



## Grand Erie District School Board Board Improvement Plan for Student Achievement 2012 - 2013

**Mission:** Engage, support and inspire all learners to achieve and succeed.

**Belief:** We believe that our students should be considered first as the basis for decision-making.

**Vision:** Growing Excellence. . .Inspiring Success

**Values:** Compassion, Cooperation, Humility, Inclusiveness, Integrity, Perseverance, Respect, and Responsibility

### **2011- 2015 Multi-Year Plan Goals – Achievement**

- Improve early primary students' oral language and literacy skills.
- Fully implement comprehensive literacy in our elementary classrooms.
- Improve achievement in Grades 3-8 mathematics. Program and instruction will focus on problem solving and investigation of important mathematical concepts.
- Improve achievement in Grades 9-12 mathematics. Program and instruction will focus on problem solving and an understanding of how students learn mathematics.
- Improve in areas of credit accumulation in grades 9, 10, 11.

### **School Effectiveness Framework Components and Indicators – BIPSA 2012-13**

#### **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 teacher and from peers.

#### **School and Classroom Leadership**

- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.

#### **Curriculum, Teaching and Learning**

- 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<sup>st</sup> century content, global perspectives, learning skills, resources and technologies.

**Smart Goal - Language Literacy**

- **Improve achievement at Level 3 & 4 in Reading and Writing**

**Reading**

- Primary - we will improve our result from 58% to 60%
- Junior - we will maintain our gains and work towards a 2% increase in scores to 73%

**Writing**

- Primary - we will improve our result from 66% to 68% or above
- Junior - we will improve our result from 62% to 64% or above

**Special Education Goals:** to improve achievement at Levels 3 & 4 for students with special education needs (excluding Gifted):

**Reading**

- Primary – we will improve results from 23% to 25%
- Junior – we will improve results from 43% to 45%

**Writing**

- Primary – we will improve results from 49% to 51%
- Junior – we will improve results from 37% to 39%

**Professional Learning and Capacity Building**

- **School Support Initiative – Junior/Intermediate** – A partnership with Student Success that includes targeted intervention for the highest needs Compensatory Education schools - supports 8 schools; use of achievement data to identify the most urgent learning needs; Learning Cycle and resource support, Professional Development connected to needs of the schools
- Special Education: system Special Education staff will support Junior/Intermediate teachers, as needed, in the School Support Initiative
- Aboriginal Education staff will support teachers in classrooms to increase FNMI student achievement dependent on school and classroom needs as identified by data and teacher observation

**System Implementation and Monitoring (SIM) - Collaborative Inquiry**

- Mandatory participation for the Moderate Needs Compensatory Education Schools and District Support Year 1 schools
- Option for other schools based on school data and need for system PD focus – FOS Superintendent consultation with Principals to determine participation
- Schools will choose a literacy or numeracy focus and will be networked during system PD sessions based on need
- full-day sessions for school teams; approach will include “just in time” PD in response to teacher need connected to student learning needs along with collaborative inquiry
- Special Education: system Special Education staff will support teachers, as needed, in SIM - Collaborative inquiry projects
- Aboriginal Education staff will support teachers in classrooms to increase FNMI student achievement dependent on school and classroom needs as identified by data

**Learning Cycles**

- All schools will complete 2 Learning Cycles based on data that identifies that most urgent learning need of students
- Learning Cycle work will involve an exploration of current student work and teacher instructional practice connected to critical thinking expectations

