Appendix A

Greater Essex County District School Board

School Improvement Plan for Student Achievement and Well-Being

A K to 12 Planning Tool for Schools

Planning Guide

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Overview:

School Improvement Plan for Student Achievement K to 12

The School Improvement Plan for Student Achievement and Well-Being (S.I.P.S.A.-W.B.) K to 12 is:

- A precise description of goals and actions that a School will take to improve learning, well-being and achievement for students, with a focus on:
  - Achieving Excellence;
  - Ensuring Equity;
  - Promoting Well-Being; and,
  - Enhancing Public Confidence.

Achieving Excellence A Renewed Vision for Education in Ontario 2014

The School Improvement Plan for Student Achievement and Well-Being is informed by the Board Improvement Plan for Student Achievement and Well-Being.

The purpose of a School Improvement Plan for Student Achievement and Well-Being (S.I.P.S.A-W.B.)

The school improvement plan fulfills various purposes at each level of the Board. The purpose of the School Improvement Plan for Student Achievement K to 12 (S.I.P.S.A.-W.B.) in the Greater Essex County District School Board (GECDSB) is to:

Board

1. Improve Student Achievement and Well-Being
2. Provide a process of quality assurance, public accountability and public confidence.
3. Support Superintendents and Principals as they lead others towards system goals as stated in the GECDSB's Board Improvement Plan for Student Achievement (B.I.P.S.A.-W.B.).
4. Provide a system planning process in an effort to facilitate the achievement of system goals.

The School Improvement Plan for Student Achievement (S.I.P.S.A.-W.B.) is comprised of three components: Comprehensive Needs Assessment of Data; Planning, Design and Implementation Strategies; and Monitoring Strategies. These components are structured around nine (9) essential steps:

- Analysis of Data (student achievement, instructional practice, demographic, perceptual)
- Indicators from the K-12 School Effectiveness Framework Indicators & Evidence that relate to the SMART goals;
- SMART goals;
- Targeted, research driven, evidence-based strategies;
- Resources;
- Professional learning;
- Incremental Progress Monitoring;
- Monitoring Responsibility; and,
- Evaluation Cycle.

