

# Board Improvement Plan for Student Achievement

**Intentional • Precise • Personalized**

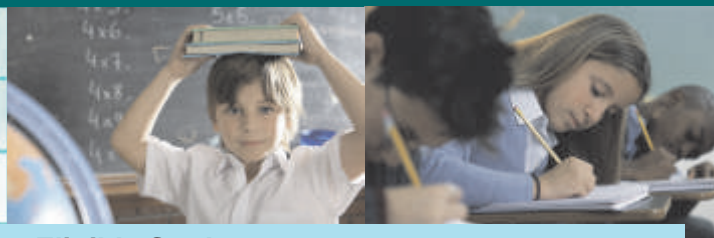
## Greater Essex County District School Board



*"Building Tomorrow Together!"*

2012-2013

# Literacy



## GOAL #1

### Provincial Assessment - First-Time Eligible Students

Increase the pass rate percentage of first-time eligible (FTE) students taking applied and locally developed English courses who are successful on the OSSLT

- from 57% to 60% for applied courses during the 2012-13 school year.
- from 11% to 14% for locally developed courses during the 2012-13 school year.

## GOAL #2

### Provincial Assessment - Reading

Increase the percentage of students who achieve level 3 or 4 on the EQAO assessment in

- primary reading from 62% to 65% during the 2012-13 school year.
- junior reading from 73% to 76% during the 2012-13 school year.

## GOAL #3

### Provincial Assessment - Writing

Increase the percentage of students who achieve level 3 or 4 on the 2012-2013 EQAO assessment in

- primary writing from 70% to 73% during the 2012-13 school year.
- junior writing from 70% to 73% during the 2012-13 school year.

## GOAL #4

### Board Assessment -

#### Diagnostic Reading Assessment (DRA)

Students in the Primary division will show growth in reading comprehension and accuracy by increasing the percentage of students that reach benchmark from 71% to 75% as evidenced on the June 2013 DRA assessment.

## GOAL #5

### Board Assessment -

#### Comprehension Attitude Strategies Interests (CASI) - Making Inferences

- Students in the Junior division will show growth in making inferences in order to identify the main idea (CASI question #2) by increasing the percentage of students that reach benchmark from 45% to 56% as evidenced on the June 2013 CASI assessment.
- Students in the Intermediate division will show growth in making inferences in order to identify the main idea (CASI question #2) by increasing the percentage of students that reach benchmark from 46% to 56% as evidenced on the June 2013 CASI assessment.

## GOAL #6

### Board Assessment -

#### Comprehension Attitude Strategies Interests (CASI) - Making Connections

- Students in the Junior division will show growth in extending understanding of texts through making connections (CASI question #7) by increasing the percentage of students that reach benchmark from 52% to 60% as evidenced on the June 2013 CASI assessment.
- Students in the Intermediate division will show growth in extending understanding of texts through making connections (CASI question #7) by increasing the percentage of students that reach benchmark from 47% to 58% as evidenced on the June 2013 CASI assessment.





# Numeracy

## GOAL #7

### Provincial Assessment -

Increase the percentage of students, enrolled in Grade 9 applied level math courses, who achieve level 3 or 4 on the EQAO Grade 9 Assessment of Mathematics from 56% to 59% during the 2012-13 School Year.

## GOAL #8

### Provincial Assessment -

Increase the percentage of Grade 3 students who achieve level 3 or 4 on the EQAO assessment of mathematics from 64% to 67% during the 2012-13 School Year.

## GOAL #9

### Provincial Assessment -

Increase the percentage of Grade 6 students who achieve level 3 or 4 on the EQAO assessment of mathematics from 56% to 59% during the 2012-13 School Year.

