reflect the 2011 EQAO results and year-end achievement evidence gathered through report cards and system-mandated assessments. This revised plan includes ambitious three year targets to support improved results in each of the four focus areas described below. A summary of these targets is also provided in APPENDIX A.

APPENDIX B provides a preliminary revision of the 2011-2012 BIPSA-W.

3. Essential Leadership and Instructional Practices

APPENDIX C identifies those essential leadership and instructional practices from the BIPSA-W that are expected to be implemented and monitored in our schools. These practices support the improvement of student achievement and well-being. The *Essential Practices* working document reflects the organization, monitoring, practices and high yield strategies that focus our work to purposefully align instruction and assessment to improve student achievement. The headings of Instructional Leadership, School Operations, School Practices and Classroom Practices support the continuum and interrelationship of our work with the student at the centre. This user-friendly document contains the targeted high yield strategies contained in the board improvement plan for student achievement.

Explicit connections have been made between these essential practices and the indicators in the School Effectiveness Framework (SEF). The SEF is a research based, reflective tool for use at the board, school and classroom level to support the three core priorities of the Ontario Ministry of Education and the four goals of the Simcoe Path. The six components and subsequent indicators promote the sharing of instructional leadership, building capacity of students and staff to identify areas of strength and next steps, identifies effective teaching and learning practices as well as increase precision in our work through monitoring and feedback.

4. Next Steps for 2011-2012

On October 31, 2011, the revised SCDSB BIPSA-W will be submitted to the Ministry of Education.

Board and school plans are refined as new information becomes available. To assist school boards in their planning, the EQAO now provides detailed results for students with specific special education needs, as well as results for students who participated in the assessments with specific accommodations. These results will be shared with the SCDSB's Special Education Advisory Committee (SEAC) once they have been analyzed by the Superintendent of Education, Special Education and Special Education staff. In addition, EQAO also provides boards with results for students who have voluntarily self-identified as First Nation, Métis or Inuit. This information will inform the work of the school and system staff who support programs and services for First Nation, Métis and Inuit students across the SCDSB.

The results of the EQAO assessments, along with other evidence such as the Board literacy assessments and information gathered through superintendents' monitoring is used on an ongoing basis to refine the plan throughout the year. A number of specific areas have been identified for targeted supports in 2011-2012 based on the evidence. These areas include mathematics in the junior division, Grade 9 applied mathematics, and literacy to support students in applied programs in meeting the OSSLT requirement for graduation. Essential to improved student achievement in these areas is an intentional focus on student thinking, effective questioning and appropriate use of technologies to engage and support all learners.

To support improved achievement in mathematics, the PRIME Number Diagnostic assessment will be required early in the fall for all Grade 4, 5 and 6 students. This tool will assist teachers in identifying students' strengths and needs in this key part of the mathematics curriculum. The results will assist principals and superintendents in monitoring progress and further identify areas of need. In addition, support will be provided to assist teachers in embedding the use of technology in their mathematics instruction beginning in the early junior grades. The Gap Closing-Grade 6 resource will be used in all Grade 6 classrooms to assist in the identification of targeted strategies to improve students' conceptual understanding in mathematics. The Gap Closing-Grade 9 resource will be available to support students in Grade 9 applied mathematics courses.

To support literacy achievement in our secondary schools, the implementation of the following will be supported:

- Differentiated instruction and assessment to ensure that all students have an access point for learning and a method through which they are best able to demonstrate that learning;
- Learning goals and success criteria;
- Classroom practices that provide students with multiple opportunities to practice their literacy skills in meaningful contexts across all subject areas;
- Explicit reading strategies across all subject areas;
- Daily opportunities for student writing;
- Embedded technology as a integral learning tool for all students.

5. Report Status

This report is provided as information.

Respectfully submitted by:

Kathy Bailey
Superintendent of Education

October 12, 2011

2011-2012 SCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING: SUMMARY OF GOALS AND TARGETS – October 5, 2011

LITERACY	NUMERACY	PROGRAMS AND PATHWAYS	COMMUNITY, CULTURE AND CARING
GOAL - Students will access higher level thinking skills through a gradual release model of instruction.	GOAL - Students will select and use a variety of concrete, visual, and technological learning tools and appropriate computational strategies to reason, prove and communicate mathematical solutions when solving problems.	GOAL - Students will build upon personal interests, strengths, abilities, and learning styles to improve learning skills and work habits, and use these skills to investigate and plan educational pathways and potential career opportunities.	GOAL - Students see themselves reflected in the curriculum, program and culture of their school. The school, home and community work together to support students.
ASSESSMENT GOAL: All students will participate in instruction that is informed by assessment for, as and of learning.			
REACH EVERY STUDENT GOAL: Students will have access to differentiated instruction and assessment that is responsive to the unique needs of the learner to support high achievement, well-being and learning for life.			
CLOSE THE GAP GOAL: For provincial, system and classroom assessments, achievement and learning skills trends for specific student groups including but not limited to First Nation, Métis and Inuit (FNMI), Special Education, English Language Learners (ELL) and gender are analyzed to inform School Improvement Plans (SIP), classroom instruction and specific interventions.			
<p>Literacy achievement will increase as follows:</p> <p>PM Benchmarks:</p> <ul style="list-style-type: none"> For grade 1 students, from 75% in 2011 to 80% in 2012, 82% in 2013 and 84% in 2014 <p>Primary EQAO:</p> <ul style="list-style-type: none"> Reading: from 68% in 2011 to 75% in 2012, 77% in 2013 and 79% in 2014 Writing: from 73% in 2011 to 77% in 2012, 79% in 2013 and 81% in 2014 <p>Junior EQAO</p> <ul style="list-style-type: none"> Reading: from 72% in 2011 to 75% in 2012, 77% in 2013 and 80% in 2014 Writing: from 65% in 2011 to 73% in 2012, 75% in 2013 and 77% in 2014 	<p>Numeracy achievement will increase as follows:</p> <p>Primary EQAO Math:</p> <ul style="list-style-type: none"> from 69% in 2011 to 75% in 2012, 77% in 2013 and 79% in 2014 <p>Junior EQAO Math:</p> <ul style="list-style-type: none"> from 49% in 2011 to 60% in 2012 and 62% in 2013 and 65% in 2014 <p>EQAO Gr. 9 Math:</p> <p><u>Applied</u></p> <ul style="list-style-type: none"> from 44% in 2011 to 52% in 2012, 55% in 2013 and 57% 2014 <p><u>Academic</u></p> <ul style="list-style-type: none"> from 81% in 2011 to 85% in 2012, 87% in 2013 and 89% in 2014 	<p>Increase student success as follows:</p> <p>Credit Accumulation</p> <p><u>Grade 9 (8 of 8)</u></p> <ul style="list-style-type: none"> By the end of semester 2, credits accumulated will increase from 80% in 2010 to 82% in 2011, 84% in 2012 and 86% in 2013 <p><u>Grade 10 (16 of 16)</u></p> <ul style="list-style-type: none"> By the end of semester 2, credits accumulated will increase from 70% in 2010 to 72% in 2011, 74% in 2012, and 76% in 2013 <p><u>Grade 11 (23 of 24)</u></p> <ul style="list-style-type: none"> By the end of semester 2, credits accumulated will increase from 69% 2010 to 71% in 2011, 73% in 2012, and 75% in 2013 <p>Note: Replace 2011 Grade 9, 10 and 11 credit accumulation targets with actual results when available, and update the 2012 and 2013 targets.</p>	<p>School Action Plan - Equity and Inclusive Education: By October 2010, 100% of schools will: review their data to identify an equity goal; identify school-based barriers that limit students' sense of success and future prospects and identify strategies in their SIP to address identified barriers; and ensure that their school anti-bullying plan addresses issues related to equity and inclusion.</p> <p>School Climate Goal</p> <p>Increase overall scores on the School Climate Survey as follows:</p> <p><u>Grades 4-6</u></p> <ul style="list-style-type: none"> From 3.3 in 2009 to 3.4 in 2011 on the overall climate composite score and 3.5 in 2013 From 3.4 in 2009 to 3.5 in 2011 on the overall school safety composite score and 3.6 in 2013 From 2.9 in 2009 to 3.0 in 2011 on the overall peer character perceptions score and 3.1 in 2013 <p>Note: Replace 2011 school climate targets with actual results when available, and update 2013 targets.</p>

2011-2012 SCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING: SUMMARY OF GOALS AND TARGETS – October 5, 2011

LITERACY	NUMERACY	PROGRAMS AND PATHWAYS	COMMUNITY, CULTURE AND CARING
GOAL - Students will access higher level thinking skills through a gradual release model of instruction.	GOAL - Students will select and use a variety of concrete, visual, and technological learning tools and appropriate computational strategies to reason, prove and communicate mathematical solutions when solving problems.	GOAL - Students will build upon personal interests, strengths, abilities, and learning styles to improve learning skills and work habits, and use these skills to investigate and plan educational pathways and potential career opportunities.	GOAL - Students see themselves reflected in the curriculum, program and culture of their school. The school, home and community work together to support students.
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REACH EVERY STUDENT GOAL: Students will have access to differentiated instruction and assessment that is responsive to the unique needs of the learner to support high achievement, well-being and learning for life.			
CLOSE THE GAP GOAL: For provincial, system and classroom assessments, achievement and learning skills trends for specific student groups including but not limited to First Nation, Métis and Inuit (FNMI), Special Education, English Language Learners (ELL) and gender are analyzed to inform School Improvement Plans (SIP), classroom instruction and specific interventions.			
<p>Grade 9 and 10 English Applied Pass Rates</p> <ul style="list-style-type: none"> for Grade 9 Applied, from 87% in 2010 to 90% in 2011, 92% in 2012 and 94% in 2013 for Grade 10 Applied, from 85% in 2010 to 88% in 2011, 90% in 2012 and 92% in 2013 <p>Note: Replace 2011 pass rate targets with preliminary 2011 pass rates when available, and update the 2012 and 2013 targets.</p> <p>OSSLT</p> <ul style="list-style-type: none"> from 80% in 2011 to 88% in 2012, 90% in 2013 and 92% in 2014 Applied English: from 61% in 2011 to 70% in 2012, 72% in 2013 and 74% in 2014 <p>Classroom Assessments – All grades Move focus students identified as working at level 2 in the fall through to level 3 by the spring</p>	<p>Grade 9 and 10 Math Applied Pass Rates</p> <ul style="list-style-type: none"> for Grade 9 Applied, from 84% in 2010 to 86% in 2011, 88% in 2012 and 90% in 2013 for Grade 10 Applied, from 81% in 2010 to 83% in 2011, 85% in 2012 and 87% in 2013 <p>Note: Replace 2011 pass rate targets with preliminary 2011 pass rates when available, and update the 2012 and 2013 targets.</p> <p>Classroom Assessments – All grades Move focus students identified as working at level 2 in the fall through to level 3 by the spring</p>	<p>Student Success Profiles (Database)</p> <ul style="list-style-type: none"> Student Success Profiles will be created for 100% of Grade 8 students by the end of April 2011. At-Risk Profiles will be completed for 100% of students in Grades 9, 10 and 11 who attain a mark of less than '60%' in any course. <p>Graduation Rates</p> <ul style="list-style-type: none"> The graduation rate after 5 years of secondary school will increase from 75% in the fall of 2010 to 80% in fall of 2011, 85% in 2012 and 87% in 2013 <p>Note: Replace 2011 graduation rate target with actual result when available (after Oct. 31, 2011), and update the 2012 and 2013 targets.</p>	<p>School Climate Goal (continued) Increase overall scores on the School Climate Survey as follows: <u>Grades 7 to 12</u></p> <ul style="list-style-type: none"> From 3.0 in 2009 to 3.1 in 2011 on the overall climate composite score and 3.2 in 2013 From 3.0 in 2009 to 3.1 in 2011 on the overall school safety composite score and 3.2 in 2013 From 2.5 in 2009 to 2.6 in 2011 on the overall peer character perceptions score and 2.7 in 2013 <p>Note: Replace 2011 school climate targets with actual results when available, and update 2013 targets.</p> <p>Digital Citizenship Goal</p> <ul style="list-style-type: none"> All students will participate in developing the skills necessary to be good Digital Citizens <p>Student Voice and Leadership: Increase the number of Speak Up projects and other voice and leadership initiatives</p>