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING K TO 12

Strategic Planning Tool for Schools

`GECDSB K TO 12

COMPREHENSIVE NEEDS ASSESSMENT → PLANNING, DESIGN and IMPLEMENTATION STRATEGIES → MONITORING STRATEGIES

Analysis of Data	School Effectiveness Framework (K to 12)	SMART Goals	Targeted Evidence-Based Strategies and Action Steps	Resources	Professional Learning	Progressive Monitoring of the SMART Goals/SIP	Responsibility	Evaluation Cycle
Review existing Board and School Improvement Plan for Student Achievement and Well-Being SMART goal outcomes. Which achievement gaps have been identified? Are the present strategies effective in reducing the achievement gap and enhancing student achievement for all students? How are the adult actions impacting on successful outcomes for all students (e.g. teaching strategies, assessment practices?) What supports can be put in place to address these needs? Prioritize those factors capable of delivering the most gain in student achievement or supporting capacity building.	Have all staff been engaged in exploring the SEF Indicators and Evidence (K to 12) and in identifying areas of strength, and the instructional next steps that will lead to full implementation of the Indicators in a precise and personalized context? Which instructional foci have been identified through our yearly SEF Self-Assessment (Gap Analysis Process)? What are the recommendations from our Student Centred Learning Community Process? What components of our Instructional Plan require continued focus? Which Indicators will have the greatest impact on our SMART Goals? What are the patterns and trends identified through our SIPSA-WB, yearly SEF Self-Assessment and Student Centred Learning Community process?	How do your SMART Goals align with the needs and priorities identified in the Comprehensive Needs Assessment? Are improvement targets clearly defined? Does the goal represent an urgent, critical need and directly align with the analysis from the needs assessment? Is the identified goal capable of delivering the most gain in student achievement? Is each goal: **SPECIFIC** Does the goal represent the greatest area of need for some or all students? **MEASURABLE** Has a baseline been included? What tools will best measure if targets have been achieved? **ATTAINABLE** Is the goal reasonable? What is the evidence? Is the goal ambitious, yet attainable? **RESULTS-ORIENTED** Why is it important to achieve this goal? For students, for staff, for the Board? **TIME BOUND** What is the timeframe for achieving this goal? Is it reasonable? Does the goal support the urgency of the learning need?	What are the identified best-practices for meeting this learning need? What do our key resources (e.g. Think Literacy, 'Thumbnail Sketches', Guides to Effective Instruction, Growing Success, Education For All, Learning For All) identify as the most effective instructional strategies and action steps? How do these need to be applied and adapted to meet specific needs of all learners? N Have we considered DI & UDL strategies? What would our evidence be of full implementation of these strategies? What will it look like/sound like in our school? What do we have to do to get there? What will we do differently to achieve this? What steps are required to ensure that the identified strategies become imbedded into the instructional practice and routines of the school? What are specific implementation plans for the SMART Goal strategies and action steps? How are these strategies and action steps connected to the SEF Self-Assessment, and the SEF Evidence and Indicators (K to 12)?	How/when can you intentionally explore the appropriate resources (e.g. LNS Monographs/ DVDs, Think Literacy, Guides to Effective Instruction, Growing Success, Learning For All, Education For All) to develop shared understanding about the strategies and action steps which directly support your SMART Goals? How have learning resources and adult support (e.g. time, instructional emphasis, staff allocation) been differentiated based on the student learning needs and strategies and action steps identified for each SMART Goal? How can community, students & parents be supported in providing assistance to support the SMART Goal?	What do we have to learn to be able to fully implement and monitor these strategies? What is our plan to learn this? How are the targeted strategies, action steps, resources and professional learning responsive to the SMART Goal? Do professional learning strategies and action steps maintain a school-based and job embedded focus? Is professional learning aligned to the identified strategies, action steps and SMART Goals? Do Professional learning tasks focus on student work? Can staff communicate what they are doing & why they are doing it?	What evidence will we collect to monitor and analyze the progress of our plan? When? Does the monitoring plan describe when each goal will be monitored and who will be responsible for reporting progress for each SMART Goal? Does the plan include a continuous cycle of monitoring and opportunities for mid-course revisions? What will we do if they don't learn it? What interventions are we prepared to put in place? Does the plan specify specific dates when monitoring will occur? Are communication strategies in place to ensure that all stakeholders understand the plan and know their respective roles?	Wo will advocate for each Evidence-Based Strategy/Action Step? How do all school and community members see themselves in the plan? Is there a designated individual responsible for the support and monitoring process for each goal? Is there shared leadership toward the specific monitoring and support strategies for the goal? Are the key elements of the School Improvement Plan communicated in a prominent manner and on a consistent basis? Can all stakeholders articulate their specific role in the SMART Goal?	Have the identified measure of student achievement shown improvement (e.g. IEP, CASI, DRA, EQAO, Credit Accumulation)? Do the selected measures of instructional practice evidence indicate additional support in necessary? Is the evaluation cycle designed to compare planned results with actual outcomes in student performance for each SMART Goal? In the evaluation cycle designed explicitly to describe the steps that should be taken to sustain success, refine practice and apply the lessons learned to future School Improvement Plan?

NEEDS ASSESSMENT: Student Achievement Evidence

What do we know about student achievement in our School? What evidence tells the story?

