

District School Board Ontario North East
Board Improvement Plan for Student Achievement Kindergarten to Grades 12: 2014 to 2018.

Our Guiding Commitments

We are committed to excellence in teaching and learning:

- to inspire and engage students in their learning journeys to become innovative thinkers
- to provide high quality professional learning opportunities to support the implementation of strategies that foster innovative thinking.

We are committed to providing safe, caring and respectful learning environments:

- to foster and model a mutually respectful environment in our school community that supports a safe and inclusive learning experience and equal access to learning for all students

Key Strategies to Support Students in Becoming Innovative Thinkers

1. Thinking Tasks & Inquiry
2. Assessment For Learning
3. Metacognition
4. Student Talk
5. Gradual Release of Responsibility



Together, we inspire innovation and a passion for learning in every student.

Vital Behaviours

The system will support and honour the following behaviours:

- Professional Learning Cycle of Collaborative Inquiry (Plan, Act, Observe, Reflect);
- Triangulation of conversation, observation, and product data, in support of monitoring our impact;
- Open to learning stance with a growth mindset.

Vital Conditions

The system will support and foster the following conditions:

- Social, Emotional Wellbeing;
- Cognitive Wellbeing;
- Physical Wellbeing;
- Positive Relationships.

Our Theory of Action: If we monitor the impact of our actions, at the district, school, classroom, and student level, through a triangulation of conversation, observation, and product data, then student achievement, as defined by our SMART goals, will increase.

Comprehensive Needs Assessment: The Story of Our Data

Numeracy		
What?	We wondered...	So What?
<p>Through analysis of assessments we noted the following trends/patterns:</p> <ul style="list-style-type: none"> A) most of our grade 3 students were using “additive thinking” as measured by the proportional numeracy assessment B) most students used the strategy of making models to solve problems C) manipulatives selected were sometimes distracting from the task D) precision in math vocabulary is developing as measured by our spatial reasoning assessment F) students in grade 9 applied programs, as measured by EQAO, demonstrated a need in reasoning and proving G) students struggled with multiple choice questions H) observations of students’ show that students are not using information in open questions or justifying their responses clearly I) Grade 7-9 report card data indicates a need in spatial and proportional reasoning 	<ol style="list-style-type: none"> 1. What type of student thinking do we want to improve upon in our work on proportional/spatial/algebraic reasoning? Can we name, describe, identify the type of thinking we want to improve upon during observations? 2. Why are our grade 3 students relying more on additive thinking than multiplicative thinking? How far does trend this go? 3. What actions could our central staff take to further support the effective use of manipulatives? 4. Would a board common assessment in grades 3, 6, 7, 8, 9 provide us with a more detailed needs assessment and a tool to help us identify next steps for students and teachers? 5. Will our professional learning needs be better suited to a collaborative inquiry model that includes moderated marking? 	<ul style="list-style-type: none"> • Keep our BIPSA goal broad with reasoning and proving but help schools decide on a type of reasoning, connected to the curriculum (spatial, algebraic, proportional) they want their tasks to support and the type of student thinking they want for the outcome...monitoring should be more effective. • Consider types of thinking we want to improve upon through with reasoning (multiplicative thinking, levels of geometric thought, functional thinking, and relational thinking). • In a few schools we will provide specific classroom manipulatives related to the school’s work, the super source resource to support the use of the manipulatives and the support of the math facilitator.
Literacy		
What?	We wondered...	So What?
<p>Through analysis of assessment and observations and conversations with teachers and students we noted the following trends/patterns:</p> <ul style="list-style-type: none"> A) Across 5 schools, 60 percent of our students in grade 1 (English) in September are emergent readers as measured with the BAS tool. B) Across 4 FI schools, 34% of our grade 3 students are reading at mid- grade 2 level or higher, while 41% are reading at an early K to early grade 1 level C) Observations indicate students are not always provided with two or more perspective when asked to form an opinion and respond with an action. 	<ol style="list-style-type: none"> 1. How many Kindergarten teachers are using the strategies of echo reading, chalk and sock and daily writing as part of their literacy instruction? How many deeply understand the “why” behind these strategies? 2. Are teachers observing/documenting reading behaviors effectively leading them to meaningful next steps for the student being observed? 3. How would the early reading strategies support our grade 3 FI students as they first experience English literacy? 	<ul style="list-style-type: none"> • Revisit the strategies and the “why”, by examining students’ assessment data (coaches, SWST, SAO, SEL). When needed, support capacity building. • Continue with supporting teachers with work around critical literacy