Simcoe County
District School Board

REPORT NO. PRO-I-2
APPENDIX B
OCTOBER 12, 2011

APPENDIX B – Pages B1 to B18

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT
AND WELL-BEING 2011-2012 UPDATE

SIMCOE COUNTY DISTRICT SCHOOL BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

Working Document

October 12, 2011

2011-2012 PLAN, DESIGN AND IMPLEMENTATION STRATEGIES – LITERACY

Needs Assessment and Analysis of Data

District Review Highlights

District Reviews in 53 elementary and 6 secondary schools show the following trends: Inconsistent instruction and assessment practices including comprehensive literacy instruction; numeracy instruction focused on the mathematical processes; assessment for, as and of learning; descriptive feedback; and a need for balanced use and interpretation of assessment categories. Recommendations have included: enhancing the effective use of gradual release of responsibility; students' ability to articulate what they are learning connected to curriculum (learning goals) and its relevance; increasing accountable talk; and increasing student involvement in developing, understanding and using success criteria to improve their work.

Elementary Schools

2010-2011 Primary and Junior EQAO Assessments of Reading and Writing

Grade 3: Over the past 5 years, reading has increased 9% and writing 15%. Grade 6: Over the past 5 years, reading has increased 12% and writing 14%.

The Profiles of Strength and Areas for Improvement indicate a need to continue to focus on making inferences and connections in reading in both assessments. For both writing assessments, continued focus is needed on topic development, including developing main ideas with supporting details and organization.

Disaggregated Results – 2010-2011 EQAO, System Reading Assessments and Report Card

Gender: There continues to be a significant gender gap for all literacy assessments.

EQAO Gr. 3: Reading - 75% of girls / 62% of boys met provincial standard; Writing - 80% of girls / 66% of boys

EQAO Gr. 6: Reading - 80% of girls / 65% of boys met provincial standard; Writing - 77% of girls / 54% of boys

Spring PM Benchmarks: Grade 1 – 82% of girls / 68% of boys reaching the end of year standard (75% of all students met standard).

Spring Gr. 6 CASI: 63% of girls / 46% of boys scoring at or above level 3

June Gr. 3 Report Card: Reading – 76% of girls / 67% of boys met provincial standard; Writing – 71% of girls / 51% of boys met provincial standard

June Gr. 6 Report Card: Reading – 78% of girls / 57% of boys met provincial standard; Writing – 79% of girls / 52% of boys met provincial standard

June Gr. 8 Report Card: Reading – 81% of girls / 56% of boys met provincial standard; Writing – 80% of girls / 55% of boys met provincial standard

Special Education – EQAO: There has been a significant reduction over the past five years in the percentage of SCDSB students with special education needs or an Individual Education Plan (IEP) who were exempted, from about 32% to about 9% in primary and from about 24% in to about 9% in junior (in both cases, exemptions rates are lower than the provincial rates). Over the past 5 years, results for Grade 3 students with special education needs have improved 22% in reading, 39% in writing and 7% mathematics. For Grade 6, Results have improved 19% in both reading and writing and 3% mathematics. **Note: 2011 results for Grade 6 students identified as gifted and learning disabled will be updated after sharing with SEAC.**

FNMI - EQAO: In primary, reading results have improved 14% since 2008-2009 to 59% meeting the standard; writing has improved 16%, with 67% of students meeting the standard. In Junior, reading has improved 7% since 2008-2009 with 60% meeting the standard; writing has improved 17% with 56% meeting the standard.

ELL - EQAO: In primary, 47% of ELL students met the standard in writing. *Note: The 2011 primary reading results and the junior reading and writing results are not publicly reportable because the number of students falls below the EQAO suppression rule (15 students).*

Secondary Schools

2011 OSSLT - Results for fully participating First Time Eligible (FTE) students have fluctuated over the past 5 years. The Profile of Strengths and Areas of Improvement shows a need to continue to focus on all areas assessed, particularly understanding explicitly stated information, inferencing and making connections in reading, and writing skills related to main idea, organizing information and topic development.

Disaggregated OSSLT results for participating first time eligible students (Note - results for students with special education needs will be reported after they are shared with SEAC):

- 84% of FTE females were successful compared to 76% of males.
- 59% of self-identified FTE **FNMI** students were successful.
- 61% of FTE students enrolled in **Applied English** were successful, compared to 96% for students in Academic and 14% for students in Locally Developed.

*Note: 2011 results for students designated as **ELL** are not publicly reportable because the number of participating students is fewer than 15.*

2010-2011 Pass Rates (Preliminary)

Grade 9 Academic English: to be reported once they become available

Grade 10 Applied English: to be reported once they become available

2010-2011 PLAN, DESIGN AND IMPLEMENTATION STRATEGIES - LITERACY

REACH EVERY STUDENT: Students will have access to differentiated and precise instruction and assessment that is responsive to the unique needs of the learner to support high achievement, well-being and learning for life.

CLOSE THE GAP: For provincial, system and classroom assessments, achievement and learning skills trends for specific student groups, including but not limited to First Nation, Métis and Inuit (FNMI), Special Education, English Language Learners (ELL) and gender, are analyzed to inform School Improvement Plans (SIP), classroom instruction and specific interventions.

ASSESSMENT: All students will participate in instruction that is informed by assessment for, as and of learning.

HIGH LEVEL OF STUDENT ACHIEVEMENT THROUGH LITERACY: Students will access higher level thinking skills through a gradual release model of instruction.

Elementary Schools – EQAO

Primary

By 2012, increase Primary EQAO results as follows: **Reading** - from **68%** in 2011 to **75%** in 2012 **Writing** - from **73%** in 2011 to **77%** in 2012

Junior

By 2012, increase Junior EQAO results as follows: **Reading** - from **72%** in 2011 to **75%** in 2012 **Writing** - from **65%** in 2011 to **73%** in 2012

Special Education: Continue to reduce exemptions from EQAO assessments for students with special education needs or IEPs:

- from **10%** and **8%** in reading and writing, respectively, in 2011 to **XX%** in 2012 for both the primary reading and writing assessments (Note: target to be set in consultation with SEAC.)
- from **8%** in 2011 to **X%** in 2011 for the junior reading and writing assessments (Note: target to be set in consultation with SEAC.)

Grade 6 Gifted: By June 2012, increase Grade 6 EQAO results for students identified as gifted as follows:

- From 40% in 2010 to **45%** in 2011 achieving at level 4 in reading [replace target with actual EQAO result after sharing with SEAC, and set 2012 target]
- From 28% in 2010 to **35%** in 2011 achieving at level 4 in writing [replace target with actual EQAO result after sharing with SEAC, and set 2012 target]

Grade 6 Learning Disabilities: By June 2012, increase Grade 6 EQAO results for students identified as learning disabled as follows:

- From 37% in 2010 to **42%** in 2011 achieving at/above level 3 in reading [replace target with actual EQAO result after sharing with SEAC, and set 2012 target]
- From 23% in 2010 to **30%** in 2011 achieving at/above level 3 in writing [replace target with actual EQAO result after sharing with SEAC, and set 2012 target]

Secondary Learning Disabilities

By June 2012, increase the OSSLT success rate for first time eligible students identified as learning disabled from:

- From 45% successful in 2010 to **48%** in 2011, [replace target with actual EQAO result after sharing with SEAC, and set 2012 target]
-

Early Years – Early Intervention

By 2012, increase the % of Grade 1 students achieving at level or beyond on PM Benchmarks from **75%** in 2011 to **80%**.

Pass Rates

- By 2012, increase pass rates in Grade 9 Applied English results as follows: from **87%** in 2010 to **90%** in 2011 [replace target with preliminary pass rate when available and set 2012 target]
- By 2012, increase pass rates in Grade 10 Applied English results as follows: from **85%** in 2010 to **88%** in 2011 [replace target with preliminary pass rate when available and set 2012 target]

Secondary Schools – Literacy Achievement

- By June 2011, OSSLT results for participating students in **Applied English** will increase from **61%** in 2011 to **70%** in 2012.
- By 2012, increase the overall OSSLT results for participating students as follows: from **80%** in 2011 to **88%** in 2012

2011-2012 Literacy	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>School Effectiveness Framework Indicators</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>5.2, 5.3</p> <p>6.4</p>	<p>Instruction will include:</p> <ul style="list-style-type: none"> A focus on curriculum expectations with emphasis on higher order thinking (inferring, synthesizing, analyzing, interpreting, evaluating) The implementation of the Gradual Release Model: modelled, shared, guided, independent practice within the 100 minute literacy block (2-50 minute K) (elementary) and the literacy component of all curriculum (elementary/secondary) The incorporation of accountable student talk (e.g. think pair share, discussion circles, inside outside circles) on a daily basis to make student thinking visible Instruction informed by data (e.g. EQAO, OSSLT, CASI, PM Benchmarks, Running Records, Student Work Samples, My Classroom Data, Student Success database, credit accumulation) Instructional design that includes explicit focus on differentiated instruction and assessment to support all students in acquiring and demonstrating learning skills and work habits 	<p><u>Growing Success: Learning for All</u>; <u>SEF Document: Ontario Curriculum: Think Literacy: Guides to Effective Instruction</u>; ACE and ACT documents PPM 140; SLC Curriculum Implementation plan edugains.ca eworkshop.ca/curriculum.org Fountas and Pinnell, Guiding Readers and Writers (3-6) Chapter 9 "First 20 Days" SWS SIM My Classroom Data for Teachers; Dashboard for Principals</p> <p>Instructional Services Staff; Provincial Adolescent Literacy Coach; Literacy Coaches Teacher Librarians</p>	<p>Professional Learning Cycle (Teaching Learning Critical Pathway, Collaborative site-based Inquiry, or Action Research)</p> <p>Collaboration Sites</p> <p>Classroom visits</p> <p>Continued focus on the role of coach within schools (In-school coaches, Teacher Librarians, Department Chairs)</p> <p>SWS SIM</p>	<p>School Self Assessment SEF indicators</p> <p>Principal walk-throughs using focus questions</p> <p>Superintendents of Education walk-throughs using focus questions</p> <p>Inquiry Report to be submitted</p> <p>Superintendent-led PLC's</p> <p>Principals monitor progress reports</p>	<p>Principal</p> <p>Superintendents of Education</p>	<p>School Effectiveness Framework District Review Reports</p> <p>Report card data</p> <p>Student work samples from Professional Learning Cycles</p> <p>EQAO data</p> <p>System wide assessment data</p>
	<p>Special Education</p> <ul style="list-style-type: none"> Continue to implement the Alternative Curriculum Expectations (ACE) and Assessment Companion Tool (ACT) for students that are not accessing the Ontario Curriculum and extend implementation to all schools Increase participation of students identified as ASD / MID in EQAO assessments 	<p>Student Success/ SEA/CST database</p> <p>ABA Co-ordinators</p>	<p>ACE and ACT implementation</p> <p>Aligning IEP expectations, instruction and assessment practices</p>	<p>Principals monitor provision of supports necessary to allow students to access the Ontario Curriculum</p>	<p>Principal</p> <p>SERT</p> <p>Teacher</p>	<p>Feedback from teachers using ACE and ACT</p> <p>EQAO participation rates</p>
	<p>School Improvement Planning and Target Setting</p> <ul style="list-style-type: none"> All schools review student achievement data to inform school planning, including results for student subgroups and alignment among assessments (i.e., results for 	<p><u>Material resources: EQAO released items and scoring guides, Growing Success,</u></p>	<p>Increase capacity of principals to provide feedback and coach their staff in relation to</p>	<p>Superintendent-led PLC's continue to support instructional leadership in schools.</p>	<p>Superintendents of Education</p> <p>Principals</p>	<p>School improvement planning discussions and evidence of student work at the Superintendent-led PLC's and</p>