- Board and School Improvement Plans
- School Effectiveness Framework – Self Assessment
- Report Card Marks; Learning Skills
- Individual Education Plans; Accommodations
- Grades 3,6,9, EQAO, OSSLT
- Board Common Assessments (e.g. DRA, CASI, Alpha-Jeunes)
- Attendance, Credit Accumulation, Credit Recovery

Instructional Practice Evidence

Has our Comprehensive Needs Assessment emphasized 'Instructional Practice Evidence' (instructional strategies and practices, such as the frequency and effectiveness of teacher moderation of student work, or the effectiveness of school implementation of Think Literacy Strategies, etc.)? What Instructional Practice Evidence can we analyze and monitor to support our SMARTA Goals? What are the agreed upon, adult strategies and action steps that are essential for implementation? How will we monitor the frequency, effectiveness, comparability of these instructional elements?

Demographic Evidence

- Who are our students: as learners; as community members?
- What trends do we see in our student population and learning needs? What does our Family of Schools Data identify?
- Data for all students and data that has been disaggregated by subgroups that have been identified as requiring differentiated instructional strategies, e.g.:
  - Student receiving Special Education programs/services, IEP Data; At Risk Student Data
  - Exceptionality Data, ESL/ELL/ Gender Data

Perceptual Evidence

- Perceptual data provides information on how the school's serves are perceived as supporting successful outcomes for students; Pathway Destination and Grade 9 Transition?
- How do the members of the school community feel about the Board and school? Entrance and Exit Surveys; parent input.
- What do school stakeholders perceive to be strengths and needs in the school? School Advisory Council's voice;
  - Student Surveys; Student Voice
  - Parent/Community/School, Interest Inventories
  - Student & Teacher EQAO survey data
  - School Climate Survey

Elements of the School Improvement Plan for Student Achievement K to 12

The GECDSB School Improvement Planning Model provides a structure to align current research and best practice, with the School Effectiveness Framework K to 12 document, and the Board Improvement Plan. The goal is to provide a tool for creating precise, strategic and school-specific plans that directly align high yield instructional strategies with the specific student learning needs identified by each school.

The key principle of the School Improvement Plan for Student Achievement model is that of *Precision.* The School Improvement Plan for Student Achievement (SIPSA-WB) will assist schools in developing this instructional precision through a formal planning process and structure.

i) The School Improvement Plans for Student Achievement and Well-Being, will serve as action plans, identifying a limited number of precise strategies that have been selected, applied and monitored to address the specific needs of the targeted group or sub-group of learners, outlined in the SMART Goal(s).

ii) The GECDSB School Improvement Plan for Student Achievement and Well-Being model incorporates nine (9) research-based elements designed to maximize precision, focus and implementation. These elements, categorized under the headings, (A) Comprehensive Needs Assessment of Data, (B) Planning design and Implementation Strategies, and (C) Monitoring Strategies, are detailed in this document.

A. COMPREHENSIVE NEEDS ASSESSMENT

Analysis of Evidence

To ensure that the goals that schools select are the most important ones, schools must complete a Comprehensive Needs Assessment of Data that collects and analyzes not only 'student performance evidence' (such as student achievement scores: EQAO, OSSLT, DRA, report cards marks and common assessments), but also 'instructional practice evidence' (teaching strategies/ practices, or the number of classrooms that engage in a specific teaching/learning strategy). A Comprehensive Needs Assessment of Data 'drills down' the evidence to sub-skill and subgroup levels to spotlight the greatest needs of students. Student Achievement Evidence incorporates Provincial, Board and school level assessments (e.g. EQAO, OSSLT, CASI), but also report card marks, learning skills data, IEP recommendations, and attendance and credit accumulation data. Demographic and Perceptual Evidence is also explored to reveal patterns and trends for consideration in the Comprehensive Needs Assessment of Data

The School Effectiveness Framework K to 12

The School Effectiveness Framework K to 12 document (SEF), outlines Indicators and Evidence of effective schools. Thirty-One (31) indicators are identified and categorized under the six Component headings: Assessment for, as, and of Learning; School and Classroom Leadership; Student Engagement; Curriculum, Teaching and Learning; Pathways, Planning & Programs; and Home, School and Community Partnerships (see SEF K to 12: Components and Indicators p. 15). Each Indicator is described in terms of what it looks like/sounds like at the District, School, and Classroom level. Indicators are also described in terms of the actions and skills that students can demonstrate. The SEF process requires each school to conduct a Self Assessment, based on the six (6) Components and thirty-one (31) Indicators annually. The Self Assessment process assists schools in exploring their progress towards the full implementation of the