## GOAL #10

### Graduation Rate -

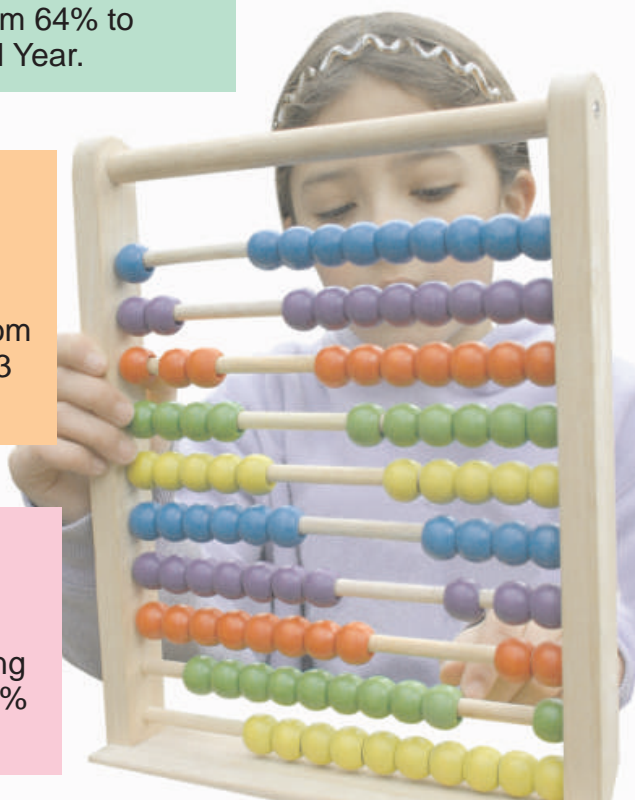
Increase the 4 year graduation rate for students who entered grade 9 in 2009-10 by increasing the percentage from 75% to 78% by August 2013.

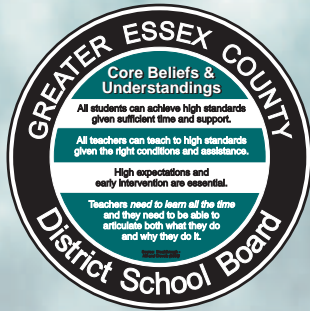
## GOAL #11

### Board Assessment -

#### Ontario Numeracy Assessment Package (ONAP) Junior and Intermediate Assessment

- Improve cohort data results, representing and describing algebraic relationships to solve for variables as a changing quantity and as an unknown quantity, by increasing the percentage of grade 6-8 students reaching benchmark from 57% to 70% by November 2013.





## Greater Essex County District School Board Core Beliefs and Understandings

- All students can achieve high standards given sufficient time and support.
- All teachers can teach to high standards given the right conditions and assistance.
- High expectations and early intervention are essential.
- Teachers *need to learn all the time* and they need to be able to articulate both what they do and why they do it.

Priorities	Theory of Action	
<p><i><b>Engage Teachers</b></i></p> <p>Increase the capacity of teachers to respond to student learning needs through quality instruction and assessment practices.</p>	<p><b>If</b> teachers consistently implement evidence-based instructional and assessment strategies in response to student learning needs....</p> <p><b>If</b> teachers frequently monitor and measure student progress through a variety of assessment opportunities</p>	<p><b>...then</b> students will more readily acquire and be able to demonstrate the knowledge and skills evident in the curriculum expectations.</p> <p><b>...then</b> the results of these assessments will be used to improve individual student performance and also to improve instruction.</p>
<p><i><b>Develop School Formal and Informal Leaders</b></i></p> <p><i>Principals, Vice Principals, Support Staff, Teachers, Instructional Coaches</i></p> <p>Increase the instructional leadership capacity of school leaders.</p> <p>Support informal leadership throughout the system.</p>	<p><b>If</b> administrators have the understanding and skill to support the deep implementation of research-based strategies...</p> <p><b>If</b> administrators, teachers, school based support staff and Board support staff are provided with opportunities to collaborate for school improvement planning...</p>	<p><b>...then</b> administrators' effectiveness as instructional leaders improves.</p> <p><b>...then</b> a greater sense of ownership for improving student learning will be realized.</p>