2011-2012 Literacy	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	<p>student subgroups; EQAO Item Information Reports (IIRs) and Profiles of Strengths and Areas for Improvement, system assessment and report card data)</p> <ul style="list-style-type: none"> All schools set targets to improve results in areas of need, and identify strategies that include timely and tiered interventions All schools identify students working through level two, based on system and classroom assessments, and set targets for attaining level three All teachers use the My Classroom Data tool to access information about their students to inform practice The integration of suggested strategies from OSSLT and EQAO summary reports for students experiencing difficulty with skills Learning goals and success criteria grounded in curriculum expectations 	<p><u>Learning for All, SEF Document</u></p> <p><u>Personnel Resources</u> Instructional Services Staff; MISA Team; Research and Evaluation Services; Information Technology Services</p> <p><u>Material Resources</u> My Classroom Data School Improvement Planning Tool Student Success database Compass for Success</p>	<p>student need and school improvement.</p> <p>Professional learning related to new data tools is provided to school administrators and teachers based on identified needs.</p>	<p>School teams review data, attending to focus students, and adjust School Improvement Plan strategies and Professional Learning Cycles, and submit SIPSA 3 times a year.</p> <p>Principals and teachers use data management and reporting tools to identify needs and monitor student achievement.</p> <p>MISA team monitors system needs to refine data management and reporting tools</p>	<p>Teachers</p> <p>Secondary Department Chairs</p>	<p>the Principal PLC's</p> <p>EQAO results and spring system assessment and report card data</p> <p>Participation rates and achievement of students with special education needs on EQAO assessments with a targeted focus on students identified as LD, MID, ASD and gifted.</p>
	<p>First Nation, Métis and Inuit</p> <ul style="list-style-type: none"> Incorporate FNMI resources from the Literacy and Learning Baskets when planning instruction Support school PLC's that are designed to improve FNMI students' achievement, self esteem and learning skills and work habits Integrate secondary print resources into English curricula Integrate secondary print resources into Native Studies programs 	<p><u>Material Resources</u> Early Literacy, Elementary and Secondary FNMI Literacy and Learning Baskets <u>Aboriginal Perspectives: Teacher's toolkit</u> <u>FNMI Policy Framework</u></p> <p><u>Personnel Resources</u> FNMI Communities (including Elders, Senators, traditional teachers); FNMI Student Advisors; Instructional Services; Principal of FNMI Education</p>	<p>Cultural Awareness Training in Special Education, Student Success Literacy and Learning Basket Aboriginal Perspectives: Teacher's Toolkit Learning Goals and Success Criteria</p>	<p>FNMI elementary and secondary student achievement data to monitor: EQAO, Grade 9 Math, OSSLT, Credit Accumulation, Grad rates, Report Card and Learning Skills and Work Habits</p>	<p>School Principals Central Program staff Superintendent/ Principal PLCs and visits</p>	<p>Increased FNMI student achievement from initial needs assessment Increased level of participation among FNMI community and schools</p> <p>Student responses of level of FNMI student self-esteem</p> <p>Evidence of inclusion of FNMI perspectives in SIPs and PLCs designed to improve student achievement and increase knowledge by all students and staff</p>
	<p>English Language Learners</p> <ul style="list-style-type: none"> Use the Steps to English Proficiency (STEP) continua to 	<p><u>Material Resources:</u> <u>Many Roots, Many</u></p>	<p>Focus on program adaptations for ELLs</p>	<p>Use of the continua to monitor ELL progress</p>	<p>Principals</p>	

2011-2012 Literacy	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	inform program adaptations and monitor the ongoing progress of English language learners in all areas of the curriculum <ul style="list-style-type: none"> Implement classroom program adaptations for English language learners, in the form of differentiation, accommodation and, when applicable, modification 	<u>Voices</u> STEP: Steps to English Proficiency <u>Supporting English Language Learners</u>	and the use of the STEP Professional Learning Cycle process		Teachers	
	Early Years/ Early Intervention <ul style="list-style-type: none"> Continue Early Success™ Grade 1 in all schools and expand Early Success™ Grade 2 to meet the needs of at-risk learners Continue to implement the Incredible Years Problem Solving and Social Skills Curriculum Support primary teachers in explicit oral language planning and instruction based on the Oral Language Assessment (OLA) 	<u>Assessment Tools</u> Hearing and Recording Sounds; K writing exemplars; PM Benchmarks; AEL; Oral Language Assessment; Observation Survey; Early Success Kits <u>Personnel Resources</u> Early Years Consultant; Speech and Language Pathologists; Chief Psychologist; Literacy Coaches	Teachers new to implementing Early Success	Monitoring of progress of grade 1 and 2 learners using system PM Benchmarks Instructional Services and Research staff collect evidence regarding the impact and implementation of the Early Years initiatives	Superintendents of Education Principal of Program Principal Teacher	Growth in student literacy skills for students receiving Early Success Grade 1 and 2 supports
	School Effectiveness Framework (SEF) <ul style="list-style-type: none"> Ensure that all schools complete a SEF Self Assessment Continue SEF district reviews K-12: <ul style="list-style-type: none"> Ensure that all reviewed schools complete Action Plan template following district review identifying school actions to address review recommendations Provide accountability follow-up for previously reviewed schools through families of schools 	<u>Material Resources</u> <u>SEF Document</u> <u>Personnel Resources</u> SEF Lead; System Improvement Team; Student Achievement Officers;	Professional Learning for newly appointed administrators	Action Plan completed by each school to inform changes to the SIPSA School Effectiveness Framework Self Assessment tool	School Administration School Leadership Team Superintendents of Education	Identify trends in District Review Reports to inform professional learning
	Technology integration in the classroom <ul style="list-style-type: none"> Integrate technology to support classroom instruction and assessment practices Enhance the tracking tools for literacy assessment data at the school and classroom level Enhance the integration of assistive technology for those students who have access to personalized equipment 	<u>Material Resources</u> ICT Strategic Plan; ABEL license <u>Personnel Resources</u> ICT Consultants; ABEL Contacts and FOS-IT; Special education consultants / coaches; Research & IT Services	FOS Team members develop and implement a plan to support teachers' learning needs in relation to the integration of technology in the classroom.	FOS Teams monitor support needs and issues in collaboration with Superintendents. Principals monitor students' access to and use of assistive technology for daily	Superintendents of Education Principals	Evidence of technology integration gathered through such means as Superintendent and Principal walk-throughs and District Reviews Analyze trends in use of AT for students on IEPs on EQAO assessments

2011-2012 Literacy	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	<ul style="list-style-type: none"> Continue to support teachers and students with the use of Assistive Technology in daily instruction and on EQAO 			instruction and assessments		
	<p>Assessment</p> <ul style="list-style-type: none"> K to 12 assessment in all schools incorporates success criteria, timely and effective feedback and the application of a variety of assessment tools (for, as, of learning): <ul style="list-style-type: none"> particular attention is given to assessment practices in applied level and optional courses at the secondary level assessments includes a variety of questions including EQAO type open response questions requiring inferencing and making connections assessment and reporting are aligned to SMART goals for students on IEPs, with reference to the achievement of Ontario curriculum expectations Enhance assessment recording and reporting tools to facilitate schools meeting the requirements of the SCDSB Assessment Schedule 	<p><u>Material resources:</u> Ontario Curriculum Guides to Effective Instruction; APM 7125; Think Literacy eworkshop.ca <u>Personnel Resources:</u> Instructional Services</p> <p>Research & IT Services</p>	<p>Deconstruct EQAO items to identify learner needs in terms of knowledge, thinking and skills.</p> <p>Teachers new to EQAO with focus on understanding curriculum and provincial assessment requirements.</p> <p>Professional Learning Cycle to inform instruction and assessment.</p>	<p>Principals track teachers' elementary data submission through dashboard and use data warehouse reports to monitor student progress and identify at-risk students</p> <p>Principals monitor assessment practices in optional courses. Principals monitor the progress of students on IEPs in relation to the expectations in the Ontario curriculum.</p>	<p>Superintendents of Education</p> <p>Principals</p> <p>Principal of Program</p> <p>Instructional Services</p>	<p>Evidence of assessment practices gathered through such means as Superintendent and Principal-led PLCs, Superintendent and Principal walk-throughs, SEF Self Assessments and District Reviews</p>
	<p>Professional Learning Cycles Ensure that Professional Learning Cycles include:</p> <ul style="list-style-type: none"> A focus on curriculum based instruction and assessment to improve critical literacy skills across subjects Moderation of student work and support for teachers in identifying areas of need and next steps and in creating relevant, engaging tasks for daily instruction Use of school and board data to identify clusters of students working through level 2 to differentiate instruction. Consideration will be given to identifying focus students in applied level courses and those representing FNMI, special education and identified groups. 	<p><u>Material Resources</u> LNS Monographs; Literacy Gains; Accessible Interactive Network Supports;</p> <p><u>Personnel Resources</u> Instructional Services</p>	<p>The Principal-led Professional Learning Cycle for all staff, informs instruction and assessment. Principal, literacy coach, and/or department chairs collaboratively plan and lead the Professional Learning Cycle</p>	<p>Superintendent/ Principal PLC's</p> <p>Superintendent walk-throughs and review of Professional Learning Cycle templates done by school teams</p> <p>Principal walk-throughs focusing on evidence of student work linked to the SEF indicators and self-assessments</p> <p>Work samples collected by principals from focus students</p>	<p>Superintendents of Education</p> <p>Principals</p> <p>Teachers</p> <p>Secondary Department Chairs</p>	<p>Evidence of achievement for focus students will be recorded and shared with principal and superintendent</p>

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES - NUMERACY

Needs Assessment and Analysis of Data

Elementary Schools

2010-2011 Primary and Junior EQAO Assessments of Mathematics

Grade 3: Over the past 5 years, results have improved 3%.