Indicators and Evidence of effective schools – identifying areas of strength, and areas requiring additional focus. The SEF Self Assessment process is an essential component of the Comprehensive Needs Assessment model for schools. Whole staff engagement in the process of evaluating 'student performance evidence', and 'instructional practice evidence,' and aligning these findings with the SEF K to 12 Indicators and Evidence of Effective Schools document, will allow schools to develop a precise and accurate baseline for effective improvement planning.

Inquiry

The Inquiry process serves to narrow the focus of your Comprehensive Needs Assessment. The goal in the Inquiry process is to answer these questions: Which learning skills/strategies do our students struggle with the most? What group of students is most in need of improvement? In what aspects of the learning skill/strategy are students the weakest? Which instructional and leadership practices will most likely lead to the most rapid rate of growth for our students? The Strategic Planning Chain (Appendix E) provides a model for the Inquiry process.

When narrowing the focus and prioritizing school needs and strategies, make sure that the needs and goals that are identified are indeed factors within your direct control (such as instructional and leadership practices) and are school-based (instruction, assessment, and organizational practices).

B. PLANNING, DESIGN AND IMPLEMENTATION STRATEGIES

SMART Goals: Specific Statements

Make certain that your 'goal statements' are specific in identifying both, the learning skills/strategies to be addressed, and the students who are targeted for improvement. Goals must also be targeted to the specific individuals (grade levels, or other identified groups of students) most in need of improvement, based on your Comprehensive Needs Assessment of Data.

SMART Goals: Measurable Statements

School Improvement Goals must be measurable and include a baseline of performance. It is critical to establish quantifiable outcomes for each goal. Measurable goals allow us to recognize and celebrate successes and gains when they are made throughout the process. This is impossible to do if you do not know the starting point of performance. The baseline data also justifies the need for improvement in a given area.

SMART Goals: Achievable Statements

Ensure that your 'goal statements' reflect an improvement level whereby attainment of the goals makes a significant impact on school level achievement and also guides school practices in Monitoring Strategies. The improvement target, therefore, needs to be challenging and serve as a catalyst for change, but also be based on the realities of the baseline data at each individual school.

SMART Goals: Relevant Statements

School Improvement Goals must precisely align with the priorities/needs established through the Comprehensive Needs Assessment of Data. Ask yourself, "Given the data that we have just reviewed and

the priorities that we have set, does this SIPSA-WB goal directly lead to improvement in our area of identified need?"

SMART Goals: Timely Statements

Establish specific dates for measurement for all of your School Improvement Plan for Student Achievement and Well-Being goals. In addition, consider specifying in your plan, when the data will be reviewed and analyzed to evaluate the progress of the plan.

Targeted, Evidence-Based Strategies and Action Steps

Ensure that the Targeted, Evidence-Based Instructional Strategies/Action Steps, are informed by the research on effective teaching practices and that they target the students for whom the research-based strategies have proven most effective.

The School Effectiveness Framework K to 12, Indicators and Evidence document is founded on research-based, high yield strategies. Schools should ensure that this document serves as the center-piece for discussions about improving student achievement.

Resources

Intentionally explore the key resource and support documents that are connected to your SMART Goals, instructional strategies and Action Steps. The use of these references supports the development of common language and understanding for staff, and grounds the S.I.P.S.A.-W.B. in current, research-based practices. Consider including the following documents: Think Literacy, Guides to Effective Instruction, Growing Success, Learning For All, Education For All, GECDSB Thumbnail Sketches, Curriculum Documents, LNS Monographs, DVDs, EDUGains as well as other Board and Ministry supports.