<ul style="list-style-type: none"> <li>Aboriginal Education staff will meet with teachers of the Compensatory Education Schools, twice per learning cycle to assist with FNMI student achievement</li> </ul>
<ul style="list-style-type: none"> <li><b>Student Work Study</b></li> <li>Will involve 8 schools and provided intensive support in literacy and numeracy with a focus on students achieving at Level 2 in an effort to determine which instructional strategies will support movement to Level 3</li> <li>Special Education: professional development connected to <i>Learning for All 2011</i> will be provided to teachers by Special Education system staff</li> </ul>
<ul style="list-style-type: none"> <li><b>Education Technology training</b> for Core French teachers Grades 4 to 8; Support Staff will help make the connections for teachers as to how this technology can support differentiated instruction to enhance student learning and improve student achievement</li> <li><b>Ed Tech support for SSI Junior Intermediate goals</b> – literacy and/or numeracy connected to the most urgent learning need as identified</li> <li>Special Education: professional development sessions focused on the effective use of Assistive Technology (AT) will be provided to Learning Resource Teachers and teachers of self-contained classes. In partnership with Elementary Program staff, Special Education support staff will pilot a Grade 6 project at one school in order to train all students in the class and build staff capacity in the use of AT for EQAO. Special Education support staff will also provide on-going in class support to maximize the effective use of technology for elementary self-contained classes</li> <li>FNMI - Aboriginal content be available as part of the Ed Tech support for SSI Junior Intermediate goals (i.e. Aboriginal Perspectives Teacher Toolkit)</li> </ul>
<ul style="list-style-type: none"> <li><b>Levelled Language Intervention (LLI)</b></li> <li>Program will continue in all Compensatory Schools</li> <li>Instructional Coach support is a priority for LLI schools</li> <li>Special Education: Learning Resource Teachers will continue to include LLI strategies in the provision of services to students with Special Education needs</li> <li>Aboriginal Education staff will work with schools to identify FNMI students who are participating in the LLI program so that teachers can be supported with FNMI teaching and learning strategies and resources</li> </ul>
<ul style="list-style-type: none"> <li>Elementary Family of School meetings will include <b>Principal Learn Teams (PLTs)</b></li> <li>Comprehensive Literacy will be an area of focus for PLTs</li> <li>Aboriginal Education staff will meet with Principals of the 8 high needs Compensatory Education Schools in Brantford, 2 schools in Haldimand and 2 schools in Norfolk to provide information regarding FNMI instructional practices for inclusion in school improvement plans</li> </ul>

Level 3 and 4 Reading and Writing

Resources	Monitoring	Evaluation
<p><b>EPO Grants</b></p> <ul style="list-style-type: none"> <li>• System Implementation and Monitoring</li> <li>• Early Primary Collaborative Inquiry</li> <li>• OFIP School Support</li> <li>• Official Languages in Education - FSL</li> <li>• Aboriginal Education: FNMI Implementation</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <i>School Effectiveness Framework</i></li> <li>• <i>Growing Success</i></li> <li>• <i>Learning for All K to 12</i></li> <li>• <i>Ontario FNMI Education Policy Framework</i></li> <li>• <i>Building Bridges to Success for FNMI Students</i></li> </ul> <p><b>Ministry Resources</b></p> <ul style="list-style-type: none"> <li>• Student Achievement Officers</li> <li>• SIM Regional Sessions</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Primary/Junior Teacher Consultants</li> <li>• Special Ed Teacher Consultants and Support Staff</li> <li>• Lead EA for SEA</li> <li>• Ed Tech Team</li> <li>• Native Support and Teaching Staff</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• FNMI Community Partnership Grants</li> <li>• STEP Assessment and Reception Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent School Visits</li> <li>• Family of Schools Meetings</li> <li>• Principal Leaders working with Support Staff</li> <li>• Principal monitors implementation of School Improvement Plan</li> <li>• School Effectiveness Framework District Support Visits</li> <li>• Marker Student work through SIM initiative – tracking selected students to assess the impact of implementation of selected instructional strategies</li> <li>• Reports to SEAC</li> <li>• Teacher Efficacy Surveys related to SEF Indicators 1.1, 1.2 and 4.2</li> <li>• Monthly School Resource Team meetings focus on Assistive Technology, Special Equipment Amount (SEA) data and IEPs</li> <li>• Summary Reports on Aboriginal Self ID students</li> </ul>	<ul style="list-style-type: none"> <li>• BIPSA Mid-Year Report – February 25<sup>th</sup> Board Meeting</li> <li>• Term 1 and 2 Report Card Data - Reading</li> <li>• LLI data</li> <li>• Baseline data for IEPs, use of Assistive Technology and SEA use data</li> <li>• FNMI Grant Summary Reports</li> <li>• Pre- and post- FSiM attitudes and beliefs survey for teachers</li> </ul>