Grade 6: Results over the past 5 years have fluctuated and are now 1% lower than in 2006-2007.

The Profiles of Strengths and Areas for Improvement indicate a need to continue to focus on Knowledge and Understanding, Application and Thinking in both the primary and junior divisions. Junior math results have been consistently at least 10% lower than the Primary math results.

Disaggregated 2010-2011 EQAO Primary and Junior Results

Gender: Over the past five years, girls and boys have generally achieved similarly in primary mathematics. In junior, girls have slightly outperformed boys over the past 5 years by 1% to 6%.

Special Education - EQAO: There has been a significant reduction over the past five years in the percentage of SCDSB students with special education needs or an Individual Education Plan (IEP) who were exempted from 28% in 2007-2008 to 9% in primary in 2010-2011 and from 25% to 9% in junior (in both cases, exemptions rates are lower than the provincial rates). Over the past 5 years, results for these students have improved 7% in primary and 3% in junior mathematics. **Note: 2011 results for Grade 6 students identified as gifted and learning disabled will be updated after sharing with SEAC.**

FNMI - EQAO: In primary, mathematics results have improved 12% since 2008-2009, with 64% of students meeting the standard in 2010-2011. In Junior, mathematics has improved 2%, with 42% of students now meeting the standard.

ELL - EQAO: In primary, 59% of students receiving ESL support met the standard in mathematics. Junior results are not publicly reportable due to the small number of students.

Collaborative Inquiry in Learning - Mathematics (CIL-M) Project and Other Evidence

Observations and teacher feedback from staff involved in the CIL-M project indicate the following: greater consistency in teaching through problem solving using the 3 part lesson; greater ability to recognize students' misconceptions and thereby modify their instruction; greater use of higher order questions; and expanded capacity in these schools to engage in collaborative planning and teacher moderation. Data from Spring **Saturday Math Program** indicates a lack of alignment between report card marks and students' skills. Students have difficulty demonstrating and communicating math understanding through problem solving model. Other evidence shows students don't have enough practice with open response questions and do not receive timely, effective feedback.

Secondary Schools

2010-2011 EQAO Grade 9 Assessment of Mathematics

Academic Math: Since 2006-07, there has been a 14% increase in achievement, from 67% to 81% of students meeting the provincial standard.

Applied Math: Results have improved 4% over the past 5 years to 44% of students meeting the provincial standard.

Disaggregated 2010-2011 EQAO Grade 9 Results

Gender: Over the past 5 years, boys' achievement has been slightly higher than that of girls on both the academic and applied mathematics assessments.

Special Education: Note – The 2010-2011 results for Grade 9 students identified as gifted and learning disabled will be updated after sharing with SEAC.

FNMI: In academic mathematics, results have improved 7% since 2008-2009 to 75% meeting the provincial standard. In applied mathematics, results have decreased 15% since 2008-2009, with 26% of students meeting the standard.

ELL: The results of ELL students on the 2010-2011 EQAO Grade 9 mathematics assessment are not publicly reportable because the small number of students.

2010-2011 Pass Rates (Preliminary)

Grade 9 Academic Mathematics: to be reported once they become available

Grade 10 Applied Mathematics: to be reported once they become available

Assessment across Panels - Assessment practices are inconsistent between panels in terms of the types of questions asked (i.e., knowledge-based, procedural, conceptual understanding).

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES - NUMERACY

SMART Goals	<p>HIGH LEVEL OF STUDENT ACHIEVEMENT THROUGH NUMERACY: Students will select and use a variety of concrete, visual, and technological learning tools and appropriate computational strategies to reason, prove and communicate mathematical solutions when solving problems.</p> <p>EQAO Primary and Junior Assessments <i>Primary</i> - By 2012, increase Grade 3 EQAO math results as follows: from 69% in 2011 to 75% in 2012 <i>Junior</i> - By 2012, increase Grade 6 EQAO math results as follows: from 49% in 2011 to 60% in 2012</p> <p>EQAO Grade 9 Mathematics Assessments</p> <ul style="list-style-type: none"> By 2012, increase Grade 9 EQAO mathematics results as follows: Academic – from 81% in 2011 to 85% in 2012 Applied – from 44% in 2011 to 52% in 2012 <p>Special Education: Continue to reduce the exemption rate of students with special education needs or IEPs from 9% in 2011 to X% in 2012 for the primary mathematics assessment, and from 9% in 2011 to X% in 2012 for the junior assessment. (Note: exemption rate targets to be set in consultation with SEAC.)</p> <p>Grade 6 Gifted: By June 2012, increase Grade 6 EQAO results for students identified as gifted as follows:</p> <ul style="list-style-type: none"> From 42% in 2010 to 49% in 2011 achieving at level 4 [replace target with actual EQAO result after sharing with SEAC, and set 2012 target] <p>Grade 6 Learning Disabilities: By June 2012, increase Grade 6 EQAO results for students identified as learning disabled as follows:</p> <ul style="list-style-type: none"> From 19% in 2010 to 25% in 2011 achieving at/above level 3 [replace target with actual EQAO result after sharing with SEAC, and set 2012 target] <p>Secondary Gifted: By June 2012, increase Grade 9 EQAO academic mathematics results for students identified as gifted as follows:</p> <ul style="list-style-type: none"> From 31% in 2010 to 35% in 2011 achieving at level 4 in academic mathematics [replace target with actual EQAO result after sharing with SEAC, and set 2012 target] <p>Secondary Learning Disabilities: By June 2012, increase Grade 9 EQAO mathematics results for students identified as learning disabled as follows:</p> <ul style="list-style-type: none"> From 41% in 2010 to 47% in 2011 achieving at/above level 3 in applied mathematics [replace target with actual EQAO result after sharing with SEAC, and set 2012 target] From 74% in 2010 to 77% in 2011 achieving at/above level 3 in academic mathematics [replace target with actual EQAO result after sharing with SEAC, and set 2012 target] <p>Pass Rates in Grade 9 and 10 Math Courses</p> <ul style="list-style-type: none"> By 2012, increase pass rates in Grade 9 Applied mathematics from 84% in 2010 to 86% in 2011 [replace target with preliminary pass rate when available and set 2012 target] By 2012, increase pass rates in Grade 10 Applied mathematics from 81% in 2010 to 83% in 2011 [replace target with preliminary pass rate when available and set 2012 target]
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2011-2012 Numeracy	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>School Effectiveness Framework Indicators</p> <p>1.1, 1.2, 1.3, 1.4, 1.7</p> <p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p> <p>5.2, 5.3</p> <p>6.4</p>	<p>Instruction and Assessment will include:</p> <ul style="list-style-type: none"> Implementation of the Revised Course of Study in Mathematics Grades 1–8 Lens of the mathematical processes to develop both conceptual understanding and procedural fluency Implementation of the 3 part lesson structure Differentiated instruction to foster engagement among all students, including a focus on accountable talk, engaging texts, small group, inquiry-based learning and varied questioning (closed, open, parallel tasks) Learning goals and success criteria grounded in 	<p>Ontario Curriculum <u>Mathematics Course of Study K-8</u></p> <p><u>Guides to Effective Instruction (K-6)</u></p> <p><u>TIPS4RM (7-12)</u></p> <p><u>GAP Closing 6</u> and 9</p> <p><u>CLIPS</u></p> <p><u>GAINS resources</u></p> <p><u>OSAPAC:</u></p> <p><u>OAME</u></p> <p>Math strategies: Primary GSP, Tinkerplots, Fathom, GiZMOS</p>	<p>Collaborative Inquiry Job Embedded (co-plan, co-teach, co-assess)</p> <p>PRIME training as requested</p> <p>ONAP training through on-demand support</p> <p>Face to Face with Dr. Marian Small focused around questioning and the three part lesson</p>	<p>School Self Assessment SEF indicators</p> <p>Principal walk-throughs using focus questions</p> <p>Superintendents of Education walk-throughs using focus questions</p> <p>Superintendent-led PLC's</p>	<p>Numeracy Consultant</p> <p>Superintendents of Education</p> <p>Principals</p>	<p>Discussions about instruction and evidence of student work at the Superintendent-led PLC's and the Principal PLC's</p> <p>Spring report card results</p> <p>EQAO results</p>

2011-2012 Numeracy	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	<p>curriculum expectations</p> <ul style="list-style-type: none"> the PRIME Numeracy Diagnostic in Grades 4-6 and the use of data to inform instruction and assessment in all grades Effective use of learning tools and technology Opportunities for all students to work with manipulatives (concrete and virtual) and receive instruction on how to use them to help visualize and gain a conceptual understanding of abstract concepts Continue to differentiate instruction using the Universal Design for Learning for all students, but particularly for students in applied level courses and those with special education needs Provide all students with opportunities for interactive problem solving 	<p>Dr. Marian Small: Good Questions; More Good Questions, Making Math Meaningful Super Source PRIME: Number and Operations; Ontario Numeracy Assessment Program (4-8); Learning Tools: Manipulatives Interactive Whiteboards, Sentios, Classroom Performance Systems</p> <p>Provincial Adolescent Numeracy Coach</p>	<p>GAP Closing Support for Junior grades GAP closing support for Grade 9 Implementing the TI-Nspire in Secondary math Focus group to identify the connections to support explicit teaching of mathematical ideas in other subject areas On-demand to support EQAO as a school or divisional responsibility</p>	<p>Principals monitor progress reports</p>		
School Effectiveness Framework Indicators	School Improvement Planning and Target Setting					
	<ul style="list-style-type: none"> See literacy section (pg. 3-4) 					
	Technology integration in the classroom					
1.1, 1.2, 1.3, 1.4, 1.7	Assessment	<u>Material Resources</u>	Deconstruct EQAO item information reports to identify learner needs related to knowledge, thinking and skills.	Adobe Connect sessions will be offered to provide forum for questions	Superintendents of Education	Evidence of assessment practices gathered through such means as Superintendent and Principal-led PLCs, Superintendent and Principal walk-throughs and District Reviews
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	See literacy section	<u>ONAP</u>	Professional Learning Cycle provides professional learning to inform instruction.	Wiki will be established for networking and will be monitored by math consultant	Principals	
5.2, 5.3	<ul style="list-style-type: none"> Increase the numbers of teachers tracking student development on math continuum (ONAP, PRIME) Continue to support the implementation of the Grade 9 Gap Closing strategies to be used to inform instruction and assessment 	<u>Ontario Curriculum; Guides to Effective Instruction (K-6); APM 7125; Growing Success;</u>		Principals monitor teachers' use of math developmental continuum to assess students' progress	Numeracy Consultant	
6.4	<ul style="list-style-type: none"> Expand Gap Closing 6 implementation to all Grade 6 classrooms Ensure cross-panel collaboration with an assessment focus 	<u>Personnel Resources</u>	Job-embedded professional learning, Ministry training for CIL-M facilitators	CIL-M facilitators provide mid and end of year feedback to consultant.	Math Department Chairs	
	Building Mathematics Leadership Capacity	<u>Technology supports; TIPS4RM (7-12)</u>			Principals CIL-M facilitators	Evidence of student work gathered from the CIL-M inquiry project.
	<ul style="list-style-type: none"> Establish networks to pair schools that have specific expertise gained through the CIL-M project with other schools that have identified a need to focus on mathematics 	<u>Personnel Resources</u>			Numeracy Consultant	
		<u>CIL-M Facilitators; Numeracy Consultant</u>				