Professional Learning

When developing the SMART Goals, it is important to recognize the specific learning needs for staff associated with each instructional strategy.

Identify a handful of critical professional learning components (specifically, five or fewer) that will have an impact on student achievement and are aligned with your school, Board and Ministry goals. Ensure that a majority of your professional learning strategies maintain a school-based focus. For instance, teachers should learn new instructional strategies to be applied in their classrooms with grade, division, or department colleagues. As well, administrators must also learn how to supervise, support, and monitor teachers in using these new strategies.

Parental Engagement Strategies

When possible, develop a Parent Engagement Action Step for each goal that describes engaging and empowering ways to include parents in improving student achievement. Current research supports the assertion that the most effective forms of parental involvement are those that engage parents in working directly with their children on learning activities in the home. Identify and then address areas in which parents might need further training, education, and coaching to support your identified improvement goals (e.g.. providing workshops and content specific learning for parents on their role in supporting Math instruction at home for Primary students; or instructing parents in how to use your non-fiction guardians writing rubric at home with their children on writing tasks). Research in this area indicates that parents generally want and need direction to participate with maximum effectiveness.

C. MONITORING STRATEGIES

Progress Monitoring of SMART Goals

Establish a clear plan for monitoring School Improvement Plan for Student Achievement and Well-Being goals. The plan should clearly state what evidence will be collected, who is responsible for monitoring and reporting progress, and how often monitoring and reporting will occur. The Monitoring Strategies should include a continuous improvement cycle that describes opportunities to alter the plan and make midcourse adjustments. To accomplish this and reduce gaps in student learning, identify small-scale, school and Board-developed assessments that can be monitored with greater frequency, whenever possible. The plan should also clearly articulate the type of evidence to be collected and analyzed, including both 'student performance evidence' and 'instructional practice evidence'.

Developing a monitoring schedule that tracks the key evidence of your S.I.P.S.A.-W.B. three or more times annually allows for much greater precision, a continuous focus on the identified goals, and opportunities to modify the plan as the evidence dictates. The timing of the evidence collection should be coordinated with opportunities for staff analysis, reflection and planning based on the evidence. It is critical to create opportunities to make a midcourse correction (change in Targeted Instructional Strategies or Action Steps) within your plan based on the data that you are monitoring. The most effective school plans set aside time to review progress toward goal achievement and make subsequent adjustments in instructional practices at prescribed intervals throughout the year.

Responsibility

Make certain that you provide clear guidance for planning, implementation and monitoring, and identify an appropriate person to be responsible for seeing the Action Steps to completion. Having everyone responsible for the actions steps is significantly less effective than identifying a 'champion or advocate' for each step, whose responsibility it is to coordinate a specific component of the plan. Make certain that the Actions Steps and timelines for goals are coordinated with each other.

Evaluation Cycle

The Monitoring Strategies should be designed to compare anticipated outcomes with actual results in student achievement evidence and instructional practice evidence. The Evaluation Cycle should be designed to describe how 'lessons learned' in the S.I.P.S.A.-W.B. process will be applied to future learning plans. The evaluation plan should also be designed to be transparent in describing how the compared results (positive and negative) are communicated to the primary stakeholders.

The process of identifying school needs, developing an improvement plan, and monitoring the results is cyclical. The Evaluation Cycle allows a staff to compare the intended outcomes of the plan they developed with the actual results from the evidence collected throughout the year. This analysis forms the basis of the Comprehensive Needs Assessment of Data for next year's continuous improvement cycle.