<p><b>Smart Goal</b></p> <ul style="list-style-type: none"> <li>• <b>Improve achievement at Level 3 &amp; 4 in Math</b></li> <li>• Primary - we will improve our result from 58% to 60% or above</li> <li>• Junior - we will improve our result from 47% to 50% or above</li> <li>• By June 2013, students achieving level 3 or 4 in mathematics on their report cards will increase</li> <li>– Grade 7: <b>65% - 67%</b></li> <li>– Grade 8: <b>66% - 68%</b></li> <li>– <b>Special Education Goals:</b> to improve achievement at Levels 3 &amp; 4 in Math for students with special education needs (excluding gifted):             <ul style="list-style-type: none"> <li>• Primary - we will improve our result from 30% to 32% or above</li> <li>• Junior - we will improve our result from 24% to 26% or above</li> </ul> </li> </ul>
<p><b>Professional Learning and Capacity Building</b></p>
<ul style="list-style-type: none"> <li>• <b>School Support Initiative – Junior/Intermediate</b> A partnership with Student Success that includes targeted intervention for the highest needs highest needs Compensatory Education schools - supports 8 schools; use of achievement data to identify the most urgent learning needs; Learning Cycle and resource support, Professional Development connected to needs of the schools</li> <li>• Special Education: system Special Education staff will support Junior/Intermediate teachers, as needed, in the School Support Initiative</li> <li>• Aboriginal Education staff will support teachers in classrooms to increase FNMI student achievement dependent on school and classroom needs as identified by data and teacher observation</li> </ul>
<ul style="list-style-type: none"> <li>• <b>System Implementation and Monitoring (SIM) - Collaborative Inquiry</b></li> <li>• Mandatory participation for the Moderate Needs Compensatory Education Schools and District Support Year 1 schools</li> <li>• Option for other schools based on school data and need for system PD focus – FOS Superintendent consultation with Principals to determine participation</li> <li>• Schools will choose a literacy or numeracy focus and will be networked during system PD sessions based on need</li> <li>• full-day sessions for school teams; approach will include “just in time” PD in response to teacher need connected to student learning needs along with collaborative inquiry</li> <li>• Special Education: system Special Education staff will support teachers, as needed, in SIM - Collaborative inquiry projects</li> <li>• Aboriginal Education staff will support teachers in classrooms to increase FNMI student achievement dependent on school and classroom needs as identified by data</li> </ul>
<ul style="list-style-type: none"> <li>• <b>SIM Math Project- A project supported by the Literacy Numeracy Secretariat</b></li> <li>• Provides highly supported, job-embedded, school-based professional development learning in mathematics instruction</li> <li>• Provides time for SIM learn teams to co-learn and co-teach with their divisional colleagues</li> <li>• Focus is on identifying students who are struggling to meet expected outcomes by grade 3 with the goal of improving success by grade 6</li> <li>• Guidance will be provided by a Mathematics Teacher Consultant, a System LRT and Instructional Coach</li> <li>• SIM school teams, including the principal will learn about, implement and monitor the impact of their teaching on their students in a collaborative learning cycle – teaching strategies will be adjusted and refined in response to</li> </ul>