District School Board Ontario North East Goal: Literacy, Kindergarten to Graduation

Literacy Student Learning Goal	Students will make their thinking visible by critically analyzing, and evaluating the meaning of texts to inform a critical stance, response and /or action.
What skills, knowledge, understandings, concepts, and processes should all students be able to demonstrate?	<ol style="list-style-type: none"> How will we focus our professional learning and collaborate to enhance all students' learning? How will we create the conditions to support learning for students within identified subgroups?
Intended Student Learning	Actions to Build Our Capacity and Improve our Efficacy to improve student learning
<p>Students will:</p> <ul style="list-style-type: none"> Expose their analytical and evaluative thinking about texts by engaging in learning conversations, combined with a jot note strategy Seek to inform a more insightful critical response to texts by engaging in conversations to explain, question and refine their thinking and through the use of continuums. Support their analysis and evaluation of texts and critical responses to texts through the use learning goals, success criteria and feedback Use assistive technology, and apply accommodations; Make their thinking visible through a variety of media using the iPad Analyze and evaluate texts to formulate responses to text in guided and independent practices 	<p>School Improvement/Student Success Teams will:</p> <ul style="list-style-type: none"> Identify students' needs by analyzing multiple sources of data, and then plan and implement professional actions to reduce achievement gaps for students within identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied, etc...); when selecting professional actions to implement refer to key strategies to support students in becoming innovative thinkers. Co-monitor plans by establishing a defined process of data collection and assessment tools that will capture a triangulation of data (i.e. student work, classroom anecdotal notes) and regularly moderate evidence of student learning for the purpose of reflecting on next instructional decisions and refinements to practices; As part of the co-monitoring work, select 3-5 tracker students/class or program taking into consideration identified subgroups with the student population (FNMI, Spec. Ed., Gender, Students Taking Applied, etc... as per SIP); <p>Teachers will:</p> <ul style="list-style-type: none"> Ensure that resources, instruction and assessment respond to student learning needs, values, interests and culture; incorporating reading strategies (K-6: echo reading, chalk and sock, early daily writing strategies, jot notes, student talk strategies, inquiry learning. 7-10: Thinking Routines, Essential Questions, Jot Notes, Accountable Talk) Foster student thinking through the implementation of the key strategy to support students in becoming innovative thinking identified in the school improvement plan; Consider the role of the classroom environment in the teaching/learning of literacy (i.e. physical set-up and community building); Use data to differentiate instruction and assessment with particular attention to students within identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied, etc... as per SIP) Use assistive technology, and other accommodations, to ensure best possible outcomes for students with recognized special education needs; Engage in professional learning (co-teach, co-observe, co-plan) to refine and develop instructional strategies and learning tasks, which may include the use of the iPad, to provide opportunities for students to critically analyze, and evaluate the meaning of texts to inform a critical stance, response and/or action; Co-monitor the impact of the SIP work, through the triangulation of data, for the purpose of informing instructional decisions and practices on students' ability to analyze, evaluate, and critically respond to texts. <p>Principals/Vice-Principals will:</p> <ul style="list-style-type: none"> Engage all educators in school improvement planning; Participate actively in professional learning sessions as lead and co-learner, facilitating ongoing dialogue rooted in inquiry, research and professional observations and conversations; Foster shared leadership (i.e. through the SIP/Student Success teams, expect sharing of pertinent learning brought back from in-school, across school and district network sessions) During the inquiry process engage in co-teaching, co-observing, etc. Co-Monitor the impact/influence of educator actions on student learning, through the triangulation of data, and respond accordingly to improve student thinking; Support staff in gaining access to relevant professional learning and classroom resources that reflect the diversity of students and identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied) Monitor the use of assistive technology, and other accommodations, to ensure best possible outcomes for students with recognized special education needs; <p>Central Staff will:</p> <ul style="list-style-type: none"> Co-develop a one pager for critical thinking using Luke and Freebody's 4 resource model, Harvey Daniels thinking continuum; Support analysis of student data to inform next steps with practices and instructional decisions Engage in professional learning with school teams in the inquiry process, to support making student thinking visible; Differentiate support to schools to meet the BIPSA and SIPSA goals through professional learning opportunities focused on the needs of students within identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied); Provide a range of differentiated supports to school teams through the coach/SWST/CILT models and/or release time to facilitate professional learning networks related to student thinking and the Big 5 Key strategies in response to SIPSAs; and, Co-Monitor the impact/influence of educator actions on student learning, through the triangulation of data, and respond accordingly to improve student thinking on a regular basis... <p>Trustees will:</p> <ul style="list-style-type: none"> support equal access to learning for all students support high quality capacity building of all employees of DSB Ontario North East

