

BIPSAW 2016-17: Key Refinements and Rationale

Hastings and Prince Edward District School Board

2015-2016 Board Improvement Plan for Student Achievement & Well-Being

VISION
All students prepared and empowered for the possibilities of today and tomorrow.

Our Graduates are Globally Minded Learners and Leaders
IF we focus on ALL students developing the following cross-curricular competencies: collaboration, communication, creative thinking, critical thinking, digital fluency, entrepreneurship, citizenship, literacy and numeracy, supported by well-being, THEN the number of students achieving at or beyond provincial standard will improve, ensuring graduation.

A Culture of Learning and Leadership: Growth Mindset

Culture of Collaborative Professional Learning

- Belief that all educators are learning and growing professionally
- Premised on Professional Learning Cycle (observe, reflect, plan, act)
- Deepens knowledge of the curriculum, rich tasks, instruction and assessment cycle
- Grounded in relationships, trust and risk-taking and a growth mindset

Culture of High Expectations for Student Learning – Tiered Approach

- Belief that all students can learn, progress and achieve
- Responsive, welcoming classroom learning environments
- Students feeling connected to and reflected in their classroom and community
- Developing student confidence, risk-taking and a growth mindset

Effective Instruction and Assessment Practices

Evidence-based instruction selected in response to student learning needs:

- Rich learning tasks based on curriculum and achievement charts
- Gradual Release of Responsibility (modeled, shared, guided and independent)
- Learning experiences activate connections, develop thinking and consolidate learning, and include explicit instruction
- Critical and creative thinking, authentic student inquiry
- Learning and using evidence-based instructional strategies (e.g., Hattie, SEF)
- Comprehensive numeracy and literacy programs K-12
- Technology enabled learning and teaching (e.g., SAMR model)
- Integrating learning skills and work habits

Assessment for, as and of learning informs instruction:

- The primary purpose of assessment is to improve student learning
- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Assessment for Learning Cycle: learning goals, success criteria, descriptive feedback, self and peer assessment, individual goal setting
- A variety of relevant and meaningful evidence is used for ongoing monitoring of learning (observations, conversations and products) and inform next steps
- Balances all categories of the achievement chart and evaluates overall expectations
- Tiered approach to supporting students through continuous assessment

KNOW our Learners • RESPOND to Their Needs • MONITOR Progress to Ensure Graduation

LITERACY
Our students will use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.

Student Learning Needs

- Cross-curricular competencies
- Rich tasks, inquiry based and experiential learning, and differentiated learning
- Special education needs
- Understanding of First Nation, Métis and Inuit traditions, culture and perspectives

LITERACY Student Learning Needs

- Cross-curricular competencies
- Early and Emergent/Primary Reading
- Reading and writing in adolescence

NUMERACY
Our students will use the mathematical processes to: problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures and skills.

Student Learning Needs

- Cross-curricular competencies
- Junior problem solving and thinking skills
- Intermediate problem solving and thinking skills
- Primary number sense and problem solving

COMMUNITY, CULTURE & CARING
Our students will contribute as partners to a safe, healthy, and inclusive classroom, school and community that maximize engagement, achievement and well-being.

Student Learning Needs

- Attending every day and engaging in learning
- Cross-curricular competencies
- Partners in learning and developing leadership skills
- Social emotional learning: self-regulation in Early Years and developing strategies to address anxiety needs in Adolescent Years

Tiered Approach to Supporting Students

Know, Respond, Monitor Progress

- Who is our learner?
- What does the learner need to know and be able to do?
- How will we know they have learned?
- What opportunities will we provide to help them learn?
- How will we respond if they haven't learned yet?

FEW

Early Intervention
Support for few students:
Escalation of support for students with the use of intensive instruction that directly serves the most struggling learners

Mental Health Intervention
Support for few students:
Specialized interventions and pathways to community care
2-5% of students

SOME

Case Management
Support for some students:
Used to put a spotlight on how each student is doing
Focus on instruction and responding to student academic needs
Forum for discussion of student work
Systematic scheduled discussion and debate of internal intervention and next steps

Mental Health Prevention
Support for some students:
Prevention and intervention programs and strategies for students with vulnerabilities
15-20% of students

ALL

Good First Teaching and Classroom Practice In Every Classroom
Support for all students:
Rich, engaging tasks focused on building cross-curricular competencies
Specific, intentional assessment used to inform evidence-based instructional strategies
Assessment for learning cycle informing feedback and guided practice
Comprehensive literacy and numeracy approaches

Mental Health Promotion
Support for all students:
School/Class-wide social-emotional learning
Mental health promotion
Whole school, all students