GECDSB School Improvement Plan for Student Achievement K to 12
SMART GOAL Summary

Elementary

OUR RESULTS	Primary Reading	Primary Writing	Primary Math	Junior Reading	Junior Writing	Junior Math
2012-2017 +/-						
2017 Results						

Comprehensive Needs Assessment	SMART Goal #1:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #2:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #3:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #4:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #5:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	**Progress Monitoring**	
	Responsibility	
	Evaluation Cycle	

GECDSB School Improvement Plan for Student Achievement K to 12
SMART GOAL Summary

Secondary

OUR RESULTS	OSSLT Academic	OSSLT Applied	OSSLT Locally Developed	Grade 9 Math Academic	Grade 9 Math Applied	Graduation Rate	
						(4 year)	(5 year)
2012-2017 +/-							
2017 Results							

Comprehensive Needs Assessment	SMART Goal #1:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #2:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	

Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #3:	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	

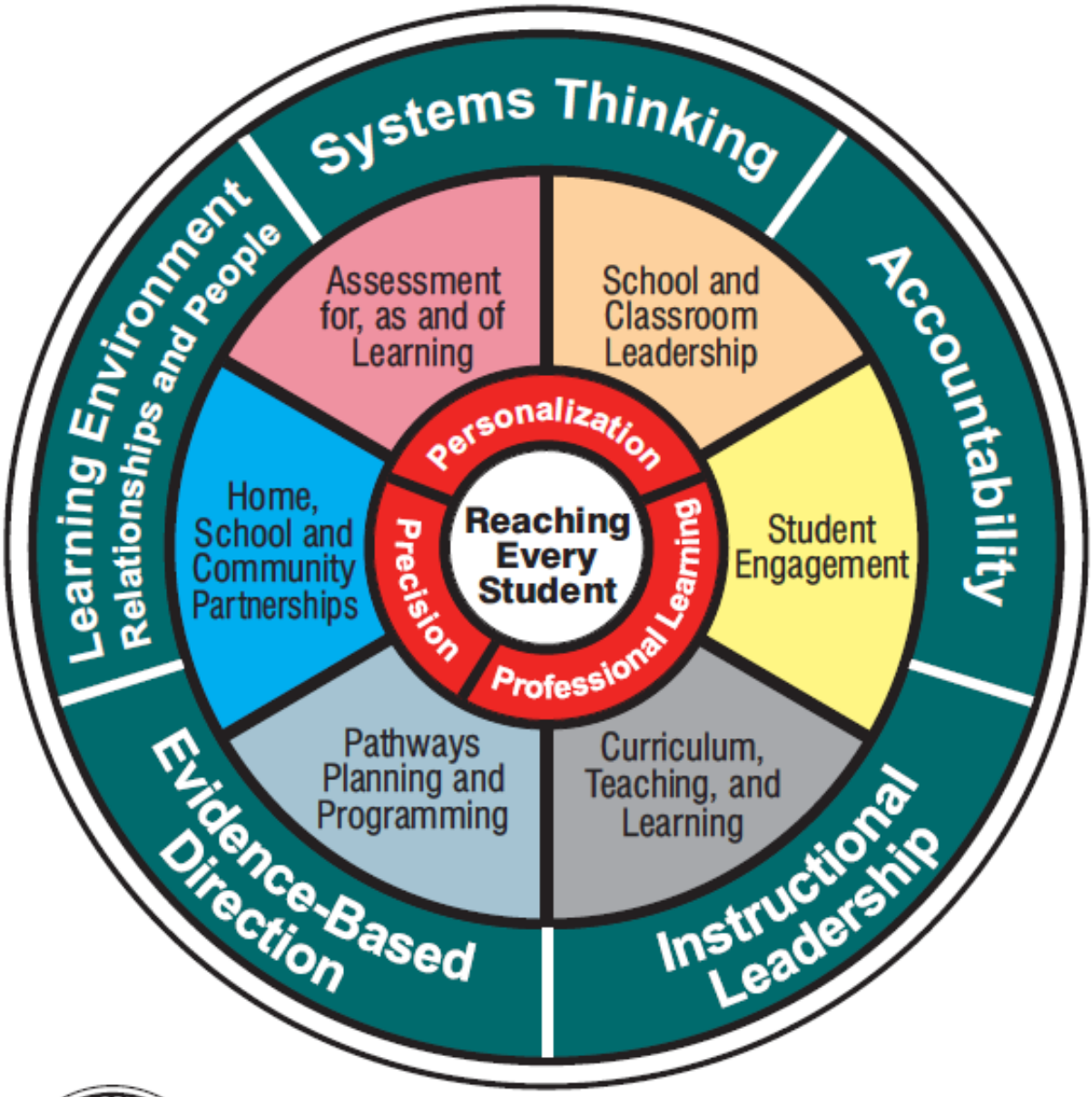
	Professional Learning	
Monitoring Strategies	**Progress Monitoring**	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	**SMART Goal #4:**	
	Needs Assessment and Analysis of Evidence	
	SEF Indicators and Evidence	