Monitoring: Evidence of Student Learning Through a Triangulation of Data

Content of Monitoring	Tools to Monitor	Who will Monitor?	When to Monitor?	Targets					
Product	a) Grade 1 BAS	EYL and SEL	Sept. 2015; Jan. 2016		# students	Fall Baseline	Winter Target	Spring Target	
				Pre	36	60%	25%	10%	
				A & B	21	57 students	14 students	6 students	
				C-E	25	26%	32%	10%	
				F-H	5	5%	31%	20%	
		I & up	7	7%	12%	60%			
	b) Grade 2 GB+					# students	Fall Baseline	Winter Target	Spring Target
					Pre	1	4%	2%	1%
					1-2	2	3 students	2 students	1 student
					3-8	42	59%	49% (35)	17% (12)
					9-14	24	34%	42% (30)	70% (50)
		14& up	2	3%	6% (4)	11% (8)			
	c) Grade 3 FI BAS		Schools and SEL	June 2015; Jan. 2016		# students	Fall Baseline	Winter Target	Spring Target
					A-G	56	34%	15%	8%
					H-K	34	25%	30%	12%
	L & up	47	41%	55%	80%				
d) Grade 3 and 6 common board assessment	Classroom teachers, Coaches, and SEL	Fall 2015, Winter 2016, Spring 2016	Baseline to be established and then target to be set						
e) Grade 7-10 board assessment	Classroom teachers, Coaches, and SSL/Principal of Curriculum Innovation and Technology	Fall 2015, Winter 2016, Sprint 2016							
Observation 1. Documenting patterns and trends in student thinking in relation to thinking/comprehension continuums; 2. Determining if observations of student thinking can be connected to any of the big 5 key strategies	-App "Showbie", anecdotal templates, tracker student portfolio (student work) for 3-5 students in select schools	SEL, SSL, EYL, FSLL, Principal of Curriculum Innovation and Technology, coaches							
Conversation • Documenting conversations and measuring them with thinking/comprehension continuums • Determining if students can connect the strategy to their Learning.									

Monitoring - EQAO

As measured by EQAO Overall Avg.	From 12/13	13/14		14/15		15/16	16/17
		Predicted	Actual	Predicted	Actual		
All Primary students at level 3 and 4	46%	58%	55%	64%	NA	64%	70%
All Primary students at level 4	3%		8%				
All Primary students at level 2.7-2.9	2%	20%	16%	12%		12%	20%
All Primary students at level 2.0-2.6	17%	20%	17%	16%		16%	5%
All Primary students at level 1	15%	12%	8%	8%		8%	5%
Primary Students with Special Ed at Level 3 and 4	14%	34%	27%	35%		35%	45%
Primary FNMI Students (47)	29%		26%	35%		35%	55%

As measured by EQAO Overall Avg.	From 12/13	13/14	14/15		15/16	16/17
			Predicted	Actual		
All Junior students at level 3 and 4	66%	68%	72%	NA	72%	76%
All Junior Students at level 4	6%	6%	8%		8%	8%
All Junior students at level 2.7-2.9		16%	16%		16%	14%
All Junior students at levels 2.0 – 2.6		10%	8%		8%	7%
All Junior students at level 1	4%	4%	4%		4%	3%
Junior Students with Special Ed at Level 3 and 4		37%	45%		45%	55%
Junior FNMI Students (67)	35%	30%	40%		40%	50%