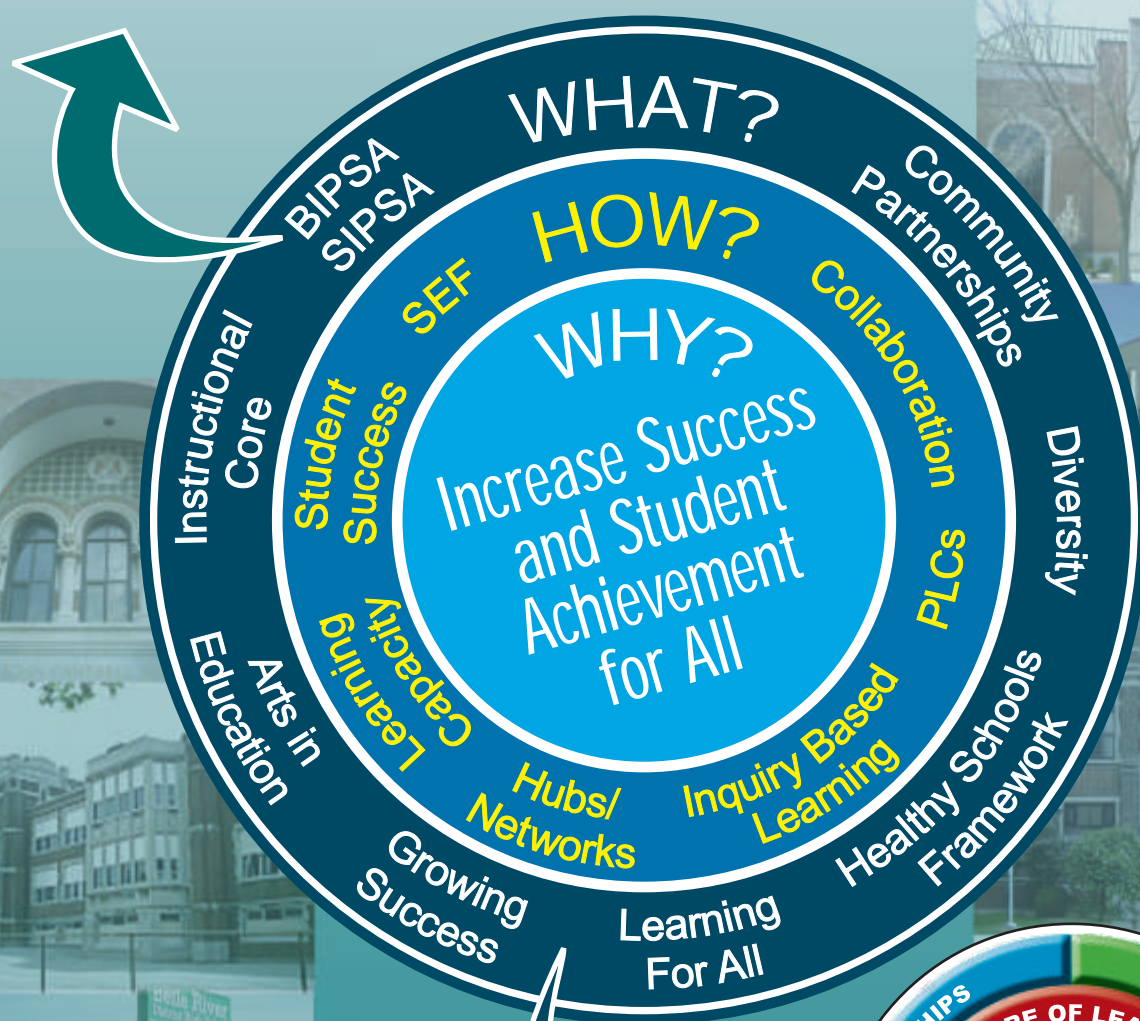
Priorities	Theory of Action	
<p><i>Strengthen Home/School and Community</i></p> <p>Increase partnerships between the school, the home, and the community by providing opportunities for parents/guardians to support school improvement efforts.</p>	<p><b>If</b> parent/guardian-child-school relationships are strengthened ....</p>	<p><b>...then</b> parents/guardians will grow in their capacity to support their child's education.</p>

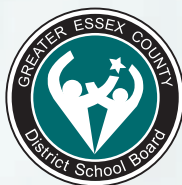




## Approaches Adopted by the GECD SB to Support Student Learning

- Oral Language
- Assessment for Learning
- Comprehensive Literacy
- Three Part Lesson
- Effective Integration of Communication, Information, & Assistive Technology
- Small Group Instruction
- Writing to Learn
- Metacognition





