

Board Improvement Plan for Student Achievement 2012-2015

Community, Culture and Caring K-12	Literacy K-12	Numeracy K-12	Pathways and Transitions K-12	Professional Learning K-12
<p>KEY BELIEF The NNDSB believes that all students deserve to feel accepted at school. "All students do well if they can."</p>	<p>KEY BELIEF The NNDSB believes that language learning is critical to responsible and productive citizenship and that all students can become literate.</p>	<p>KEY BELIEF The NNDSB believes that through authentic, relevant and meaningful student inquiry students will see themselves as competent math learners and apply their math skills to read world contexts.</p>	<p>KEY BELIEF The NNDSB believes that all students can be successful in their chosen pathway and provides opportunities for students to explore a variety of careers.</p>	<p>KEY BELIEF The NNDSB believes that when educators take ownership of their professional learning and collaboratively inquire about student needs improved student outcomes will be achieved and sustained.</p>
<p>GOAL By October 2015, the number of NNDSB students who report that they feel accepted by adults at school will increase by 7% as measured by the school climate survey.</p>	<p>GOAL By October 2015, the number of students in the NNDSB achieving provincial standard on each EQAO assessment of literacy will increase by 5%.</p>	<p>GOAL By October 2015, the number of students in the NNDSB achieving provincial standard on each EQAO assessment of numeracy will increase by 5%.</p>	<p>GOAL By October 2015, the graduation and credit accumulation rate for NNDSB students will increase by 5%.</p>	<p>GOAL By October 2015, the number of schools achieving implementation and above rating, according to the NNDSB SEF Implementation scale, on the following SEF indicators will improve: 1.3 by 42%, 1.4 by 9%, 4.4 by 10%, 4.5 by 10%</p>
<p>THE NNDSB is committed to: Encouraging and promoting positive educator-students relationships Delivering instruction and assessment that are authentic and relevant to all students and supports each child's pattern of learning. Knowing our students Listening to and valuing the stories and voices of our students Fostering the appreciation of Aboriginal culture, history and perspectives amongst all staff and students Implementing a whole school approach to creating and maintaining a positive and inclusive school climate Nurturing and fostering student leadership</p>	<p>THE NNDSB is committed to: Knowing our students Literacy skills are intentionally taught across the curriculum Assessment and instruction becoming seamless as teachers and students collaboratively investigate curriculum expectations and develop shared understanding of what success looks like Closing the achievement gaps by ensuring that the literacy goal applies to all groups of students Addressing students' specific needs through differentiation of instruction, assessment and evaluation practices. Developing students thinking skills through talk and collaborative problem solving are hallmarks of the learning environment Teaching and learning strategies that promote learning through student inquiry</p>	<p>THE NNDSB is committed to: Knowing our students Mathematics skills are intentionally taught across the curriculum Assessment and instruction becoming seamless as teachers and students collaboratively investigate curriculum expectations and develop shared understanding of what success looks like Closing the achievement gaps by ensuring that the mathematics goal applies to all groups of students Addressing students' specific needs through differentiation of instruction, assessment and evaluation practices Appropriately modifying mathematics instruction and assessment for students with IEPs stating modified programing is required Student talk and collaborative problem solving are hallmarks of the learning environment</p>	<p>THE NNDSB is committed to recognizing and valuing all 5 pathways by building board and school capacity to support: Students' completion of secondary school in 4 years The planning and implementation of individual Pathways Plans(IPP) for every grade 7-12 student Establishment of a NNDSB Pathways Steering Committee to plan, develop protocol and communication regarding "34 Threshold" implementation for 2013 The NNDSB is committed to providing equity and inclusion in programming within the context of declining enrolment</p>	<p>THE NNDSB is committed to supporting professional learning and instructional leadership by: Monitoring and supporting schools' individual needs in implementing C.I. and supporting schools in their SIP focus SEF school visits support school professional learning through recommendations for their next level of work Aligning program resources and personnel as CI supports, i.e., program coordinators, literacy coaches and teacher leaders LSA and BLDS projects support principals in continual growth in the leadership framework domains that support the CI process in their schools LNS and SSI funds are allocated to support teacher release for job embedded PD through the CI process</p>
<p>EXPECTED PRACTICE Schools improvement plans will contain embedded goals that address and monitor student well-being and that they feel accepted by adults. All schools will create and implement a bullying prevention and intervention program where all adults educate, intervene and take ownership to be a part of the solution. All adults will demonstrate a positive and collaborative approach to resolving unsolved problems that lead to poor student behaviour.</p>	<p>EXPECTED PRACTICE Refined use of learning goals, co-constructed success criteria and descriptive feedback based on the knowledge, skills, concepts and processes from the Ontario curriculum, including achievement charts. Learning is deepened through authentic, relevant and meaningful student inquiry. Instruction and assessment are differentiated in response to student strengths, needs and prior learning. Authentic, relevant, meaningful learning experiences designed to further develop student critical thinking skills, metacognition and exploration of the big ideas using talk as a vehicle.</p>	<p>EXPECTED PRACTICE Refined use of learning goals, co-constructed success criteria and descriptive feedback based on the knowledge, skills, concepts and processes from the Ontario curriculum, including achievement charts. Learning is deepened through authentic, relevant and meaningful student inquiry using the 3-part math lesson structure in a K-12 continuum. 3 part math lessons focused on further developing student critical thinking skills, metacognition and exploration of the big ideas using talk as a vehicle. Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p>EXPECTED PRACTICE All secondary schools will provide opportunities for students to explore all five pathways The NNDSB will provide an electronic program in place with a clear process in order to support students in establishing and reviewing their IPP Schools will track and report the progress of students on track to graduate All secondary schools will further develop and implement a wide variety of delivery models to support credit accumulation Schools provide strategies to support the IPP, overcome barriers, and access the resources and assistance required</p>	<p>EXPECTED PRACTICE All schools will develop a SIP based on examination of student data Either a numeracy or literacy focus will be selected for a Collaborative Inquiry School board selected SEF indicators will be examined at each school to determine the schools' level of implementation and steps required to move all educators to the refinement level Staff will engage in the professional learning cycle Student learning will be monitored as outlined in CI and SIP Staff will self select professional learning needs to support student learning needs Schools will be able to articulate how professional learning has impacted student achievement at their schools</p>