As measured by EQAO OSSLT Overall Avg.	13/14	14/15		15/16	16/17
		Predicted	Actual		
All students at level 3 and 4	71%	78%	70%	82%	86%
Students with IEP at Level 3 and 4	56%	65%		70%	75%
FNMI Students	58%	65%	77%	70%	75%
R2, Understanding Implicitly stated information & ideas	72%	78%	71.5%	83%	87%
W4, Topic Development (main idea, supporting details & organization)	72%	78%	74%	83%	87%
As measured by Mark Distribution in ENG2P	13/14	14/15		15/16	16/17
All students at level 3 and 4	38%	45%	45%	50%	60%
All students at level 2	16%	20%	25%	30%	28%
All students at level 1	18%	20%	15%	13%	10%
Students with IEP at Level 3 and 4	37%	49%	42%	56%	63%
FNMI Students	28%	40%	42%	52%	59%

District School Board Ontario North East Goal: Numeracy, Kindergarten to Graduation

Numeracy Student Learning Goal	Students will make their thinking visible through reasoning and justifying.
<p>What skills, knowledge, understandings, concepts, and processes should all students be able to demonstrate?</p>	<ol style="list-style-type: none"> 1. How will we focus our professional learning and collaborate to enhance all student learning? 2. How will we create the conditions to support learning for students within identified subgroups?
Intended Student Learning	Actions to Build Our Capacity and Improve our Efficacy to improve student learning
<p>Students will:</p> <ul style="list-style-type: none"> • Communicate their reasoning supported by details and a rationale • Establish generalizations through the discourse of argumentation (justifying & proving conjectures); • Reflect and monitor the reasonableness of their conjecture while investigating or solving a problem; using learning goals, success criteria and feedback as supports. • Persevere to solve a balance of tasks that demand reasoning supported by a rationale • Use assistive technologies as a means to demonstrate their thinking 	<p>School Improvement Teams will:</p> <ul style="list-style-type: none"> • Identify student needs through consideration of multiple sources of data • Select monitoring task/tools (i.e. ONAP, Key Math, Carpenter’s task, EQAO task, Butterfly House task) that will capture a triangulation of data (i.e. student work, classroom anecdotal notes, meaningful conversation) • Select tracker students (3-5 students/class or program) taking into consideration identified subgroups with the student population (FNMI, Spec. Ed., Gender, Students Taking Applied, etc... as per SIP); • Select one or more of the key strategies to support students in becoming innovative thinkers to be implemented through collaborative professional learning and classroom practice to support student achievement • Co-monitor plans by establishing a defined process of data collection and regularly moderate evidence of student learning for the purpose of reflecting on next instructional decisions and practices; ‘ <p>Teachers will:</p> <ul style="list-style-type: none"> • Engage students in a balance of math tasks that provide multiple opportunities to make student thinking visible and require reasoning and justifying specific to their SIPSAs goal • Ensure that resources, instruction and assessment respond to student learning needs, values, interests and culture; incorporating Gap Closing strategies, and Manipulatives • Foster student thinking through the implementation of the key strategy identified in the school improvement plan; • Consider the role of the classroom environment in the teaching/learning of mathematics (i.e. physical set-up and respect for learning differences); • Use data to differentiate instruction and assessment with particular attention to tracker students within identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied, etc... as per SIP); • Provide technologies and/or accommodations, to ensure best possible outcomes for all students • Engage in professional learning to refine and develop instructional strategies and learning tasks which provide opportunities for students to reason, justify, and generalize; • Co-Monitor the impact of key strategies, through the triangulation of data, on students’ ability to reason, justify, and generalize. <p>Principals/Vice-Principals will:</p> <ul style="list-style-type: none"> • Engage all educators in school improvement planning (i.e. unpacking of student data collectively, moderating tracker students’ assessments) • Participate actively in professional learning sessions as lead and co-learner, facilitating ongoing dialogue rooted in inquiry, research and professional observations and conversations; • Foster shared leadership (i.e. through the SIP/Student Success teams, expect sharing of pertinent learning brought back from in-school, across school and district network sessions) • Co-Monitor the impact/influence of educator actions on student learning, through the triangulation of data, and respond accordingly to improve student reasoning, justifying, and generalizing; • Support staff in gaining access to relevant professional learning and classroom resources that reflect the diversity of students and identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied); • Monitor how assistive technology, and other accommodations, are ensuring the best possible outcomes for students with recognized special education needs; <p>Central Staff will:</p> <ul style="list-style-type: none"> • Focus resources on the instructional core (teacher, staff, curriculum) • Engage in professional learning sessions with principals and educators to support their mathematical content and pedagogical understanding; • Collaborate with SIM team to support the numeracy pillar in the BIPSA • Engage in professional learning with school teams in the inquiry process, to support making student mathematical thinking visible; • Differentiate support to schools to meet the BIPSA and SIPSAs goals through professional learning opportunities focused on the needs of trackers students within identified subgroups (FNMI, Spec. Ed., Gender, Students Taking Applied); • Provide a range of differentiated supports to school teams through the coach/SWST/CILT models and/or release time to facilitate professional learning networks related to student mathematical thinking and the Big 5 Key strategies in response to SIPSAs; (ex. Engage in co-planning, co-teaching and co-analysis to support the student experience through precision and personalization) • Co-Monitor the impact/influence of educator actions on student learning, through the triangulation of data, and respond accordingly to improve student reasoning, justifying and generalizing; <p>Trustees will:</p> <ul style="list-style-type: none"> • support equal access to learning for all students • support high quality capacity building of all employees of DSB Ontario North East

