Kawartha Pine Ridge District School Board

Board Improvement Plan for Student Achievement and Well-Being 2017 – 2018

Achievement Matters, Engagement Matters, Equity Matters

The Kawartha Pine Ridge District School Board is a responsive learning organization that values collaboration at all levels in order to ensure all students achieve their full potential.

We are committed to:

- Effective and Innovative Instruction in every Classroom
- Shared Leadership in every School and Department
- Optimal Conditions for Learning and Engagement
- Exemplary Service in all Departments

We will fulfil these commitments through:

- Collaborative Inquiry of Plan, Act, Assess, Reflect
- All Staff Learning in Teams
- Coaching and Facilitation

We will embrace these guiding principles with:

- The alignment of processes, structures, and actions within and across departments.
- The use of effective, informed, evidence-based instructional and assessment practices.
- The intentionality of monitoring the impact of educator actions on student achievement and well-being.
- The promotion of an innovative learning culture with a focus on the global competencies.
- The development of a safe, caring and restorative learning environment for all.
- The engagement of parents and community partners in every school community.
- The establishment of a coaching culture across all leaders.

LIVING, LEARNING, LEADING IN A CHANGING WORLD

Our Mission

We educate our students to excel in learning, to succeed in life and to enrich our communities.

Our Vision

We are a dynamic and responsive educational community that inspires joy in learning, excellence in teaching, and the development of character. We respect the diversity and uniqueness of all learners, employees, and community members. We create pathways for success in life.

Numeracy – *To develop flexible thinkers who are prepared and have mathematical skills to negotiate living in our complex and changing world*

Needs Assessment

Grade 3 EQAO Story:

	2012-13	2013-14	2014-15	2015-16	2016-17
KPR	61	63		57	57
Almost There	Number of students achieving 2.7 to 3.0				415
Province	67	67		63	62
Gender	KPR	M – 57 F – 57	Province	M – 63 F – 63	
Spec. Ed.	KPR	26	Province	29	

Grade 6 EQAO Story:

	2012-13	2013-14	2014-15	2015-16	2016-17
KPR	54	48		40	43
Almost There	Number of students achieving 2.7 to 3.0				336
Province	57	54		50	50
Gender	KPR	M – 42 F – 43	Province	M – 50 F – 50	
Spec. Ed.	KPR	14	Province	19	

Grade 9 EQAO Story

	2012-13	2013-14	2014-15	2015-16	2016-17
KPR-Applied	45	55	53	52	52
KPR-Academic	82	83	82	80	80
Almost There	Number of students achieving 2.7 to 3.0			Applied Academic	119 91
Province Applied	44	47	EC	45	44
Province Academic	84	85	EC	83	83
Gender Applied	KPR	M – 55 F – 49	Province	M – 46 F – 41	
Gender Academic	KPR	M – 81 F – 79	Province	M – 83 F – 83	
Spec. Ed. Applied	KPR	45%	Province	37%	
Spec. Ed. Academic	KPR	78%	Province	71%	

Goals

Primary Division: By June 2017, there will be an increase from 57% to 65% of primary students applying their content knowledge in a selected area of content related to the big 4 to reason and solve problems.

Junior Division: By June 2017, there will be an increase from 43% to 52% of primary students applying their content knowledge in a selected area of content related to the big 4 to reason and solve problems.

Numeracy Goal Secondary: By June 2018, there will be an increase from 52% to 60% in applied mathematics and 83% to 85% in academic mathematics by students applying their algebraic reasoning to solve and justify problems.

Strategies and Actions

Elementary

ALL: Schools will create a numeracy goal in response to an urgent student learning need based on a variety of data such as EQAO, Report Card, 2016-17 observations, conversations and products in one of the big 4 (spatial reasoning, proportional reasoning, algebraic reasoning, fractions) using a an adult learning structure such as a collaborative inquiry of plan, act, assess and reflect. Engaging the Mathematician, Learning Math through Problem Solving and Computational Fluency are the 3 frames.

SOME: 16 selected schools and 350 educators from a variety of schools will participate in a pilot following a comprehensive Scope and Sequence from the Niagara District School Board.

FEW: 2 intensive and 17 increased schools will participate in the above strategies. The principals of these schools will also participate in a Principal Learning Network to support a leadership inquiry in leading the Renewed Math Strategy.

Secondary

ALL: Schools will create a numeracy goal in response to an urgent student learning need based on a variety of data such as EQAO, Report Card, 2016-17 observations, conversations and products.

SOME: In all secondary schools, AEAC teams will focus on how collaboration, inquiry, co-teaching or descriptive feedback can accelerate the learning of applied students in mathematics.

FEW: 3 extended AEAC schools and 6 FIPP schools will receive additional professional learning support concerning engaging applied and college pathway students in connecting math skills.