<p>student progress</p>
<ul style="list-style-type: none"> <li>• <b>Learning Cycles</b></li> <li>• All schools will complete 2 Learning Cycles based on data that identifies that most urgent learning need of students</li> <li>• Learning Cycle work will involve an exploration of current student work and teacher instructional practice connected to critical thinking expectations</li> <li>• Aboriginal Education staff will meet with teachers of the Compensatory Education Schools, twice per learning cycle to assist with FNMI student achievement</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student Work Study</b></li> <li>• Will involve 8 schools and provided intensive support in literacy and numeracy with a focus on students achieving at Level 2 in an effort to determine which instructional strategies will support movement to Level 3</li> <li>• Special Education: professional development connected to <i>Learning for All 2011</i> will be provided to teachers by Special Education system staff</li> </ul>
<ul style="list-style-type: none"> <li>• <b>First Steps in Math</b></li> <li>• continued training and implementation for teachers Grades 3 to 6</li> <li>• teachers will gain and enhance knowledge on the developmental continuum in mathematics to help pinpoint student learning needs and determine appropriate instructional strategies</li> <li>• Aboriginal Education staff will work with teachers to provide FNMI teaching strategies, FNMI learning strategies, and FNMI resources</li> </ul>
<ul style="list-style-type: none"> <li>• <b>JUMP Math Research Project</b> – Grade 2 and Grade 5 classes at selected schools</li> <li>• Approximately 25 schools will implement the JUMP math resource while approximately 25 other schools will receive targeted mathematics PD</li> </ul>
<ul style="list-style-type: none"> <li>• Elementary Family of School meetings will include <b>Principal Learn Teams (PLTs)</b></li> <li>• Math Learning Cycles will be an area of focus for PLTs</li> <li>• Aboriginal Education staff will meet with Principals of the 8 Compensatory Education Schools, 2 schools in Haldimand and 2 schools in Norfolk to provide information regarding FNMI instructional practices for inclusion in the SIP</li> </ul>
<ul style="list-style-type: none"> <li>• Co-ordinate with Elementary Program in <b>First Steps in Math</b> training for grade 7 teachers as well as implementing Ministry <b>MathGains</b> strategies 7-10.</li> <li>• Continued training for grade 7 and 8 teachers in <b>First Steps in Math (FSiM)</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>School Support Initiative – Junior Intermediate (SSI-JI)</b> – A partnership with elementary program team to address lowest areas of performance in five math strands and three language strands in 8 compensatory elementary schools by utilizing the SSI framework.</li> <li>• Special Education: system Special Education staff will support Junior/Intermediate teachers, as needed, in the School Support Initiative.</li> <li>• Aboriginal Education Staff will support teachers in classrooms to increase FNMI student achievement</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a Cross Panel Resource for Math (CPR-M) grade 7 to grade 9. This will be a companion resource to the CPR resource for literacy.</li> </ul>

Level 3 and 4 Math 3-8

Resources	Monitoring	Evaluation
<p><b>EPO Grants</b></p> <ul style="list-style-type: none"> <li>• Collaborative Inquiry for Learning - Mathematics</li> <li>• Building Capacity for Effective Math Instruction 7-12</li> <li>• Capacity Building for Differentiated Instruction 7-12</li> <li>• Student Success &amp; Cross Panel Teams</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <i>School Effectiveness Framework</i></li> <li>• <i>Growing Success</i></li> <li>• <i>Education for All</i></li> <li>• <i>Ontario FNMI Education Policy Framework</i></li> <li>• <i>Building Bridges to Success for FNMI Students</i></li> </ul> <p><b>Ministry Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Homework Help</i></li> <li>• <i>Math GAINS</i></li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Primary/Junior Teacher Consultants</li> <li>• Special Ed Teacher Consultants and Support Staff</li> <li>• Lead EA for SEA</li> <li>• Intermediate Teacher Consultants</li> <li>• eLC</li> <li>• Ed Tech Team</li> <li>• Mathematics Teacher Consultant</li> <li>• System LRT for LNS Math Project</li> <li>• Native Support and Teaching Staff</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• FNMI Community Partnership Grants</li> <li>• STEP Assessment and Reception Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent School Visits / SIP monitoring process</li> <li>• Principal Leaders working with Support Staff</li> <li>• Principal monitors implementation of School Improvement Plan</li> <li>• Through FSIM, teachers monitor student work</li> <li>• Marker Student work through CSI initiative – tracking selected students to assess the impact of implementation of selected instructional strategies</li> <li>• Teacher Efficacy Surveys related to SEF Indicators 1.1, 1.2 and 4.2</li> <li>• Monthly School Resource Team meetings focus on Assistive Technology, Special Equipment Amount (SEA) data and IEPs</li> <li>• Family of Schools Meetings</li> <li>• <i>Secondary School Effectiveness Framework</i> visits</li> <li>• Summary Reports on Aboriginal Self ID students</li> </ul>	<ul style="list-style-type: none"> <li>• BIPSA Mid-Year Report – February 25<sup>th</sup> Board Meeting</li> <li>• Progress report data</li> <li>• Term 1 and 2 Report Card Data</li> <li>• Baseline data for IEPs, use of Assistive Technology and SEA use data</li> <li>• FNMI Grant Summary Reports</li> <li>• Pre- and post- FSIM attitudes and beliefs survey for teachers</li> </ul>