Monitoring: Evidence of Student Learning Through a Triangulation of Data

Content of Monitoring	Tools to Monitor	Who will Monitor?	When to Monitor?	Targets
Product	Kindergarten board developed common assessment	EYL	Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
	Grade 3 Board Developed Common Assessment	SEL and selected schools' principals/vice-principals	Fall 2015; Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
	Grade 6 Board Developed Common Assessment	SEL and selected schools' principals/vice-principals	Fall 2015; Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
	Grade 7 Board Developed Common Assessment	SSL and selected schools' principals/vice-principals	Fall 2015, Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
	Grade 8 Board Developed Common Assessment	SSL and selected schools' principals/vice-principals	Fall 2015, Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
	Grade 9 Board Developed Common Assessment	SSL and selected schools' principals/vice-principals	Fall 2015, Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
	Grade 10 Board Developed Common Assessment	SSL and selected schools' principals/vice-principals	Fall 2015, Winter 2016, Spring 2016	Baseline and targets to be determined upon administration of assessment
Observation 3. Documenting patterns and trends in student thinking in relation to thinking/comprehension continuums; 4. Determining if observations of student thinking can be connected to any of the big 5 key strategies	App "Showbie", anecdotal templates, tracker student portfolio (student work) for 3-5 students in select schools	SEL, SSL, EYL, FSLL, Principal of Curriculum Innovation and Technology, coaches		
Conversation • Documenting conversations and measuring them with thinking/comprehension continuums • Determining if students can connect the strategy to their Learning.				

Monitoring - EQAO

As measured by EQAO Overall Avg.	From 12/13	13/14		14/15	14/15 Actual	15/16	16/17
		Predicted	Actual				
All Primary students at level 3 and 4	40%	50%	50%	58%	N/A	64%	70%
All Primary Students at level 4	3%		5%	6%		8%	10%
All Primary students at level 2.7-2.9	25%	25%	19%	26%		23%	18%
All Primary students at levels 2.0 – 2.6	25%	15%	21%	12%		10%	9%
All Primary students at level 1	5%		7%	4%		3%	3%
Primary Students with Special Ed at Level 3 and 4	13% (80)	34%		46%		58%	
FNMI Primary Students	27%		17%	35%		45%	55%

As measured by EQAO Overall Avg.	From 12/13	13/14	14/15	14/15 Actual	15/16	16/17
All Junior students at level 3 and 4	39%	28%	40%	N/A	48%	60%
All Junior Students at level 4	4%	3%	4%		6%	8%
All Junior students at level 2.7-2.9		18%	28%		27%	22%
All Junior students at levels 2.0 – 2.6		24%	20%		15%	12%
All Junior students at level 1	18%	25%	12%		8%	6%
Junior Students with Special Ed at Level 3 and 4		37%	45%		55%	
FNMI Junior Students	12%	8%	20%		30%	40%