# GREATER ESSEX COUNTY District School Board

## *Our Mission :*

The GREATER ESSEX COUNTY District School Board,  
*in partnership with the community, provides learning opportunities which  
support, challenge, and inspire all students to achieve their full potential  
and enable them to participate meaningfully in their communities.*

## *Beliefs*

Beliefs are an expression of an organization's fundamental values and convictions.  
The BELIEFS of the GECD SB reflect the shared vision and values  
of everyone within our organization:

*All students can learn.*

*A safe, stimulating, caring, and welcoming environment,  
which accommodates individual student learning styles  
and needs, promotes and facilitates the learning process.*

*Planned, comprehensive programs and services  
enrich the lives of learners.*

*Skilled, caring and motivated employees make a  
positive difference in the lives of our students and are  
essential to our success and our future.*

*Family and community interaction with the school  
promotes and enhances student success.*

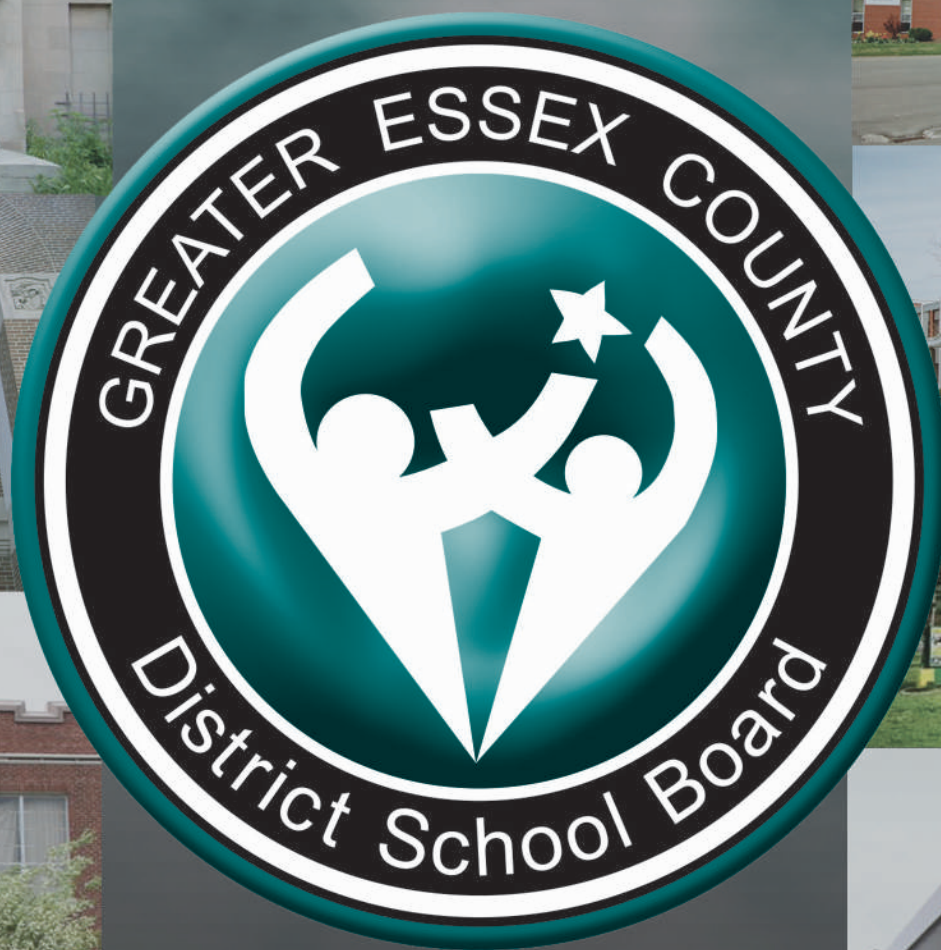
*Embracing diversity and celebrating creativity  
strengthens our school system and enriches all of us.*

*Open, honest, interactive communication  
builds trust and commitment.*

*Effective planning and fiscally responsible  
decisions are necessary to direct our resources  
to maximize the learning process.*

*We are accountable for our decisions.*





To view a more detailed Board Improvement Plan, please visit  
[www.publicboard.ca](http://www.publicboard.ca)