Professional Learning

Elementary

Principals: Leading the Renewed Math Strategy is a focus of learning at the monthly Superintendency meeting. This is led by the Principal of Program and principal representatives from each superintendency. The learning follows the content of the scope and sequence. It is also a focus at the Principals' meetings that occur five times in a school year.

Educators: Over 300 educators from grades 1 to 8 have volunteered to participate in the scope and sequence learning. They are committed to attending 7 learning sessions led by math program consultants and coaches. They are also collaboratively working with consultants and coaches in between the sessions.

Secondary

Educators: Educators in FIPP classrooms and Extended AEAC Math schools will co-teach, co-assess and collaboratively explore the impact of specific strategies and structures on student's mathematical understanding and application

Resources

- ☐ Math Consultants, AEAC Consultants
- ☐ Math Coaches targeted in pilot schools and 2 intensive schools
- ☐ Special Education Instructional Consultants
- ☐ RMS Virtual Learning Sessions
- ☐ Various professional resources such as Number Talks, Alex Lawson's What to Look For in Early Numeracy, Cathy Fosnot Landscape, Visible Learning for Mathematics
- ☐ Jo Boaler Educator Course
- ☐ 4 Newsletters specific to Mathematics
- ☐ KPR Virtual Impact Channel
- ☐ Professional Judgment Instructional Practices

Monitoring and Evaluation Cycle

Monitoring Actions	Timelines
• Consistent process and template for monitoring individual school progress by Superintendents	• December and March Break
• 7 Scope and Sequence Learning Sessions	• Exit Card Analysis focusing on educator changes • Video clips of interviews with participants • Video clips of interviews with students and/or student work
• Monthly Superintendency Meeting	• Capturing conversations and observations from principals
• Program Review of Trustees	• Monthly math update highlighting change in educator practice
• Pilot Schools Pre and Post Assessments of EQAO questions focusing on multi-strand and thinking and application types of questions	• Pre - End of October • Post – Mid-February
• Co-teaching and reflections including monitoring of student progress with AEAC consultants	• SEMESTER 1: Weekly between October-January • SEMESTER 2: Weekly between March -June

School Effectiveness Indicators

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.

1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.

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

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

Literacy – *We are developing literate learners who critically and creatively reflect and interact with others, their environment and themselves.*

Needs Assessment

Grade 3 EQAO Story:

	2012-13	2013-14	2014-15	2015-16	2016-17
KPR	R. 66	R. 67		R. 69	R. 71
	W. 73	W. 74		W. 70	W. 69
Almost There	Number of students achieving 2.7 to 3.0				R. 295
					W. 412
Province	R. 68	R. 70		R. 72	R. 74
	W. 77	W. 78		W. 74	W. 73
Gender	Reading	M – 68	Writing	M – 62	
		F - 75		F – 77	
Spec. Ed.	Reading	46	Writing	53	

Grade 6 EQAO Story:

	2012-13	2013-14	2014-15	2015-16	2016-17
KPR	R. 77	R. 78		R. 77	R. 79
	W. 73	W. 74		W. 74	W. 72
Almost There	Number of students achieving 2.7 to 3.0				R.239
					W. 340
Province	R. 77	R. 79		R. 81	R. 81
	W. 76	W. 78		W. 80	W. 79
Gender	Reading	M – 74	Writing	M – 64	
		F - 84		F – 81	
Spec. Ed.	Reading	53	Writing	47	

OSSLT EQAO Story:

	2012-13	2013-14	2014-15	2015-16	2016-17
KPR	75%	78%	78%	77%	73%
Applied	51%	55%	56%	56%	45%
Academic	95%	95%	94%	94%	92%
Almost There	Number of students achieving 290-295				212
Province	82%	83%	82%	81%	81%
Applied	51%	50%	50%	47%	44%
Academic	94%	94%	93%	93%	92%
Gender	KPR	M – 65	Province	M – 76	
		F – 82		F –85	
Spec. Ed.	KPR	42%	Province	52%	

Goals

Primary Division: By June 2017, there will be an increase from 71% to 79% of primary students developing interpretations about a variety of texts using stated and implied ideas to support their thinking in reading. There will be an increase from 69% to 77% in writing by students generating, gathering and organizing ideas and information to write for an intended purpose and audience.

Junior Division: By June 2017, there will be an increase from 79% to 85% of junior students developing interpretations about a variety of texts using stated and implied ideas to support their thinking in reading. There will be an increase from 72% to 80% in writing by students generating, gathering and organizing ideas and information to write for an intended purpose and audience.

Intermediate and Secondary Division: By June 2018, By June 2016, there will be an increase from 73% to 80% in students' ability:

- to understand implicitly and explicitly stated information and ideas in texts (reading)
- to develop a main idea with supporting details in a clear, connected and organized manner with consideration to audience, purpose and form (writing)

Strategies and Actions

Elementary

ALL: Kindergarten teams are invited to a 2 session learning opportunity focusing on the stages of process in developing readers in the kindergarten years. Focused learning for all educators who are new to grades 3 and 6 specific to assessment for learning in the area of literacy.