As measured by EQAO Gr. 9 App. Math Overall Avg.	From 13/14	14/15		15/16	16/17
		Predicted	Actual		
All students at level 3 and 4	42%	47%	38%	57%	64%
All students at level 2	38%	37%	33%	30%	27%
All students at level 1	15%	10%	10%	7%	4%
Students with IEP at Level 3 and 4	35%	45%		50%	65%
FNMI Students	27%	37%		47%	57%
As measured by Mark Distribution in MFM1P	From 13/14	14/15	14/15	15/16	16/17
All students at level 3 and 4	48%	55%	43%	60%	62%
All students at level 2	20%	25%	27%	25%	24%
All students at level 1	20%	15%	20%	7%	6%
Students with IEP at Level 3 and 4	42%	52%	24%	59%	66%
FNMI Students	21%	41%	26%	53%	60%

District School Board Ontario North East Goal: Pathways, Kindergarten to Graduation

Pathways Student Learning Goal	All students will identify their personal interests, strengths, abilities and accomplishments in their Individual Pathways Plan (IPP) and the All About Me Portfolio. All students will use this knowledge to inform their choice of programs and learning opportunities as measured by their engagement in a variety of pathway programs and activities. Students with identified needs, in cooperation with families and community agencies, will also use this information to support their transitions plans throughout school.
What skills, knowledge, understandings, concepts, and processes should all students be able to demonstrate?	<ol style="list-style-type: none"> 3. How will we focus our professional learning and collaborate to enhance all student learning? 4. How will we create the conditions to support learning for students within identified subgroups?
Intended Student Learning	Actions to Build Our Capacity and Improve our Efficacy
<p>Students will:</p> <ul style="list-style-type: none"> • formulate questions to guide their planning as they explore the 4 inquiry questions in “Creating Pathways to Success” • plan investigations to answer their questions; • develop methods to assess their thinking; • discusses merits of various career choices and pathways; • demonstrate their knowledge of secondary school pathways and postsecondary destination opportunities (e.g., apprenticeship, education, workplace, adulthood); • reflect and respond to feedback from classmates and the teacher; and; • provide constructive, descriptive, specific feedback to their classmates • assessment tools as the basis for discussion. 	<p>School Improvement/Student Success Teams will:</p> <ul style="list-style-type: none"> • use consistent student data across schools to ensure that all students have fair and equitable opportunities for success; • plan and implement actions for students within identified subgroups (i.e. FNMI, Spec. Ed., Gender, Students taking applied, etc.) • co-monitor program pathway choices of students within identified subgroups and act strategically to enhance their learning opportunities; • will refine instructional practices that ensure all students engage in creative, innovative and critical thinking in making connections to the environment, society and themselves; • formulate a plan for tracking students’ progress <p>Teachers will:</p> <ul style="list-style-type: none"> • ensure that resources and instruction respond to student strengths, needs, values, interests, and culture; • foster student learning through inquiry, collaboration and choice with a focus on the inquiry questions in “Creating Pathways to Success”; • provide the necessary knowledge and skills for students to make informed choices about program pathways. • make explicit connections between course content and program pathways; • provide opportunities for students to engage in discussions of various career choices in every curriculum area; and, • integrate the use of technology to engage students and support their learning as they build their IPP or “All About Me Portfolio”; and, • co-monitor and support the implementation of student IPPs and “All About Me” portfolios; • co-monitor program pathways choices of students within identified subgroups and act strategically to enhance their learning opportunities; <p>Principals/Vice-Principals will:</p> <ul style="list-style-type: none"> • Support staff in gaining access to professional learning and classroom resources; and, create opportunities for cross-curricular and panel collaboration. • Provide opportunities for SHSM programs • Co-monitor and support the implementation of student IPPs and “All About Me” portfolios; • co-monitor program pathways choices of students within identified subgroups and act strategically to enhance their learning opportunities; <p>Central Staff will:</p> <ul style="list-style-type: none"> • Monitor the number of students in grades 3 and 6 who have completed their “All About Me” portfolios. • Monitor creation and implementation of effective transition planning for all students identified with a developmental disabilities. • Monitor the number of students in grade 9 who have completed the required components in their IPP and Grade 8 and Grade 12 Student Exit Surveys

