

Implementation Accomplishments from 2011 -12 BIPSA with evidence

Improved achievement for Students with an IEP

- Board targets met in Reading and Math
- All SERTs trained in Spring to use Math Intervention program
- One elementary school began to use intervention program
- Deeper implementation of talking word processor in classrooms
- Reciprocal teaching network focused on writing, impacted the creation of collaborative structures for students before writing activities – improvement for the ‘marker’ students was identified through before/after student work
- Reading materials for students on IEPs influenced by PD and discussion at reciprocal teaching network (materials based on IEP reading level and interest)
- Gains in reading achievement for students on IEPs through board supported intervention, through modified board supported intervention and through school based volunteer intervention programs
- EPCI benefitted the learning of teachers with students on an IEP – impact on student positive
- Use of LMS showed a marked increase – no evidence yet of collaborative opportunities for students; some indication of use for differentiation through teacher feedback

Improved Achievement in Primary Reading

- Board targets met or very near in Gr 2 and 3; approaching target in K and Gr 1
- Complete set of DRA results K-3 received from teachers 4 X through year and used to determine where board intervention was placed, used for identifying students n ERI, MERI
- New teachers supported for teaching in Primary early in year and follow up requests received for individualized support
- Principals monitored progress in reading for students K-3 and reported to superintendents in regular conversations about the data they collected
- Requests were met for training for volunteers to do the volunteer intervention in reading.
- ERI was successful as per before and after results for students in the program
- Changed practice in FI in English reading instruction in primary in one of two schools. Teachers requested materials to support English block, and created larger literacy blocks for reading instruction. Intervention program in this school impacted positively by this change in teacher practice and influenced a change in practice with regard to guided reading and word study.
- FDK and Gr. 1 &2 created a common vision for emergent learning through the process of CI, based on individual inquiries by teachers. Teachers questions modified as students demonstrated success.
- Artefacts brought to professional learning sessions demonstrated change in practice to more closely match the emergent curriculum pedagogy. Their co-planning was evidence of increased knowledge and change in practice.

Improved Achievement in Applied Math

- Board target met in Gr. 9 Applied Math EQAO scores
- Co-teaching feedback from teachers in CILM demonstrated change in practice with respect to teacher confidence in leading students through problem solving in Math
- Teacher inquiry questions were based on such things as accountable talk, engagement strategies, problem solving and the three part lesson.
- A priority list was developed by a cross panel group led by secondary math coaches, for further work with secondary math teachers and Gr 7 &8 teachers.

Improved Achievement for Boys in Literacy – Elementary and Secondary

- Approaching target by end of year in both elementary and secondary

Elementary

- Teachers new to junior were introduced to the three part lesson for math
- Coaching requests for clustering expectation in writing were received
- SWST work included engaging students in writing
- Reciprocal teaching network – accountable talk strategies were evident in the student work brought by teachers around making thinking visible
- Intentional and appropriate reading materials for boys was promoted at every opportunity
- Regular school based PLCs were held throughout the year.
- Improved usage of LMS – no evidence yet of collaborative opportunities for students