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES – PROGRAMS AND PATHWAYS

<p>Needs Assessment and Analysis of Data</p>	<p>Overall Trends in Student Achievement [credit accumulation and graduation rates to be updated once the 2010-2011 results are calculated – for graduation rates, after October 31, 2011] <u>Credit Accumulation (Preliminary):</u> In 2010, 80% of SCDSB students earned 8 credits by the end of Grade 9, similar to 2009. By the end of Grade 10, 70% of students had 16 credits, a 3% gain over 2009. In Grade 11, 69% of students had 23 or more credits, up 4%. 2009-2010 provincial credit accumulation will be available later this year, along with official SCDSB results. <u>Graduation Rates:</u> The 5 year graduation rate was 74% in 2008-09 and 75% in 2009-2010. <i>Note: The 5 year graduation rate for 2010-11 will be calculated after October 31, 2011.</i></p> <p>Disaggregation for Student Subgroups <u>Credits:</u> [to be updated when the 2010-2011 credit accumulation results are available]</p> <ul style="list-style-type: none"> • Gender - In 2010, 84% of girls and 77% of boys earned 8 credits at the end of Grade 9. By Grade 10, 75% of girls and 65% of boys earned 16 credits. 74% of girls and 65% of boys earned 23 credits in Grade 11. • Special Education – <i>Note: Credits for students with special education needs will be added based on Ministry’s preliminary data to be provided later in 2010-2011]</i> • FNMI – 2008-2009 credit accumulation was well below the board average, with 59% of students earning 8 credits at the end of Gr. 9 and 48% of students earning 16 credits in Gr. 10. <i>Note: results to be added following analysis of 2009-2010 data.</i> <p><u>Graduation Rates:</u> Gender – The 2009-2010 5 year graduation rate was 71% for males and 79% for females. [to be updated once the 2010-2011 results are calculated – after October 31, 2011]</p> <p>Transition Process</p> <ul style="list-style-type: none"> • Consistent practices related to transition planning from Grades 8 to 9. • Student Success Profile: Grade 8 Teachers’ 2009-2010 [to be updated with 2010-2011 results] course recommendations for Grade 9 shows a large gender difference with the applied level courses much more likely to be recommended for males than females (e.g., <i>Applied English</i> – recommended for 47% of males; 29% of females; <i>Applied Math</i> – 42% of males; 35% of females). Students recommended to take academic courses generally follow that recommendation; however, just under one third of students recommended to the applied level choose to enrol at the academic level. <p>Students’ Post-Secondary Plans [to be updated once the 2011 survey results are available]</p> <ul style="list-style-type: none"> • The 2009 School Climate Survey results showed that male and female students differ significantly in their post-secondary plans, with 52% of girls expecting to complete university compared with 37% of males. Similar percentages of male and female students expect to complete a college program (37% and 38%, respectively). Approximately 13% of males and 3% of females indicated that they plan to pursue apprenticeships. 11% of males and 7% of females indicated that their plan is to finish secondary school and not continue with post secondary education.
<p>SMART Goals</p>	<p>IMPROVE STUDENT ACHIEVMENT THROUGH PROGRAMS AND PATHWAYS: Students will build upon personal interests, strengths, abilities, and learning styles to improve learning skills and work habits, and use these skills to investigate and plan educational pathways and potential career opportunities.</p> <p>Credit Accumulation: <u>Grade 9 (8 of 8):</u> By the end of semester 2, credits accumulated will increase from 80% in 2010 to 82% in 2011 [replace 2011 target with actual results and set 2012 target]. <u>Grade 10 (16 of 16):</u> By the end of semester 2, credits accumulated will increase from 70% in 2010 to 72% in 2011. [replace 2011 target with actual results and set 2012 target] <u>Grade 11 (23 of 24):</u> By the end of semester 2, credits accumulated will increase from 69% in 2010 to 71% in 2011. [replace 2011 target with actual results and set 2012 target]</p> <p>Graduation Rates The graduation rate after 5 years of secondary school will increase from 75% in the fall of 2010 to 80% in the fall of 2011. [replace 2011 target with actual results and set 2012 target]</p>

2011-2012 Programs & Pathways	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
School Effectiveness Framework Indicators 1.1 5.1, 5.2, 5.3, 5.4 6.1, 6.2, 6.3, 6.4	Improving Learning Skills and Work Habits <ul style="list-style-type: none"> Embed the explicit teaching of skills and strategies for improving learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, and self-regulation) in the teaching/learning process from K to Gr. 12. Assess the development of learning skills and work habits in Grades 1 to 12. Use Assessment strategies to gather and document progress and provide feedback to students. 	<u>Material Resources</u> <u>Growing Success, Finding Common Ground: Character Development in Ontario Schools, K-12, Choices into Action, Ontario Skills Passport.</u>	Job-embedded collaborative inquiry through an Action Research model to determine effective strategies and resources	Teacher Performance Appraisals (TPAs), walk-throughs, Long range planning document (Elementary) TPAs, walk-throughs, Progress Reports, Report Cards, Action Research Reports	Teachers, Principals, Vice-Principals, Research and Evaluation Manager (report card data analysis)	Improved achievement related to learning skills and work habits is evident based on student progress towards E – excellent as reported on the Provincial Report Cards
	Implementing Targeted Preventions and Interventions <ul style="list-style-type: none"> Implement intervention strategies for all students (K-12) who are becoming disengaged or who have been identified as 'at-risk'. Document and monitor the efficacy of preventions and interventions Fully implement and embed credit recovery, rescue and salvage as effective practices to improve credit accumulation and student re-engagement as outlined in Growing Success Implement intervention strategies for students in applied level courses to ensure that instructional strategies are aligned with the areas of student need Identify and refer/recruit appropriate students based on established targeted learner profiles to School/Board level programs including: Section 23; Alternative Education; Continuous Intake Cooperative Education; Dual Credits; e-Learning; Ontario Youth Apprenticeship Program (OYAP); Specialist High Skills Major (SHSM); Supervised Alternative Learning (SAL)/Educational Outreach; Pathways to Student Success (PASS); and Adult and Continuing Education 	<u>Material Resources</u> <u>Growing Success, SCDSB Pyramid of Interventions, SCDSB indicators of disengagement, Student Success Database, Student Success Website</u> <u>Personnel Resources</u> Central SS Team School SS Teams Strengths and Needs Committees Attendance Counsellors Educational Outreach Teachers PASS teachers Learning Centre Staff Research Staff	Regional Principal, Vice-Principal and SS Team PD Results of Credit Recovery Audit and examples of best practice to be shared with all schools. Central SS Team provides School teams, SHSM Coordinators, Guidance Counsellors, Cooperative Education Teachers with PD and resources	Superintendents of Education Visits, Taking Stock Report Credit Recovery Audit Ministry Reports (SCWI, OYAP, SHSM, SAL, Taking Stock), Student Success Indicator Data	Superintendents of Education, School Teams Credit Recovery Teams, Dept. Chairs, Central SS Team School SS Teams, Guidance Counsellors, SHSM Coordinators, Cooperative Education Teachers	Increased credit accumulation Increased number of students participating in School/Board level programs Increased success rates in School/Board level programs (e.g. credit recovery, credit rescue and improved achievement in courses being concurrently taken by participating students Ministry Report targets related to program/initiative implementation are met
	Transitions K to 12 and Focused Interventions for Students with Special Needs Pre-School to School <ul style="list-style-type: none"> Collect and record information gathered during the Pre-School to School Transition Meeting on the Transition 	<u>Material Resources</u> <u>Learning for All: Growing Success; Transition SNC IEP; Transition plan Transition Planning Resource Guides</u>	Student Profiles Instructional strategies workshops focussing on differentiated instruction, assessment and	Student Profiles Principals ensure that Student Profiles are completed, and monitor and expand their use of student success data	Student Profiles Principals & Superintendents of Education	Completed Student Profiles Evidence of school practices as shown in annual IEP review, including use of ABA principles.

2011-2012 Programs & Pathways	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	<p>SNC</p> <ul style="list-style-type: none"> Utilize the information collected during the Pre-School to School Transition Meeting to inform programming, and work collaboratively, where needed. <p>Grade 8 to Grade 9</p> <ul style="list-style-type: none"> Continue to utilize the Transition Strengths and Needs Committee (SNC) to ensure smooth transitions from elementary to secondary school Begin to utilize the Transition Planning Inventory (TPI) for students with developmental disabilities and/or Autism Spectrum Disorders to inform programming and pathways for secondary school <p>Grade 8 to 12</p> <ul style="list-style-type: none"> For students with a developmental disability and/or Autism Spectrum Disorders, develop comprehensive Transition Plans that include student voice, parent/guardian voice, community agency support and TPI and ensure that the Transition Plan is reflected in the student's IEP. Ensure that all schools create Student Profiles for targeted students ('marker' students) based on resources in <i>Learning for All</i>. These profiles include guided activities with self-reflection that help students make the connection between learning skills and work habits on report cards, learning styles and interest inventories. Extend implementation of Applied Behaviour Analysis (ABA) principles for special education students as appropriate, as evidenced in the IEP goal setting IEP Audit - Continue to conduct annual reviews of randomly selected IEPs to identify strengths and areas for improvement Transition to co-teaching model for secondary SERTs in locally developed courses in literacy or numeracy 	<p>Transition Planning Inventory (TPI)</p> <p><u>Ministry Documents</u> <u>PPM 140, Growing Success, Learning for All, Shared Solutions</u></p> <p><u>Personnel Resources</u> Special Education Consultants / Coaches, ABA Coordinators; Research and Evaluation Services and ITS staff; FNMI Special Education Coach</p>	<p>evaluation are provided for teachers.</p> <p>IEP Audit Results of IEP audit to be shared with all schools. Examples of best practices for IEP development are shared with school staff.</p>	<p>base to inform planning and instruction to track at risk students.</p> <p>IEP Audit/ABA Principals work with SERTs to monitor that IEPs include SMART goals for students.</p>	<p>IEP Audit/ABA and Locally Developed Courses Superintendent of Education - Special Education</p> <p>Principal of Special Education</p> <p>Principals and Superintendents of Education</p>	<p>Evidence of school practices related to delivery of congregated gifted program</p> <p>IEP audit and Grade 8-9 Learner Profiles</p>
	<p>Transitions K-12 Between Grades, Grades K-8</p> <ul style="list-style-type: none"> Identify and implement effective strategies necessary to support transitions from grade to grade <p>Between Grades, Grades 9-12</p> <ul style="list-style-type: none"> Use the student success database to document strengths and concerns for all students identified as 'at-risk' and to outline effective instructional and assessment strategies, 	<p><u>Material Resources</u> <u>Transition Guideline, Fresh Starts and False Starts: Young People in Transition</u> <u>from Elementary to Secondary School, Student Success</u></p>	<p>Ongoing PD through Student Success Teacher (SST) and SS Team meetings as well as Secondary Principals meetings</p>	<p>Review of the use of the Student Success Database by regular classroom teachers, SSTs and SS Teams. Effective practice to be shared with all schools.</p>	<p>Principal, Vice-Principal, Strengths and Needs Committees, and SS Teams</p>	<p>Increased credit accumulation</p> <p>Improved Pass Rate data</p> <p>Increased student and parent/guardian confidence through all major transitions</p> <p>Increased number of students</p>