Monitoring: Evidence of Student Learning Through a Triangulation of Data

Content of Monitoring	Tools to Monitor	Who will Monitor?	When to Monitor?
<p>Product 1. Collecting student work and measuring it with thinking/comprehension continuums; How can the student work be connected to any big 5 strategy?</p>			
<p>Observation 5. Documenting patterns and trends in student thinking in relation to thinking/comprehension continuums; Determining if observations of student thinking can be connected to any of the big 5 key strategies</p>			
<p>Conversation</p> <ul style="list-style-type: none"> • Documenting conversations and measuring them with thinking/comprehension continuums • Determining if students can connect the strategy to their Learning. 			

What are we learning?

District School Board Ontario North East SMART Goal: Community/Culture/Caring, Kindergarten to Graduation

CCC Goal	Students will experience well-being through inclusive, mentally healthy communities that focus on growth mindset and promote self-regulation and resilience.
What skills, knowledge, understandings, concepts, and processes should all students be able to demonstrate?	<ol style="list-style-type: none"> 1. How will we focus our professional learning and collaborate to enhance all student learning? 2. How will we create the conditions to support learning for students within identified subgroups?
Intended Student Learning	Actions to Build Our Capacity and Improve our Efficacy
<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate a sense of belonging, engagement and articulate how they see themselves reflected in the curriculum, classroom and school community (Student Voice) • Exhibit emotional and behavioral self-regulation strategies and maintain positive mental well-being. • Interpret their experiences through a growth mindset lens • Be able to participate in Restorative Justices Circles when their actions have damaged the school community. 	<p>School SIP/Student Success Teams Will:</p> <ul style="list-style-type: none"> • Find opportunities to bring students into decision-making in meaningful ways so they know their input is valued and relevant. • Integrate a mental health focus to their work • Pilot schools complete the <i>Assessment Tool for Schools: Organizational Conditions for School Mental Health (Leading Mentally Health Schools: A Vision for Student Mental Health and Well-being in Ontario Schools</i> https://www.dropbox.com/s/h5roaobzcgmab2u/LeadingMentallyHealthSchools.pdf pp 98-99) • Support targeted Social Emotional Learning Programs <p>Teachers Will:</p> <ul style="list-style-type: none"> • Promote positive mental health in the classroom • Use restorative practice circles to promote empathy and relationship building. • Intentionally model growth mindset and support students in developing self-regulation and resilience • Use strategies to ensure and promote caring and safety for all students in common spaces such as school yards and hallways. • Know about student’s interests, experiences and values, and promote these so students see themselves in their own learning and in the school community. <p>Principals Will:</p> <ul style="list-style-type: none"> • Focus on integrating the various initiatives within their school that are linked to the promotion of mental health and the prevention of problems (i.e. Student Success, Safe and Caring Schools, Accepting Schools, Healthy Schools, Education for All and Learning for All). • Identify and support strategies they and their staff are already doing to promote student mental health and to decrease potential risks to wellness. • Support professional learning about mental health and support staff mental health and well-being. • Promote community building through use of circle activities. • Provide authentic opportunities for students to voice their interests and ideas in the school community (Student Focus Groups, Student Forums, Student Leadership, Students as Researchers) so that they see themselves reflected in their learning. • Encourage all staff to be welcoming and inclusive and model a growth mindset concerning students. • Ensure that students see themselves as part of the school community i.e. Native Studies Courses, Native student cultural images and students with disabilities’ depicted in positive ways. • Support targeted Social Emotional Learning programs. <p>Central Staff Will:</p> <ul style="list-style-type: none"> • Provide training and support for the development of mentally healthy communities that focus on growth mindset and promote self-regulation and resilience. • Deliver targeted, Evidence Based programs • Develop and maintain resources for educators, parents and students that promote mentally healthy communities. • Encourage and support student interests and perceived needs through curriculum planning, Student Voice Initiatives and building healthy communities <p>Trustees will:</p> <ul style="list-style-type: none"> • support the building of belonging for all students and staff through a safe and inclusive learning environment • support the engagement of parents in their child(ren)’s education • support, appreciate and value parents as an advocate for their child(ren) • support the communication with the communities and partners on an ongoing basis • support the instilling of pride of community in all the students