**Smart Goal – Credit Accumulation**

- **Improve achievement in credit accumulation.**

By June 2013, credit accumulation for students enrolled in Grade 9 and 10 will increase

- Accumulation of 8/8 credits in grade 9 from 82% to 84%
- Accumulation of 16/16 credits in grade 10 from 69% to 71%

**Special Education SMART Goal:** to improve credit accumulation rates for students with special education needs (excluding Gifted):

- **Accumulation of 8/8 credits in Grade 9 from 59% to 61%**
- **Accumulation of 16/16 credits in Grade 10 from 38% to 40%**

**Professional Learning and Capacity Building**

- **School Support Initiative (SSI)** supports 6 Group One schools; 8 Group Two schools. The majority of projects will land in grade 9 and 10 Applied-level programs in math or English; however, some schools now have cross-curricular projects to address areas of highest need.
- Special Education: system Special Education staff will support principals and teachers, as needed, in the School Support Initiative
- Aboriginal Education staff will support teachers in classrooms to increase FNMI student achievement
- **School Effectiveness Framework** visits enter the second cycle this year. Visits will take place in five secondary schools to highlight consistent indicators of effectiveness in each building to determine that initial areas of need identified during the first SEF visit have been addressed. The SEF team supports principals and schools in understanding and implementing successful practices in teaching and learning.
- Aboriginal Education staff will support capacity building for schools involved in SEF.
- **Assessment For Learning (AFL)** Project is in the fourth and fifth semesters of a five-semester plan to support principals, department heads, and teachers in implementing the Board Policy on *Growing Success*. Semester four and five will focus more directly on classroom teachers.
- Promote the STEP assessment as an assessment tool for ELL students including former Native Language students from First Nation communities
- Develop and implement protocol for teachers to use the STEP assessment as an AFL tool for ELL students including students who are Native Language speakers from First Nations communities
- Cross Panel Resource (CPR) and math alignment (instruction and assessment) on Six Nations.
- Aboriginal Education staff will work with Secondary Program staff to support the Cross Panel Resource and math alignment on Six Nations
- Expand **MPSS Turning Point** (at ILA) and **HSS SWAC** programs on Six Nations
- Evaluate existing Alternative Education Programs such as Newstart and GELA Nations, for effectively increasing success rates of Tuition Agreement students.
- Aboriginal Education staff will work with Secondary Program to support a GELA review that will examine alternative programs and related strategies with a focus on FNMI specific strategies that support student success