2011-2012 Programs & Pathways	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	<p>as well as learning/environmental conditions necessary to improve engagement</p> <ul style="list-style-type: none"> Hold promotion meetings, review recommended course placement forms, and adjust timetables/programs/pathways where appropriate <p>Grade 8 → 9</p> <ul style="list-style-type: none"> Develop a Gr. 8 Transition Profile for every gr. 8 student including students transitioning from First Nation schools Use the SCDSB transition guideline document to evaluate current Gr. 8 to 9 transition plans and to identify an area of focus for 2011-2012 Develop transition calendars for 2012-2013 and share with all stakeholders Ensure that Grade 8 Transition Profiles are used <u>by all teaching staff</u> to engage students (particularly those identified as 'at-risk') through the purposeful planning of both instruction and assessment using identified strengths, needs and interests as outlined in the profile <p>Grade 12 → Post-Secondary/Workplace</p> <ul style="list-style-type: none"> Schools will identify participants based on identified profiles for school-college-work activities (students) and forums (teachers) Schools will work with Employment Ontario and community partners to develop exit resources and training supports for students transitioning to the workplace 	<p>Website, Differentiated Instruction Educator's Package (2010)</p> <p>Personnel Resources Central SS Team; School SS Teams; SNCs</p>	<p>Job-embedded collaborative inquiry through an Action Research model – using student profiles for purposeful planning of instruction and assessment.</p>	<p>Grade 8 Transition Profiles</p> <p>SIPSAs, All school websites and newsletters include ongoing communication about transition activities.</p> <p>TPAs, Department Meeting Minutes, SIPSAs, Superintendent of Education Visits</p> <p>Student Voice Forums provide feedback re: preparation for post-secondary destinations</p>	<p>Gr. 8 teachers</p> <p>SS Teams</p> <p>Superintendents of Education, Principals, Dept. Chairs</p> <p>SSTs, Guidance staff, SS Teams</p> <p>Central SS Team, Barrie Career Centre Staff, SS Teams</p>	<p>who graduate with a defined exit plan related to next steps for effectively transitioning to the workplace</p> <p>Improved understanding of students, parents and teachers with regards to the College destination based on School-College-Work initiatives and resources</p>
	<p>Education and Career Planning</p> <ul style="list-style-type: none"> Implement the strategies and activities outlined in the 7 – 12 Education and Career Planning Continuum between January and June of 2012 for all students in grades 7 -10. Increase the number of career exploration activities, job shadowing, job twinning and work experiences available to support student engagement in Grades 7 – 12 by developing community partnerships and a step-by-step resource guide. 	<p>Material Resources SCDSB 7- 12 Education & Career Planning Continuum; SCDSB Resource Guide Planning and Implementing Experiential Learning Opportunities; Choices into Action, Ontario Skills Passport, Career Cruising, MyBlueprint, Cooperative Education and Other Forms of Experiential Learning</p>	<p>PD for Grade 7 – 10 teachers</p> <p>Job-embedded collaborative inquiry through an Action Research model – using experiential learning opportunities to increase 'at-risk' student engagement.</p>	<p>Superintendent of Education visits, TPAs, Walkthroughs</p> <p>Student surveys, student attendance and success rates in related grade or course.</p>	<p>Grade 7 – 10 teachers</p> <p>Teachers, Central SS Team</p>	<p>Improved educational planning and understanding of educational requirements for all post-secondary destinations as evidenced by student course selections</p> <p>Increased students engagement and success rates of 'at-risk' students</p>

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES – COMMUNITY, CULTURE AND CARING

<p>Needs Assessment and Analysis of Data</p>	<p>Highlights from 2009 School Climate Survey Findings [to be updated once the 2011 results are available] Perceptions of Overall School Climate, Safety and Character</p> <ul style="list-style-type: none"> The average score on the overall school climate items was 3.3 in 2009 for grade 4 to 6 students and 3.0 for students in grades 7 to 12. The average score on the overall school safety items was 3.4 in 2009 for grade 4 to 6 students and 3.0 for students in grades 7 to 12. The average score for the overall items related to character traits of classmates was 2.9 in 2009 for grade 4 to 6 students and 2.5 for students in grades 7 to 12. <p>Reasons for Bullying – 2009 results [to be updated once the 2011 results are available]</p> <ul style="list-style-type: none"> The main reasons students indicated that they are being bullied were as follows: friends (21%); weight (20%), clothes (19%); height (16%); and food (10%). Race, gender and lesbian/gay status were each cited by 9% of students, with religion and poverty cited by 8%. Other reasons were cited less often. <i>Note: 36% said they were never bullied and 10% did not respond.</i> The main reasons students reported that they bully others were friends, weight and clothing, each reported by 12% of students. Lesbian/gay status and height were cited by 9% and 8% of students, respectively. Other reasons were cited by 5% or fewer students. <i>Note: 52% said they never bullied others and 15% did not respond.</i> Much larger percentages of students reported that other students are bullied for the reasons listed. The most frequently reported reasons were: weight (52%), clothes (44%); lesbian/gay status (40%); friends (39%); disability (32%); race (31%); height (28%); poverty (27%); religion (24%); food (20%); gender (19%); and culture (18%). <i>Note: 15% said they had never seen other students bullied and 8% did not respond.</i> <p>Current Status of Student Voice and Leadership</p> <ul style="list-style-type: none"> In 2010-2011 there were 19 Ministry of Education funded Speak Up student voice projects in SCDSB schools. [Update with number of 2011-2012 projects]
<p>SMART Goals</p>	<p>IMPROVE STUDENT ACHIEVEMENT THROUGH COMMUNITY, CULTURE AND CARING: Students see themselves reflected in the curriculum, program and culture of their school. The school, home and community work together to support students.</p> <p>School Action Plan to Address Equity and Inclusive Education By October, 100% of schools will:</p> <ul style="list-style-type: none"> review their data to identify an equity goal identify school-based barriers that limit students' sense of success and future prospects and identify strategies in their SIP to address these barriers ensure that their school anti-bullying plan addresses issues related to equity and inclusion. <p>School Climate Goal Increase the percentage of Grade 4 to 6 students reporting positive perceptions on the 2011 School Climate Survey:</p> <ul style="list-style-type: none"> From 3.3 in 2009 to 3.4 in 2011 on the overall positive school climate composite score [replace target with actual survey results and set 2013 target] From 3.4 in 2009 to 3.5 in 2011 on the overall school safety composite score [replace target with actual survey results and set 2013 target] From 2.9 in 2009 to 3.0 in 2011 on the overall Character perceptions of peers score [replace target with actual survey results and set 2013 target] <p>Increase the percentage of Grade 7 to 12 students reporting positive perceptions on the 2011 School Climate Survey:</p> <ul style="list-style-type: none"> From 3.0 in 2009 to 3.1 in 2011 on the overall positive school climate composite score [replace target with actual survey results and set 2013 target] From 3.0 in 2009 to 3.1 in 2011 on the overall school safety composite score [replace target with actual survey results and set 2013 target] From 2.5 in 2009 to 2.6 in 2011 on the overall Character perceptions of peers score [replace target with actual survey results and set 2013 target] <p>Digital Citizenship Goal</p> <ul style="list-style-type: none"> All students will participate in developing the skills necessary to be good Digital Citizens. <p>Student Voice and Leadership</p> <ul style="list-style-type: none"> Increase number of Speak Up and other student voice and leadership projects/initiatives <p>School Action Plan to Address Equity and Inclusive Education – All schools continue to develop and equity goal, identify school-based barriers that limit students' sense of success and future prospects, identify strategies in their SIPSAs to address these barriers, and ensure that their school anti-bullying plan addresses issues related to equity and inclusion.</p>

2011-2012 Community, Culture and Caring	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
School Effectiveness Indicators 3.1, 3.2, 3.3 3.4	Student Voice Initiatives <ul style="list-style-type: none"> Ensure that conditions are created to enable students to engage in student led projects such as 'Speak Up' and Ministry-led forums Increase voice of students with Special Education needs through technology, School Climate Survey and increased involvement Continue to seek student input regarding policies and program through Student Trustees, Advisory councils, Student Senate, and Student Council. 	<u>Material Resources</u> Ministry supports <u>Assistive Technology</u> <u>Personnel Resources</u> Student Trustees; Student Senate; Student Councils Advisory Councils; Central Student Success (SS) Team SEAC	Central SS Team provides support to schools regarding application process	Central SS Team tracks applications and provides support to students involved in Speak Up projects School Climate participation	Central SS Team	Report submitted to Ministry On 'Speak Up' projects
	School Climate Survey <ul style="list-style-type: none"> Ensure that the 2011-2012 Safe School Plan address issues identified in the 2011 School Climate Survey 	<u>Material Resources</u> School Climate Results Report School Climate Highlights Report <u>Personnel Resources</u> Research staff Safe School teams Restorative Practices Project Team		Superintendents of Education monitor Implementation of Schools' Safe Schools Plans	Superintendents of Education Principal	Research staff analyzes survey results for system trends and to evaluate impact of various initiatives on student perceptions of school climate. School administrators analyze trends for their schools to determine impact of school-based initiatives.
	Fostering Positive Relationships <ul style="list-style-type: none"> Continue to support school-wide programs that promote positive relationship building through groups such as Gay-Straight Alliances in schools and through the use of tools, such as peer mediation, conflict resolution and restorative practices. 	<u>Material Resources</u> Equity and Inclusive Education in Ontario Schools; School Climate Survey <u>Ministry Documents</u> PPM 140, Growing Success, Learning for All, Shared Solutions <u>Personnel Resources</u> OSSTF (GSA); Safe Schools Committees; Special Education Consultants / Coaches; ABA Coordinators Research and ITS staff		School Climate Survey is administered to all Grade 4 to 12 students every second year. Principals and Superintendents monitor trends in student perceptions of school climate.	Central SS Team Principals Superintendents	