Monitoring: Evidence of Student Learning Through a Triangulation of Data

Content of Monitoring	Tools to Monitor	Who will Monitor?	When to Monitor?
<p>Product</p> <ul style="list-style-type: none"> Collect attitudinal data regarding social-emotional well-being Student Voice Initiatives monitoring being developed 	<ul style="list-style-type: none"> All schools will administer Tell Them From Me – the data collected will be analyzed to determine areas of strength and areas of need Pilot inquiry at Pinecrest P.S. to measure Self-Regulation using the Strengths and Difficulties Questionnaire. (beginning/mid/end of year) Student Focus Group questions and responses 	<ul style="list-style-type: none"> Principals SSL/SEL Mental Health Team 	<ul style="list-style-type: none"> Yearly
<p>Observation...</p>	<ul style="list-style-type: none"> Office referrals Referrals to the Mental Health Team' Active participation in student voice initiatives Classroom observations 	<ul style="list-style-type: none"> Principals SSL/SEL Mental Health Team Educators 	<ul style="list-style-type: none"> Quarterly
<p>Conversation</p> <ul style="list-style-type: none"> Documenting conversations students are having regarding self-regulation, resilience and stress management strategies being utilized with their teachers, parents and CYWs Determining if students can connect the strategy to their everyday social interactions. 	<ul style="list-style-type: none"> Documentation from educators, CYWs and principals 	<ul style="list-style-type: none"> Principals CYWs Educators 	<ul style="list-style-type: none"> ongoing
<p>What Are We Learning?</p>			

Social Emotional Well-being - Sense of Belonging

TTFM		2011-2012		2012-2013		2013-2014		2014-2015	
Measure		F	M	F	M	F	M	F	M
Positive Sense of Belonging	Gr. 6	71%	72%	75%	77%	-	-		
	Gr. 7	52%	67%	61%	72%	47%	70%	52%	70%
	Gr. 8	61%	72%	48%	67%	46%	67%	61%	72%
	Gr. 9	54%	66%	53%	64%	48%	54%	54%	66%
	Gr. 10	60%	66%	55%	62%	46%	56%	60%	66%
	Gr. 11	59%	68%	47%	58%	54%	60%	59%	68%
	Gr. 12	57%	70%	56%	64%	59%	63%	57%	70%

Social Emotional Well-being – Positive Teacher Student Relations
Note: below could be triangulated EQAO Math and Literacy Perceptual data

TTFM		2011-2012		2012-2013		2013-2014		2014-2015	
Measure		F	M	F	M	F	M	F	M
Interest & Motivated (English, Math, Science)	Gr. 6	71%	68%	74%	75%	74%	75%	79%	80%
	Gr. 7	62%	62%	62%	62%	62%	62%	70%	70%
	Gr. 8	64%	58%	58%	58%	58%	58%	75%	70%
	Gr. 9	60%	60%	61%	58%	61%	58%	70%	70%
	Gr. 10	60%	58%	57%	54%	57%	54%	70%	70%
	Gr. 11	56%	57%	57%	56%	57%	56%	70%	70%
	Gr. 12	62%	64%	56%	58%	56%	58%	70%	70%

Social Emotional Well-being – Bullying, Exclusion and Harassment

TTFM		2011-2012		2012-2013		2013-2014		2014-2015	
Measure		F	M	F	M	F	M	F	M
Values School Outcomes	Gr. 6	32%	36%	31%	27%	-	-		
	Gr. 7	36%	34%	32%	32%	30%	27%	25%	22%
	Gr. 8	32%	37%	38%	29%	40%	25%	30%	20%
	Gr. 9	24%	23%	24%	26%	27%	29%	22%	23%
	Gr. 10	22%	21%	25%	21%	25%	27%	20%	21%
	Gr. 11	20%	21%	27%	20%	20%	20%	15%	15%
Gr. 12	18%	11%	17%	19%	18%	18%	15%	11%	