## Credit Accumulation

Resources	Monitoring	Evaluation
<p><b>EPO Grants</b></p> <ul style="list-style-type: none"> <li>• 7-12 Differentiated Instruction Professional Learning Strategy</li> <li>• Effective Math Instruction</li> <li>• Instruction in Literacy for Adolescents</li> <li>• Collaborative Inquiry for Instructional Impact</li> <li>• Cross Panel Teams – Supporting Transition</li> <li>• 12 and 12+ Funding</li> </ul> <p><b>Other Funding Sources</b></p> <ul style="list-style-type: none"> <li>• School Success Initiative Funding</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <i>School Effectiveness Framework</i></li> <li>• <i>Growing Success</i></li> <li>• <i>Learning for All K-12</i></li> <li>• <i>IEP Resource Guide</i></li> <li>• <i>IEP Exemplars and Resources</i></li> <li>• Ontario FNMI Education Policy Framework</li> <li>• Building Bridges to Success for FNMI Students</li> </ul> <p><b>Ministry Resources</b></p> <ul style="list-style-type: none"> <li>• AER GAINS</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• SSI coaches</li> <li>• External SSI coaches</li> <li>• Principals and Department Heads</li> <li>• School Student Success Teachers / teams</li> <li>• Educational Technology project for Canadian and World Studies</li> <li>• Student Success Principal Leader, Teacher Consultants and Program Coordinator</li> <li>• Lead EA for SEA</li> <li>• Spec Ed Teacher Consultants</li> <li>• Native Support and Teaching Staff</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• FNMI Community Partnership Grants</li> <li>• STEP Assessment and Reception Centre</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Secondary School Effectiveness Framework</i> visits</li> <li>• Superintendent School Visits / SIP monitoring process</li> <li>• Principal monitors implementation of School Improvement Plan</li> <li>• Principal Leaders working with Support Staff</li> <li>• Family of Schools Meetings</li> <li>• Principals and department heads share implementation of <i>Growing Success: Assessment for, as, and of learning</i></li> <li>• School-based Student Success Teachers and Student Success Teams monitor student progress</li> <li>• SWAC and Turning Point Six Nations monitored by principals of MPSS and HSS</li> <li>• Summary Reports on Aboriginal Self ID students</li> <li>• GEDSB Annual Tuition Agreement Report to INAC and Six Nations of the Grand River Territory</li> <li>• Summary Reports on Aboriginal Self ID students</li> <li>• Native Advisor and Teacher Consultant School Visits</li> <li>• Native Guidance and Attendance Counsellors</li> <li>• IEP Audit</li> <li>• Tracking and follow-up of SEA trained staff and students</li> <li>• Resource Team focus on Assistive Technology and SEA Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• BIPSA Mid-Year Report – February 25<sup>th</sup> Board Meeting</li> <li>• Midterm and final Semester 1 and 2 Report Card Data</li> <li>• SSI data tracking</li> <li>• SWAC and Turning Point Six Nations enrolment, credit accumulation and graduation data</li> <li>• Data relating to after school programs</li> <li>• Annual Tuition Agreement Report Data</li> <li>• SWAC and Turning Point Six Nations enrolment, credit accumulation and graduation data</li> <li>• FNMI Grant Summary Reports</li> <li>• Baseline data for IEPs, Assistive Technology and SEA use data</li> </ul>

**Smart Goal – Grade 9 to 12 Mathematics**

- **Improve achievement in Grades 9-12 mathematics. Program and instruction will focus on problem-solving and an understanding of how students learn mathematics**
  - By June 2013, students achieving level 3 or 4 in EQAO’s Grade 9 Assessment of mathematics will increase
    - Students in applied grade 9 math will improve from 44% to 46% achieving the provincial standard
    - Students in academic grade 9 math will improve from 78% to 80% achieving the provincial standard
- Special Education SMART Goal : to improve level 3 & 4 EQAO Math assessment results for students with special education needs (excluding Gifted)**
- **Applied Grade 9 Math – from 28% to 30%**
  - **Academic Grade 9 Math – from 75% to 77%**

**Professional Learning and Capacity Building**

- **School Support Initiative (SSI)** supports 6 Group One schools; 8 Group Two schools. The majority of projects will land in grade 9 and 10 Applied-level programs in math or English; however, some schools now have cross-curricular projects to address areas of highest need.
  - Special Education: system Special Education staff will support principals and teachers, as needed, in the School Support Initiative
  - Aboriginal Education staff will support teachers in classrooms to increase FNMI student achievement
  - FNMI/ELL student data will be used to ensure that SSI teams and principals are effectively meeting specific needs of FNMI /ELL students
  - SSI model will be shared with First Nations communities.
  - Aboriginal Education staff will work with Student Success Initiative Staff to support SSI with First Nations Communities
- On-going utilization of Ministry **MathGains** strategies 7-10.