2011-2012 Community, Culture and Caring	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	Restorative Practices <ul style="list-style-type: none"> Continue to implement Restorative practices in schools as a means to resolve conflict, build community and integrate FNMI cultural awareness into daily practice. 	Restorative Practices templates Safe and Caring Schools document	Share expertise of staff who are already trained in restorative practices to build capacity	Schools maintain records of process	Superintendents of Education Principals Restorative Practices Project Team	Track number of incidents requiring the use of the circle, reasons why and outcomes
	Community/Agency Partnerships <ul style="list-style-type: none"> Continue to ensure that students with Crown Ward status have a teacher mentor (Crown Ward Champion Teacher) 	<u>Material Resources</u> Ministry funding	Crown Ward Champion Teachers are provided with in-service by Ministry staff	Progress and needs of students with Crown Ward status is monitored so that issues are addressed	Central SS Team Principals	
	Student Leadership <ul style="list-style-type: none"> Continue to offer leadership development opportunities through the Grade 8 Leadership Summit and other initiatives. Continue to promote and support student leadership initiatives such as LINK Crew or other approaches. Target leadership opportunities for schools with high suspension rates 	<u>Material Resources</u> Student Success funds <u>Personnel</u> Student Senate; Central SS Team School-based resources	Provide teachers and students with PD prior to summit	Principals ensure student leadership opportunities are in place. Central SS Team organizes system-wide activities. Principals/School Teams monitor implementation of school-based approaches	Central SS Team Principals Superintendents of Education	Teacher-led Student Leadership opportunities are demonstrated in school improvement plans and system level planning. These student-led programs are demonstrated in School Improvement Plans.
	Foundations for a Healthy School <ul style="list-style-type: none"> Participate in the Ministry of Education Healthy Schools Recognition Program Through the Healthy Initiatives Program (HIP), support schools in using the Foundations for a Healthy School Framework to develop a healthy school environment. Framework includes schools completing a self assessment and an Action Plan for activities and projects, including SMART goals. 	<u>Organizations</u> YMCA; Heart and Stroke Association; Healthy School Program of the Simcoe Muskoka District Health Unit (SMDHU)	SMDHU staff support implementation by schools	Increase the number of schools in Recognition Program from 21 to 45 Increase the number of schools involved in HIP from 47 to 75	Superintendents of Education Principals	Evaluation at the school level with partner agencies through surveys, anecdotal feedback and consultations
	Digital Citizenship <ul style="list-style-type: none"> Continue to ensure that classroom instruction includes how to access resources, connect with others and create e-communities (digital literacy) and learn about the ethical/legal and safety issues surrounding access and use of information technologies Continue to ensure that each school develops a plan for integration of digital citizenship incorporating scope and sequence developed by Information Communication Technology Committee All students will be allowed to use personal digital 	<u>Material Resources</u> ICT Strategic Plan; sample lessons K-12 incorporating media awareness resources; Digital Citizenship Curriculum; Character Education; ICT Resource Guide; ISTE International Society for Technology in Education		Schools review 2011 School Climate Survey results regarding electronic bullying.	Superintendents of Education Principals	Results of 2011 School Climate Survey related to electronic bullying

2011-2012 Community, Culture and Caring	Targeted Evidence based strategies	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	devices through guest wireless network, following completion of a use agreement	<u>Personnel Resources</u> ICT Consultants; Research and ITS staff				
	<p><i>Bridges Out of Poverty</i></p> <ul style="list-style-type: none"> Continue to support “Bridges Out of Poverty: Strategies for Professionals & Communities” to guide a county wide initiative to better support our “Under Resourced Learners” and their families 	<u>Material Resources</u> Bridges Out of Poverty; Under Resourced Learners <u>Personnel Resources</u> Continuing Education Staff		Progress and needs of staff in their ability to better support “Under Resourced Learners” is monitored	Superintendents of Education Principals	

School Effectiveness Indicators Linked to Board Improvement Plan for Student Achievement and Well-Being

SEF Component	SEF Indicator	Description of Indicator from School Effectiveness Framework
Assessment for, as and of Learning	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 teachers and peers.
	1.3	Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or Individualized Education Plan (IEP)
	1.4	Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria
	1.5	A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning to inform instruction and assessment and to determine next steps
	1.6	Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning
	1.7	Ongoing communication is in place to allow student, teacher and parents to effectively monitor student learning
School and Classroom Leadership	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
	2.3	Organizational structures are coherent, flexible and respond to the needs of students
	2.4	Job-embedded and inquiry based professional learning builds capacity
	2.5	Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment
Student Voice	3.1	The teaching and learning environment is inclusive and reflects individual strengths, needs and learning preferences
	3.2	School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population
	3.3	Students are partners in conversations about school improvement
	3.4	Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy
Curriculum, Teaching and Learning	4.1	A culture of high expectations supports the belief that all students can learn, progress and achieve
	4.2	A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school
	4.3	Teaching and learning incorporates 21 st century content, global perspectives, learning skills, resources and technologies
	4.4	Learning is deepened through authentic, relevant and meaningful student inquiry
	4.5	Instruction and assessment are differentiated in response to students strengths, needs and prior learning
	4.6	Resources for students are relevant, current, accessible and inclusive
	4.7	Timely and tiered interventions, supported by a team approach, respond to individual student learning needs
Programs & Pathways	5.1	Programs, pathways and career planning meet the learning needs and interests of all students
	5.2	Authentic learning experiences and experiential learning are built into all subjects and programs
	5.3	Students, parents and teachers understand the full range of pathways, options, programs and supports that are available
	5.4	Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and career options
Home, School and Community Partnerships	6.1	The school council has a meaningful role in supporting learning and achievement for students
	6.2	Students, parents and community members are engaged and welcomed as respected, valued partners
	6.3	The school and community build partnerships to enhance learning opportunities for students
	6.4	Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations

Board Improvement Plan for Student Achievement and Well Being – 2011-2012
Essential Practices K-12
Working Document September 2011

CONTEXT

Ontario Ministry Curriculum Policy Documents
 Growing Success: Assessment, Evaluation and Reporting in Ontario Schools Policy Document
 School Effectiveness Framework, A support for school improvement and student success
 Student Voice/Student Leadership

Instructional Leadership	SEF indicators	School Operations	School Practices Evidence of:	SEF indicators	Classroom Practices Evidence of:	SEF indicators
<ul style="list-style-type: none"> • Setting high expectations • Monitoring of SIPSA through classroom visits • Completion of the SEF Self assessment • Engagement of staff in a Professional Learning Cycle • Engagement of School Improvement Team in development and implementation of SIPSA • Implementation of timely and tiered interventions delivered in a team approach • Monitoring of IEPs including Applied Behavioural Analysis, Transition Planning and Safety Plans to meet individual student needs 	<p>All</p> <p>2.1 2.2 2.3 2.4</p> <p>Pg. 3</p> <p>2.4</p> <p>2.1</p> <p>4.7</p> <p>1.3 1.4 1.5 1.6 1.7 2.3 4.6 4.7</p>	<ul style="list-style-type: none"> • Use of School Improvement Planning Tool to inform development of SIPSA • Share BIPSA/SIPSA with the School Council/school community • 100 minutes daily Literacy instruction in elementary panel • Minimum of 60 minutes of daily numeracy instruction in elementary panel • PLC Meeting and Staff Meeting minutes forwarded to Superintendents of Education • School budget aligned with SIPSA • Submission of SIPSAs to Superintendents of Education 3X annually 	<ul style="list-style-type: none"> • Restorative Practices • Implementation of Foundations for a Healthy School • Use of Data Tools: Student Success Data Warehouse, Compass for Success, My Classroom Data • Digital Citizenship • Implementation of the Mathematics Course of Study in the Elementary Panel • A technology enabled learning environment • Setting the stage for learning (e.g. The First Twenty Days) • Literacy rich environment (e.g., word wall, anchor charts, vocabulary lists) 	<p>1.1 1.4 1.5 2.1 2.2 2.4 4.1 4.2 4.5 4.6 4.7</p> <p>2.4 3.4 4.3</p>	<p>Implementation of Ontario Curriculum Assessment for and as Learning</p> <ul style="list-style-type: none"> • Bloom's Taxonomy of Higher Order Questions • Learning Goals • Success Criteria • Descriptive feedback • Accountable Talk • Peer and self assessment • Differentiated Instruction • Differentiated Assessment • Moderation of Student Work • Teaching learning skills and work habits <p>Gradual Release of Responsibility</p> <ul style="list-style-type: none"> • Comprehensive Literacy (modelled, guided, shared, independent) <p>3 part Math lesson</p> <ul style="list-style-type: none"> • Teaching/learning through mathematical processes • Open and Parallel Tasks 	<p>4.2 4.3 4.4</p> <p>LG1.1 1.2 1.5 1.6 1.7 4.5 4.7 6.4 SC1.1 1.2 1.3 1.4 1.6 1.7 4.2 6.4 DF1.2 AT2.1 3.1 PSA1.3 4.4</p> <p>DI/DA Pg. 41 4.2 4.5 4.7</p> <p>Pg. 44 1.4 4.1</p> <p>LG/WH1.2 1.4 1.6</p> <p>4.2 4.4</p> <p>Component 4 4.2</p> <p>Pg. 44 4.2 4.5</p>

TO: The Chairperson and Members of the
Program Standing Committee

FROM: Superintendent of Education

SUBJECT: **STUDENT SUCCESS INITIATIVES 2011-2012**

1. Background

The Simcoe County District School Board (SCDSB) Student Success/Learning to 18 Strategy supports *The Simcoe Path* as well as the *Board Improvement Plan for Student Achievement and Well Being*. With access to the Ministry of Education funding, as well as other funding from the Ministry of Training, Colleges and Universities (MTCU), Student Success/Learning to 18 combines funding, service and program coordination to meet the diverse educational needs of our students throughout the SCDSB. Specifically, Student Success/Learning to 18 programs and services contribute to various Ministry objectives, address community and student needs (grades 7-12 and 12+) and support student success and learning pathways.

The purpose of this report is to highlight the variety of programs that are currently in place throughout the SCDSB. In addition, next steps in implementation will be identified.

2. Differentiated Instruction (DI)

Differentiated instruction (DI) is defined as effective instruction that is responsive to the learning preferences, interests and readiness of individual learners. Differentiated instruction is best thought of as an organizing structure or framework for thinking about teaching and learning.

Current

The DI Professional Learning Strategy has the following goals:

- increase the instructional knowledge and skills of educators of grades 7-12 so that they can meet the diverse needs of all students;
- build awareness of DI as a framework for planning and implementing effective instruction, assessment and evaluation practices as outlined in the Ontario curriculum; and,
- facilitate and support job-embedded professional learning opportunities through action research (a model for collaborative inquiry).

Next Steps

In the last two years, significant efforts have been made to increase teacher awareness of DI. A shift in focus this year to developing the knowledge of leaders at the school level to facilitate job embedded professional learning, through action research, will further support the classroom implementation of effective teaching and assessment practices.

3. Education and Career Planning

Education and career planning for students is based on their own understanding of their personal interests, strengths, competencies, and accomplishments. Students need tools, processes and individual supports to help them apply this knowledge of themselves to make informed decisions concerning their secondary school program and plans for their future beyond secondary school. The requirement for an Individual Pathways Plan (IPP, formerly known as the Annual Education Plan, AEP) in grades 7-12 remains in policy and boards/schools must have a process in place to meet this policy. Every student should have an opportunity to personalize this information in the context of a yearly review and discussion of their individual education and career plan. The IPP is important for all students and crucial for students at risk of not graduating.