Planning, Design and Implementation Strategies	Action Step	Targeted, Evidence-Based Strategies
	Resources:	
	Professional Learning	
Monitoring Strategies	Progress Monitoring	
	Responsibility	
	Evaluation Cycle	
Comprehensive Needs Assessment	SMART Goal #5:	
	Needs Assessment and Analysis of Evidence	

	SEF Indicators and Evidence	
Planning, Design and Implementation Strategies	**Action Step**	**Targeted, Evidence-Based Strategies**
	Resources:	
	Professional Learning	
Monitoring Strategies	**Progress Monitoring**	
	Responsibility	
	Evaluation Cycle	

K-12 School Effectiveness Framework

A support for school improvement and student success.



GREATER ESSEX COUNTY District School Board

K-12 School Effectiveness Framework

A support for school improvement and student success.

Priorities:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

Beliefs:

- 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.
- Educators *need to learn all the time* and they need to be able to articulate both what they do and why they do it.

Assessment for, As and of Learning

Students and teachers share a common understanding of the learning goals and related success criteria.

During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and peers.

Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum and/or individual Education Plan (I.E.P.)

Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.

A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction $ assessment and to determine next steps.

Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.

Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

School & Classroom Leadership

Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.

Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.

Organizational structures are coherent, flexible and respond to the needs of students.

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

Staff, students and school community promote and sustain student well-being and positive student behavior in a safe and healthy learning environment.

Student Engagement

The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.

School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.

Students are partners in conversations about school improvement.

Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.

Curriculum, Teaching & Learning

A culture of high expectations supports the belief that all students can learn, progress and achieve.

A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.

Learning is deepened through authentic, relevant and meaningful student inquiry.

Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Resources for students are relevant, current, accessible and inclusive.

Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

Pathways to Program Planning

Programs, pathways, and career planning meet the learning needs and interests of all students.

Authentic learning experiences and experiential learning are built into all subject areas and programs.

Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.

Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and career options.

Home, School & Community Partnerships

The School Council has a meaningful role in supporting learning and achievement for students.