9-12 Math

Resources	Monitoring	Evaluation
<p><b>EPO Grants</b></p> <ul style="list-style-type: none"> <li>• 7-12 Differentiated Instruction Professional Learning Strategy</li> <li>• Effective math Instruction</li> <li>• Cross Panel Teams Supporting Transition</li> </ul> <p><b>Other Funding Sources</b></p> <ul style="list-style-type: none"> <li>• School Success Initiative Funding</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <i>School Effectiveness Framework</i></li> <li>• <i>Growing Success</i></li> <li>• <i>Learning for All K-12</i></li> <li>• <i>IEP Resource Guide</i></li> <li>• <i>IEP Exemplars and Resources</i></li> <li>• <i>Ontario FNMI Education Policy Framework</i></li> <li>• <i>Building Bridges to Success for FNMI Students</i></li> </ul> <p><b>Ministry Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Homework Help</i></li> <li>• <i>Math GAINS</i></li> </ul> <p><b>Technology Resources</b></p> <ul style="list-style-type: none"> <li>• Student and teacher netbooks and additional technology and software</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• SSI coaches</li> <li>• Student Success teacher consultants</li> <li>• eLC</li> <li>• Lead EA for SEA</li> <li>• Spec Ed Teacher Consultants</li> <li>• Native Support and Teaching Staff</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• FNMI Community Partnership Grants</li> <li>• STEP Assessment and Reception Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent School Visits / SIP monitoring process</li> <li>• Principal monitors implementation of School Improvement Plan</li> <li>• SSI principals and teams monitor SMART Targets and instructional strategies</li> <li>• Teachers monitor student work</li> <li>• Principal Leaders working with Support Staff</li> <li>• Family of Schools Meetings</li> <li>• <i>Secondary School Effectiveness Framework</i> visits</li> <li>• Summary Reports on Aboriginal Self ID students</li> <li>• GEDSB Annual Tuition Agreement Report to INAC and Six Nations of the Grand River Territory</li> <li>• Summary Reports on Aboriginal Self ID students</li> <li>• Native Advisor and Teacher Consultant School Visits</li> <li>• Native Guidance and Attendance Counsellors</li> <li>• IEP Audit</li> <li>• Tracking and follow-up of SEA trained staff and students</li> <li>• Resource Team focus on Assistive Technology and SEA Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• BIPSA Mid-Year Report – February 25<sup>th</sup> Board Meeting</li> <li>• Midterm and final Semester 1 and 2 Report Card Data</li> <li>• SSI data tracking</li> <li>• EQAO grade 9 data</li> <li>• Annual Tuition Agreement Report Data</li> <li>• SWAC and Turning Point Six Nations enrolment, credit accumulation and graduation data</li> <li>• FNMI Grant Summary Reports</li> <li>• FSIM developmental continuum tracking of six students/ teacher</li> <li>• Pre- and post- FSIM attitudes and beliefs survey for teachers</li> <li>• Baseline data for IEPs, Assistive Technology and SEA use data</li> </ul>

**Smart Goal – Improve Achievement in Literacy**

- **Improve achievement in literacy to support credit accumulation and graduation rates.**
  - By June 2013, students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT will increase from 52% to 54%

**Special Education Goal:** to improve results for first time eligible students with special education needs (excluding gifted) on the OSSLT from 37% to 39% or above.

**Professional Learning and Capacity Building**

- **School Support Initiative (SSI)** supports 6 Group One schools; 8 Group Two schools. The majority of projects will land in grade 9 and 10 Applied-level programs in math or English; however, some schools now have cross-curricular projects to address areas of highest need. As schools experience success in initial math projects, more schools have moved to projects which focus on grade 9 and 10 English and cross-curricular projects.
- **School Support Initiative – Special Education (SSI-SE)** will focus on grade 10 students who are identified as Learning Disabled (LD).
- School Support Initiative – Special Education (SSI-SE) will focus on grade 10 students who are identified as Learning Disabled (LD), and their teachers, in order to develop capacity in the use of Assistive technology (AT) in preparation for the OSSLT
- FNMI/ELL student data will be used to ensure that SSI teams and principals are effectively meeting specific needs of FNMI /ELL students.
- Special Education: A Grade 9 pilot project for students with Special Equipment Amount (SEA) computers, and their teachers, will focus on the use of assistive technology as a means to engage and support learners in the classroom.
- The **Cross Panel Resource** for Literacy will be implemented for grades 7 – 10 teachers to support teaching and learning on the Newspaper Article.
- Continue **eReader/MP3** program in three English 1P classes with focus on guided reading and expand program to additional classes.
- Provide Turning Point sites with eReader technology to assist struggling readers.
- Develop a **Grade 9 and 10 Curriculum Map** to ensure coherence and alignment with the essential elements of the OSSLT.