Current

As outlined in the Student Success Multiple Year Plan, a grades 7-12 Education and Career Planning Continuum has been developed and will be implemented for grades 7-10 during the 2011-12 school year. This continuum includes activities and resources that address topics such as discovering and planning community involvement, learning to plan, career education, preparing for high school, successful transition to high school, Take Our Kids to Work Day, course selections/pathways planning, and career studies.

Next Steps

MyBlueprint, an electronic educational planner, supports the requirements for the IPP. By the end of the 2011-12 school year, *MyBlueprint* will be used with all students in grades 7-10, and particularly with students at risk of not graduating.

4. Expansion of Co-operative Education and Other Forms of Experiential Learning

Co-operative education should be available for all students who are ready to undertake learning in the workplace, including disengaged and struggling students and adults returning to complete their Ontario Secondary School Diploma (OSSD). Flexibility in scheduling co-op (i.e., continuous intake, summer and night school programs) is required to meet student learning and timetabling needs and to allow them to take advantage of specialized programs such as Dual Credit and Specialist High Skills Majors (SHSM).

Current

The SCDSB offers continuous intake co-operative education programs in most secondary schools and through Adult and Continuing Education for students aged 18-21. All SCDSB co-operative education programs are available to all students including those who are identified as 'at-risk' and/or who have identified special needs. Co-operative education is considered to be a valid program that is increasingly being used as an intervention strategy to encourage the re-engagement of students.

Next Steps

In 2011-2012, Student Success is implementing "Outreach Co-operative Education" that specifically targets disengaged and, therefore, 'at-risk' students from two pathways: 14-17 year old students who have participated in Supervised Alternative Learning (SAL), and 18-21 year old students who have returned to school through the Re-engagement 12 and 12+ program. In both cases, the outreach co-operative education program's goal is to support student transitions either back to regular programming or to graduation and ultimately the workplace.

5. Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) allows students to begin apprenticeship training while working towards completion of their OSSD. According to an article published in the Toronto Star, September 20, 2011, by the year 2025 there will be a need for over 360,000 skilled trades people. Funding from the OYAP budget will continue to support initiatives which educate students about the apprenticeship pathway as a viable post secondary option.

Current

Program participation data demonstrates the value of the OYAP as a successful school-to-work transition initiative. During the 2010-11 school year:

- 72% of our registered apprentices continued employment with their apprenticeship sponsor after completion of their cooperative education placement; and,
- 13% of our registered apprentices were grade 11 students and returned to secondary school to complete their OSSD.

In the fall of 2010, MTCU implemented the mandatory use of the Employment Ontario Information System (EOIS) database to report OYAP participation. The SCDSB reported 533 student participants of which 64 became signed apprentices - impressive numbers considering the delicate economic environment.

Next Steps

Through the analysis of data in the EOIS Apprenticeship database and our own internal systems, we are developing communication strategies and programs which support the recruitment of under represented student groups (i.e., young women, First Nation, Métis and Inuit students) for participation in OYAP. As well, we are analyzing employment trends to recruit students into particular trades that are, or will, experience a shortage of skilled workers.

6. School Support Initiative

The Ministry of Education's Student Success School Support Initiative (SSI), is designed to raise the level of student achievement in secondary schools through job-embedded professional learning for staff led by the principal as the instructional leader. The project funds an additional Student Success Leader (SSL) to oversee the implementation and facilitate school improvement from the board perspective.

Current

Five schools have been selected to participate in the SSI initiative: Midland Secondary School, Twin Lakes Secondary School, Innisdale Secondary School, Stayner Collegiate Institute, and Nantyr Shores Secondary School. Each school is financially supported for teacher release and resources specific to its particular project. The Ministry of Education provides a retired principal from an outside board, to act as a coach, in order to support each principal as the instructional leader.

Next Steps

The project involves seven reports each semester to monitor and record the progress of the professional learning team, led by the principal, in each school. The SSI is measured through: improvement in the Student Success indicators, closing of achievement gaps for particular groups of students, clear indicators of professional learning teams in action, and enhanced capability of the principal as an instructional leader. Specific learnings from this initiative will be shared with other schools not involved in the initiative through focused professional development.

7. School-College-Work-Initiative (SCWI)

The School-College-Work-Initiative (SCWI) funds the creation of a wide variety of locally developed learning and awareness opportunities for students, teachers and parents to get involved in exploring the college pathway and to provide transitions to post-secondary opportunities.

Current

The SCDSB is part of a five board partnership with Georgian College on the Central Lakes Regional Planning Team (CLRPT). This team is dedicated to developing student destination focused projects (activities and dual credits) and teacher forums. The dual credit program focuses on recruiting those students facing the biggest challenges with respect to graduation. This includes disengaged and underachieving students with the potential to succeed and students who have left high school before graduating. Approved dual credit programs also include students in SHSM programs and OYAP. In 2009-10, we had 112 students participate in dual credits and this year projected student enrollment is 244. This represents a 118% increase in participation. Of the students who participated in the 2010-11 school year, 85% were successful – a remarkable success rate.

Next Steps

In 2011-12, Student Success will be continuing to work on improving communication and recruitment strategies so that participating students continue to reflect the dual credit target audience. Also, we will be working on improving the support received by our students for post-secondary transitions by partnering with Employment Ontario, MTCU, Colleges and Universities.

8. Specialist High Skills Majors (SHSM)

Specialist High Skills Major (SHSM) is a ministry-approved specialized career-focused program that allows students to acquire technical knowledge and skills and earn relevant certifications that are of particular importance in specific economic sector and can be obtained while working towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). SHSM board and school advisory committees (including key community, business and post secondary education stakeholders) provide valuable input to SHSM programs and ensure that SHSM students are graduating with the skills and knowledge required for success.

Current

The SCDSB has 39 SHSM programs in 15 Secondary Schools. These SHSM programs represent 11 sectors including: Agriculture, Arts and Culture, Business, Construction, Environment, Health and Wellness, Horticulture and Landscaping, Hospitality and Tourism, Information and Communications Technology, Manufacturing and Transportation. Projected data indicates that 726 students – including students with special needs at a ratio equivalent to the provincial average – are slated to participate in a SHSM in 2011-12. 2010-2011 achievement results reveal that 96% of students are successful in **all** their courses when they are participating in a SHSM.

Next Steps

In 2011-12, Student Success will focus on: the recruitment of students, the engagement of community partners to inform programming, providing support for new SHSM programs, and fostering or facilitating higher quality experiential learning and *Reach Ahead* opportunities connected to students' chosen post-secondary pathway. These experiences could include visits to sector-related industries and/or businesses, training facilities, skills competitions, colleges, universities and dual credit programs.

9. Student Voice and Equity and Inclusion

The Student Voice initiative, within the Ministry of Education's student engagement strategy, seeks input from students on their engagement in learning. Student engagement leads to higher student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education.

Current

The SCDSB Student Success work in relation to student voice will also incorporate all of the principles of equity and inclusion and will focus on eliminating bias, barriers and power dynamics by holding student voice forums at each secondary school. Based on student input, we will continue working with school communities to build awareness and sensitivity to the many identifiers that can create inequities for members of our community including: race, ethnic origin, religion, socioeconomic background, physical or cognitive ability, sexual orientation, and other, sometimes intersecting, factors.

Next Steps

We know based on student achievement data that there continues to be a small percentage of students in our system who are not accumulating credits and are, therefore, not progressing towards graduation. Results from student voice forums will be used to inform our practice and to identify gaps in programming.

10. Supervised Alternative Learning (SAL)/Educational Outreach

The Student Success Strategy focuses on ensuring engaging, quality learning opportunities for all students and supporting students at risk of not graduating. For a small number of young people, regular attendance at school is extremely challenging, even with interventions through Student Success. Provincial regulation number 374/10, *Supervised Alternative Learning and Other Excusals from Attendance at School*, came into effect February 1, 2011 to better meet the needs of students excused from attendance at school, but not excused from learning.

Current

All students involved in SAL now have the opportunity to engage in educational programming and receive the support of an Educational Outreach Teacher to continue their credit accumulation during their excused absence from regular attendance. Since February 1, 2011, 260 students participated in SAL/Educational Outreach and these students received a total of 351 credits. For many of these students, the credits achieved through Outreach were the first that they had successfully completed.

Next Steps

Educational Outreach Teachers and Attendance Counsellors will be working together to improve the non-academic components of SAL programming to include volunteering, counseling, training and certification related to the workplace, other courses and workshops (i.e., parenting, wellness, conflict resolution, etc.). Partnerships with support agencies and Employment Ontario will continue to be a focus in 2011-12.

11. Re-engagement 12 and 12+ - Pathways to Student Success (PASS)

PASS is an innovative program designed to re-engage students 18-21 years of age who have left our system without a diploma. This initiative is being funded by the Ministry in response to provincial data that indicates that a large number of students continue to leave high school prior to graduation. During 2010-11, the PASS guidance staff contacted 1030 “early leavers”. Of those, 337 students were re-engaged in an educational pathway. Of those students who re-engaged, 145 completed all of their diploma requirements and obtained their OSSD. These results are approximately three times the provincial average with regards to both re-engagement and graduation.

Current

PASS students are connected primarily to Learning Centres across Simcoe County for their day school programs. Other opportunities include: credit recovery (for courses attempted in the last two years), continuous entry co-operative education, night school, eLearning, independent study and dual credits. Each student’s case is unique and PASS guidance counsellors problem solve by helping students think through their best next successful step.

Next Steps

PASS guidance staff will continue to: identify and find the “early leavers”, provide them with information, connect them with appropriate programs and services so that they are able to re-engage, monitor and mentor them as they work towards graduation, and intervene when necessary.

12. Tracking and Monitoring of Students At Risk of Not Graduating

A student success team is in place at each secondary school to develop and use a system for monitoring and tracking students deemed at risk of not graduating, and execute an intervention plan that includes a graduation timeline for those students.

Current

Student success school teams ensure that:

- a caring adult (a school staff member) is partnered with students;
- student progress related to their intervention plan is coordinated and monitored (this work is supported by the newly improved student success database);
- individual student profiles are developed to highlight the strengths, needs, and interests of each student deemed at risk (e.g., academic, emotional, social, physical);
- individualized timetables are developed based on student strengths and interests;
- targeted education and career planning occur with students;
- grade 8-9 transition plans are in place (including student orientation activities and other interventions and strategies).

Data related to the tracking and monitoring of students 'at-risk' is submitted to the Ministry on the Taking Stock Report three times per year. SCDSB data reveals that we are meeting or exceeding the provincial targets for student success teams in most areas, with the exception of education and career planning where, in this case, we have identified areas to target.

Next Steps

Education and Career planning is being addressed through the implementation of the Education and Career Planning Continuum (7-12) and *MyBlueprint* educational planner. Secondary school principals are being asked to review their student success team systems and processes to ensure that they are meeting all of the expectations as outlined above.

13. Conclusion

There are many pathways in place within the SCDSB that provide students with opportunities to graduate. The initiatives identified in this report are outlined in more specific terms within the Student Success Multiple Year Plan. In addition, it is important to note that a comprehensive review of the Alternative Education program delivery model is currently under way.

14. Report Status

This report is provided for information.

Respectfully Submitted by:

Stephen Blake
Superintendent of Education