

GREATER ESSEX COUNTY

We Have **BIG** Plans **for Your** **LITTLE** **one** **District School Board**
...and for a GREAT Future!



Board Improvement Plan

For Student Achievement and Well-Being

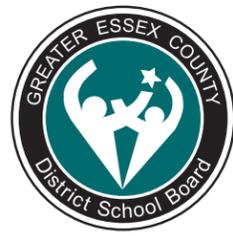
Increased Student Achievement
and Reduced Achievement Gaps

Increased Well-Being
Equity and Inclusion

IMPROVED
STUDENT
LEARNING

www.publicboard.ca

2020-2021



OUR VISION:

**Building tomorrow together-
every learner, every day**

Confident Learners

who:

- achieve individual success in the pathway of their choice
- practice and promote positive and healthy behaviours
- act responsibly to self and others through good citizenship

Engaged Communities

that:

- respond to the needs of our learners
- partner to enhance outcomes
- embrace the diversity of our region

Ethical Stewardship

through:

- budget alignment with strategic priorities
- effective, responsible and sustainable use of resources
- safe and welcoming schools and facilities

OUR MISSION:

**Excellence in public education-
confident learners, engaged communities,
ethical stewardship**

Theory of Action:

When educators assess student readiness to learn and respond to the student learning profile with personalized instruction, assessment and intervention then student achievement and well-being will improve.

Increase Student Achievement and Reduce Achievement Gaps

By June 2021 the following gains will be made...

MATH

Primary/Junior/Intermediate
Two point increase with marker students based on pre and post assessments using the PRIME tool.

Primary/Junior/Intermediate - ESL and Students with a Learning Disability
Two point increase with marker students based on pre and post assessments using the PRIME tool.

Grade 9 Applied Math
38% increase in student achievement of the provincial standard for numeracy, as measured by EQAO, from 16% in Grade 6, to 54% in Grade 9.

Grade 9 Academic Math
10% increase in student achievement of the provincial standard for numeracy, as measured by EQAO, from 70% in Grade 6, to 80% in Grade 9.

READING

Primary
Eight level increase with marker students based on a pre and post assessment using the Diagnostic Reading Assessment (DRA).

Primary/Junior/Intermediate Students with a Learning Disability
One level Increase (200 units) with marker students based a pre and post assessment using Lexia Core5.

Primary/Junior/Intermediate ESL Students
One step increase in the oral and reading skill of the Steps to English Language Proficiency (STEP) for ESL students.

WRITING

Primary/Junior/Intermediate
One level increase with pre and post assessment using the Ontario Writing Assessment (OWA) with a focus on two specific elements of writing - *Thinking* (Ideas) and *Communication* (Organization).

Primary/Junior/Intermediate Students with a Learning Disability
One level increase with pre and post assessment using the Ontario Writing Assessment (OWA) with a focus on two specific elements of writing - *Thinking* (Ideas) and *Communication* (Organization).

Primary/Junior/Intermediate ESL Students
One step increase in the writing skill of the Steps to English Language Proficiency (STEP)

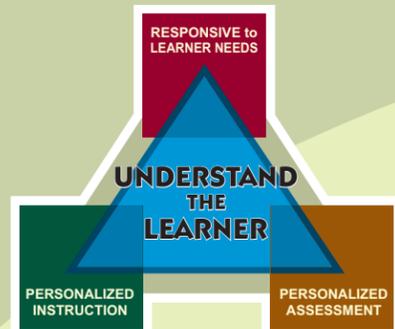
OSSLT

First-time Eligible
2% increase in student achievement of the provincial standard for literacy, as measured by EQAO, from 78% in Grade 6, to 80% in Grade 10.

Cohort Tracking in Reading 1% increase in student achievement of the provincial standard for reading, as measured by EQAO, from 80% in Grade 6, to 81% in Grade 10.

Cohort Tracking in Writing
5% increase in student achievement of the provincial standard for writing, as measured by EQAO, from 75% in Grade 6, to 80% in Grade 10.

To sustain a culture where there is a focus on student learning, student achievement, student engagement and well-being of all staff and students:

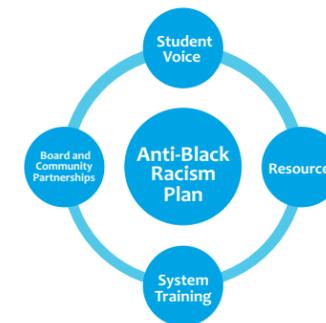


- Support a culture of high expectations of success for all students
- Are responsible for student learning, achievement, engagement and well-being
- Conduct diagnostic and formative assessments
- Contribute to a safe, accepting and inclusive learning environment
- Engage in professional learning
- Are responsive to student learning needs through personalized instruction and assessment

Equity/Inclusion and Well-Being

Goal: Whole school approach to creating safe, accepting, inclusive, respectful, healthy learning environments.

★ Go to Edsby - GEC Student Well-Being for all links.



- To develop a comprehensive anti-Black racism plan
- Making the link between bullying prevention and anti-racism through theme of "We all BELONG"

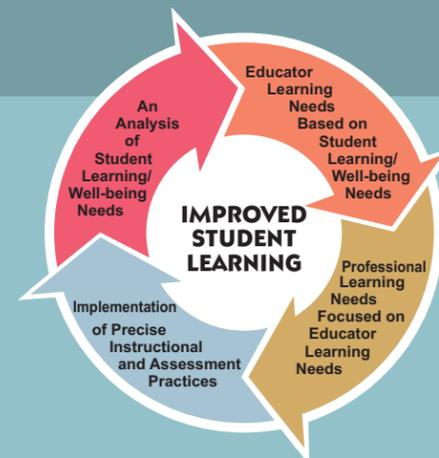


- To increase mental health literacy in schools
- To design and implement structures for virtual mental health and well-being learning – programming and services

Monitoring

We gather evidence and reflect on the impact of professional development and professional learning opportunities:

- In what ways has my participation in professional development or professional learning impacted my teaching/leading practice?
- In what ways has my understanding of personalized instruction and assessment impacted my instructional and assessment practices?
- How do I know my instructional practices are having an impact on the learning, achievement and engagement of my students?
- What will I do next as a result of my learning and reflections?



We reflect on our understanding of our student understanding, skills and application of their learning.

- 1 Where did my students begin?
- 2 How has the changed or refined instruction/assessment/leadership practice impacted student learning?
- 3 How has the changed or refined instruction/assessment/leadership practice impacted student engagement?
- 4 How has the changed or refined instruction/assessment/leadership practice impacted student well-being?
- 5 How do I know my students have demonstrated growth?
- 6 What student and educator learning needs still remain?