*Improve Literacy*

Resources	Monitoring	Evaluation
<p><b>EPO Grants</b></p> <ul style="list-style-type: none"> <li>• Instruction in Literacy for Adolescents</li> <li>• Differentiated Instruction</li> <li>• Collaborative Inquiry for Instructional Impact</li> </ul> <p><b>Other Funding Sources</b></p> <ul style="list-style-type: none"> <li>• School Success Initiative Funding</li> </ul> <p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <i>School Effectiveness Framework</i></li> <li>• <i>Growing Success</i></li> <li>• <i>Learning for All K-12</i></li> <li>• <i>IEP Resource Guide</i></li> <li>• <i>IEP Exemplars and Resources</i></li> <li>• <i>GEDSB Cross Panel Resource for Literacy</i></li> <li>• <i>Ontario Comprehension Assessment (OCA)</i></li> <li>• <i>Ontario FNMI Education Policy Framework</i></li> <li>• <i>Building Bridges to Success for FNMI Students</i></li> </ul> <p><b>Ministry Resources</b></p> <ul style="list-style-type: none"> <li>• Ministry LiteracyGAINS</li> </ul> <p><b>Technology Resources</b></p> <ul style="list-style-type: none"> <li>• eReaders, MP3 players, eTexts</li> </ul> <p><b>Human</b></p> <ul style="list-style-type: none"> <li>• School-based literacy teams</li> <li>• Student Success Teacher Consultants and Program Coordinator</li> <li>• School-based Student Success Teachers</li> <li>• Lead EA for SEA</li> <li>• Spec Ed Teacher Consultants</li> <li>• Native Support and Teaching Staff</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• FNMI Community Partnership Grants</li> <li>• STEP Assessment and Reception Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent School Visits / SIP monitoring process</li> <li>• Principal monitors implementation of School Improvement Plan</li> <li>• SSI principals and teams monitor SMART Targets</li> <li>• Principal Leaders working with Support Staff</li> <li>• Teachers monitor development of Guided Reading in ENG 1P classes involved in the eReader pilot</li> <li>• Family of Schools Meetings</li> <li>• <i>Secondary School Effectiveness Framework</i> visits</li> <li>• Literacy teams and Teachers monitor student work through the <i>Cross Panel Resource for Literacy</i></li> <li>• Summary Reports on Aboriginal Self ID students</li> <li>• GEDSB Annual Tuition Agreement Report to INAC and Six Nations of the Grand River Territory</li> <li>• Summary Reports on Aboriginal Self ID students</li> <li>• Native Advisor and Teacher Consultant School Visits</li> <li>• Native Guidance and Attendance Counsellors</li> <li>• IEP Audit</li> <li>• Tracking and follow-up of SEA trained staff and students</li> <li>• Resource Team focus on Assistive Technology and SEA Evaluation</li> </ul>	<ol style="list-style-type: none"> <li>1. BIPSA Mid-Year Report – February 25<sup>th</sup> Board Meeting</li> </ol> <ul style="list-style-type: none"> <li>• Midterm and final Semester 1 and 2 Report Card Data</li> <li>• SSI data tracking</li> <li>• <i>OCA</i> assessment data for students in Grade 9 Applied</li> <li>• Pre- and post- survey on student attitudes to reading in eReader project</li> <li>• OSSLT data for students taking Applied English</li> <li>• Annual Tuition Agreement Report Data</li> <li>• SWAC and Turning Point Six Nations enrolment, credit accumulation and graduation data</li> <li>• FNMI Grant Summary Reports</li> <li>• Baseline data for IEPs, Assistive Technology and SEA use data</li> </ul>