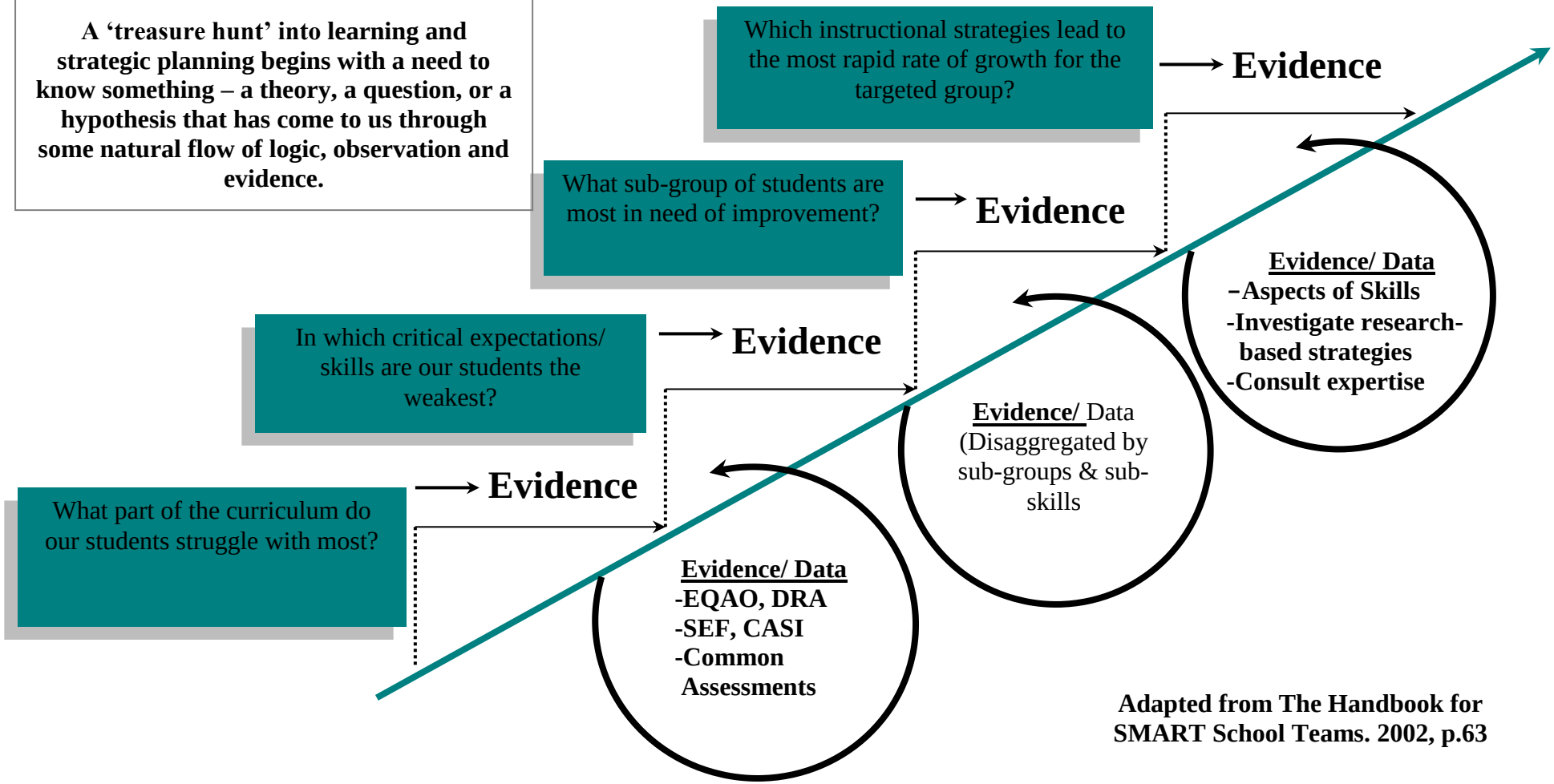
Students, parents and community members are engaged and welcomed as respected, valued partners.

The school and community build partnerships to enhance learning opportunities for students.

Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.

Strategic Planning Chain

A 'treasure hunt' into learning and strategic planning begins with a need to know something – a theory, a question, or a hypothesis that has come to us through some natural flow of logic, observation and evidence.



Adapted from The Handbook for SMART School Teams. 2002, p.63

The Virtue of 'Ugly Plans'

"I'm sorry that this document is a bit of a mess, but since my leadership team wrote this plan a few months ago, we've had changes in our student population, changes on our [staff], and new student achievement data. We've had to modify some goals and add others. We've had to add some intermediate objectives so that we can continuously monitor our progress and be aware of continuing changes during the school year. In fact, I can't promise you that this document won't change again in the months to come as we attempt to monitor our progress and make mid-course corrections."

The Learning Leader, D. Reeves. 2006, p. 63

2010

School Effectiveness Framework

A support for school improvement and student success

K–12

reach every student

Ontario