SOME: Grades 7 and 8 teachers to participate in literacy learning collaborative with grades 9 and 10 teachers in response to downward trajectory of the OSSLT results.

FEW: Those schools identified with a large number of "almost there" students in writing will participate in specific learning sessions in response to low writing results over time.

Secondary

ALL:

1. Secondary Literacy teams will consider:
   - Collaborative data analysis (what is the story of strengths and needs?)
     o Trends over time (skills and questions)
     o Gr. 6 data Who can we predict will have trouble? How can we support? How can we check on their progress?
   - Planning Monitoring (group and regroup students into levels of intervention – All, Some, Few.

2. All Secondary Teacher Leaders will investigate planning professional learning (what does our data tell us we need to investigate? What does research tell are best practices we can implement?)

3. In consultation with our Secondary Direction Panel ('A-Team'20 educators and leaders), create a Literacy Skills Map, support teachers in understanding the skills mapped and implementing instruction which monitors and builds these skills.

SOME: Grades 7 and 8 teachers to participate in literacy learning collaborative with grades 9 and 10 teachers in response to downward trajectory of the OSSLT results.

OLC (Literacy Course) teachers will participate in literacy learning collaboratives each semester to intervene with students who have not met their literacy graduation requirement prior to grade eleven.

FEW: Those schools identified as having particularly challenging Rose-to-Standard data receive consultant support through co-planning and co-teaching with specific students identified as having more challenging literacy skill gaps.

Professional Learning

Elementary

Kindergarten Educator Teams: Educators will explore how to intentionally foster reading behaviours in the early years.

Grade 7,8,9 Educators: Educators will intentionally address the lessons learned from the OSSLT experience in their daily literacy experiences for students.

Primary and Junior Educators: Educators will use research-informed strategies to support proficiency in writing development in selected schools where students struggle in writing as demonstrated through EQAO results over time.

Secondary

Leaders' Learning	Educators' Learning	Students' Learning
Big Idea: Both educators and learners benefit when we create a culture of support and information that outweighs feelings of risk	**Big Idea: Every student can make significant progress**	**Big Idea: My ideas and my learning are personal and valuable.**
• building teacher's sense of efficacy in relation to student learning gaps (struggling adolescent readers and writers); as well as data outcomes • deeply considering data to determine patterns of struggle and success (Narrowing our focus for right now action) • support a problem solving approach for struggling students • determining current areas of confidence and current areas of concern for staff in relation to core practices of assessment for learning; monitoring and coaching for growth • facilitating professional learning opportunities at smaller scales, including cycles of planning, acting and observing (informed by ongoing reflection)	• designing engaging, responsive and innovative learning activities (constructivist, inquiry, collaboration) • sharing clear goals and criteria for learning with students • recognizing, as well as nurturing the reciprocal relationship between class culture/student mindset and planning/instruction • observing student work and talk to determine specific next steps based on BOTH demonstrated skills and needed skills • making use of flexible groupings, differentiated tasks and a variety of texts to support students in both engagement and readiness • checking for impact, offering descriptive feedback and adjusting actions to support student skill and metacognitive growth	• SELF-MONITORING/METACOGNITIVE: Student can name personally relevant processes and strategies to support their learning, especially in literacy • recognize the particular literacy skills demanded in a variety of activities (literacy is in all learning, as well as key to citizenship) • using LG and SC to guide reflection and goal setting. • Collaborating and connecting across a variety of learning experiences

Resources

- ☐ Tutors in the Classroom
- ☐ OFIP After-School Tutoring in literacy
- ☐ Summer Literacy Camps
- ☐ Reading Recovery Coordinator Support
- ☐ Running Record Professional Resources
- ☐ Guided Reading Professional Resources
- ☐ KPR Virtual Impact Channel
- ☐ Professional Judgment Instructional Practices
- ☐ Secondary Direction Panel (20 educators and leaders)
- ☐ Literacy Map of Skills Into and Beyond Secondary
- ☐ School Based Literacy Teams

Monitoring and Evaluation Cycle

Monitoring Actions	Timelines
• Kindergarten Learning Sessions • Exit Card Analysis focusing on educator changes • Video clips of interviews with participants • Video clips of interviews with students and/or student work • Literacy Behaviours Development Observations • Running Record Data	• January to May
• Primary and Junior Educators Supporting Writing • Exit Card Analysis focusing on educator changes • Video clips of interviews with participants • Video clips of interviews with students and/or student work	• January to May
• Intermediate and OLC Educators • Learning Journey reflections from educators • Progress analysis using Literacy Learner Profile • Video clips of interviews with students and/or student work	• January to May
• Literacy Teams • Monitoring of school plans for SOME and FEW groups	• December/January, End of February • Reflect on groups with June data

School Effectiveness Indicators

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.

1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.

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

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