Community, Culture and Caring K-12

MONITORING/ASSESSMENT

- The School Effectiveness Framework (SEF) will form a basis for monitoring and reviewing the board improvement plan components outlined as necessary for improved student achievement.
- Schools will choose and monitor SEF Indicators that provide the evidence-based criteria to address the goal identified by the school climate survey.
- 2015 School Climate Survey

DATA Community, Culture and Caring K-12

School Climate Survey
Students who indicated they feel accepted by adults at school often or always:

	2011	2013	2015 Goal
STUDENTS WHO FEEL ACCEPTED:			
Gr 4-6		88%	95%
Gr 7-12		79%	86%

Literacy K-12

MONITORING/ASSESSMENT

- The School Effectiveness Framework will form a basis for monitoring and reviewing the board improvement plan components outlined as necessary for improved student achievement.
- SEF indicators 1.3, 1.4, 4.4, 4.5 have been chosen to enhance alignment and increase precision by providing a common reference for effort across the system.

DATA Literacy K-12

	2007-11 Baseline	2012	2013	2014 Goal
READING				
Gr 3	57%	56%	62%	62% (64%)
Gr 3 Spec. Ed.	38%	29%	45%	43% (46%)
Gr 6	67%	72%	78%	72% (80%)
Gr 6 Spec. Ed.	42%	40%	61%	48% (63%)
WRITING				
Gr 3	58%	64%	66%	63% (68%)
Gr 3 Spec. Ed.	43%	39%	56%	48% (57%)
Gr 6	56%	66%	70%	61% (72%)
Gr 6 Spec. Ed.	27%	34%	49%	32% (51%)
OSSLT				
First time eligible	73%	73%	73%	78% (75%)
First time eligible Spec Ed	N/A	N/A	44%	45%
Previously eligible	51%	51%	48%	56% (50%)
Previously eligible Spec. Ed	N/A	N/A	25%	26%

Numeracy K-12

MONITORING/ASSESSMENT

- The School Effectiveness Framework will form a basis for monitoring and reviewing the board improvement plan components outlined as necessary for improved student achievement.
- SEF indicators 1.3, 1.4, 4.4, 4.5 have been chosen to enhance alignment and increase precision by providing a common reference for effort across the system.

DATA Numeracy K-12

	2011	2012	2013	2014 Goal
MATH				
Gr 3	60%	55%	53%	65% (55%)
Gr 3 Spec. Ed.	39%	37%	29%	44%
Gr 6	53%	51%	50%	58% (52%)
Gr 6 Spec. Ed.	27%	28%	25%	32%
Gr 9 Applied	30%	33%	36%	35% (38%)
Gr 9 Applied Spec Ed			33%	35%
Gr 9 Academic	69%	69%	77%	74% (79%)
Gr 9 Academic Spec Ed			79%	81%
SECONDARY REPORT CARD DATA				
	N/A	2012	2013	2014
Gr 9 Applied		30%	40.3%	45.0%
Gr 9 Academic		63%	65.6%	67.0%

Pathways and Transitions K-12

MONITORING/ASSESSMENT

- The School Effectiveness Framework will form a basis for monitoring and reviewing the board improvement plan components outlined as necessary for improved student achievement.
- Schools will choose and monitor SEF Indicators that provide the evidence-based criteria to address the goal identified by graduation and credit accumulation rates.

Data-Pathways and Transitions K-12

Credit Accumulation	2011	2011-12	2012-13	2014 Goal
Grade 9	76.3%	79.5%	83.1%	81.3%
8 credits				(84)
Grade 10	63.6%	67.7%	71.0%	68.6%
16 credits				(73)
Grade 11	64.7%	69.0%	69.2%	69.7%
23 credits				(71)
Grade 12	70.3%	74.4%	74.3%	75.3%
30 credits				(76)

Professional Learning K-12

MONITORING/ASSESSMENT

- SEF indicators 1.3, 1.4, 4.4, 4.5 have been chosen to enhance alignment and increase precision by providing a common reference for effort across the system.
- Schools will self-assess three times annually their progress in developing their proficiency with the SEF indicators using the SEF School Self-Assessment – Evidence Summary in September and the SEF School Self-Assessment Review Tool in December and April.
- The year-end Collaborative Inquiry survey will be used to measure the depth and spread of professional learning through C.I.

DATA Professional Learning and Instructional Leadership K-12

Component: SEF Indicator	*Oct 2013	Apr 2014	Oct 2014	Apr 2014	Oct 2015
1.3	18%				60%
1.4	36%				45%
4.4	14%				24%
4.5	36%				46%

*Based on preliminary data

Component 1 Assessment for, as and of Learning Indicator 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.
Indicator 1.4 During learning, timely, ongoing descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.

Component 4 Curriculum, Teaching and Learning Indicator 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
Indicator 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