Foundation for Achieving Excellence & Equity and Promoting Well-Being

Culture of collaborative professional learning
Culture of high expectations for student learning
Evidence-based instruction selected in response to student learning needs
Assessment for, as and of learning informs instruction

Positive relationships with caring adults
Safe, healthy and caring school climates
Growing with Character
Equity and inclusive educational practices

Reference: Tiered Approach to Intentional Instruction (Johnson & Fuller, 2012, p. 8)
Reference: Leading Mentally Healthy Schools: A Vision for Student Mental Health and Well-Being in Ontario Schools (Ministry of Education, 2013, p. 26)

Based on feedback from K-12 Leadership meetings and goal team meetings, the following refinements have been applied to the 2016-17 BIPSAW.

Overall

- All key concepts will be hyperlinked to relevant resources
- QR link to online one page overview document
- Colour to highlight tag line - know our learners, respond to their needs, monitor progress to graduation to indicate importance

Globally Minded Learners and Learners (GMLL)

- More intentional connection through as the full document and support materials are now available
- Addition of graphics to communicate the competencies
- Updated Pathways goal name and goal wording as the initiatives and learning within the goal were closely connected to the GMLL work. The first sentence of the goal is taken directly from the GMLL document

Assessment and Instruction

- Switched the position of the assessment and instruction text—assess first then respond with instruction
- Added graphic of assessment for learning cycle and shaded assessment box to match for increased visual prominence
- Added the infusion of Indigenous histories, cultures and perspectives into instruction

School Climate and Student Well-Being

- Updated Community, Culture and Caring goal name and goal wording to align with the work of the SCSWB department

Student Learning Needs

- Shift from cross-curricular competencies to global competencies (i.e., GMLL)
- Updated to “value” Indigenous traditions, culture and perspective

Tiered Approach to Supporting ALL Students

- Green side of triangle more closely connected to Tiered Approach in “Learning for All” document
- Three new graphics—Well-Being Strategy from discussion document, Student Learning graphics with connections between Planning, Assessment and Instruction and Indigenous Education as a system priority
- Foundation—shifted to Conditions as these are the foundations to supporting all students
- Deep Learning—connection to the GMLL competencies and Michael Fullan’s project, New Pedagogies for Deep Learning (8 schools)

Hastings and Prince Edward District School Board

2016-2017 Board Improvement Plan for Student Achievement & Well-Being

VISION: All students prepared and empowered for the possibilities of today and tomorrow.

Our Graduates are Globally Minded Learners and Leaders
IF we focus on ALL students developing Globally Minded Learners and Leaders Competencies, THEN the number of students achieving at or beyond provincial standard will improve, ensuring graduation.

A Culture of Learning and Leadership: Growth Mindset

Culture of Collaborative Professional Learning

- All educators are learning and growing professionally
- Premised on Professional Learning Cycle
- Deepens knowledge of our students, the curriculum, rich tasks, instruction and assessment cycle
- Grounded in relationships, trust and risk-taking and a growth mindset

Culture of High Expectations for Student Learning

- Believe that all students are competent, capable and curious learners who can learn, progress and achieve
- Responsive, welcoming and safe classroom learning environments
- Students feel connected to, and reflected in, their classroom and community
- Developing student confidence, risk-taking and a growth mindset

Effective Instruction and Assessment Practices

Assessment for, as and of learning informs instruction

- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Reflects all categories of the achievement chart and evaluates overall expectations
- Assessment for Learning Cycle
- Observations, conversations and products are gathered, interpreted and used to continuously monitor assessment for, as & of learning (triangulation of assessment strategies)

Assessment for Learning Cycle

Learning Goals
Success Criteria
Descriptive Feedback
Self and Peer Assessment
Individual Goal Setting

Evidence-based instruction is responsive to student needs identified through assessment

- Critical/creative thinking, authentic student inquiry
- Gradual Release of Responsibility (modeled, shared, guided and independent)
- Indigenous histories, cultures and perspectives are infused in classroom and school learning
- Research-based, high-yield instructional strategies
- Comprehensive numeracy & literacy programs K-12
- Integrate technology in learning and teaching

KNOW our Learners • RESPOND to Their Needs • MONITOR Progress to Ensure Graduation

LITERACY
Our students will use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.

Urgent Student Learning Needs

- Global competencies
- Decoding and fluency in reading (Early Years, Primary)
- Oral Language (Early Years)
- Reading comprehension and thinking skills (Primary, Intermediate)
- Writing - ideas, organization and topic development (Primary, Intermediate)
- Closing the achievement gap for students with special education needs (Junior, Intermediate)

GLOBALLY MINDED LEARNERS & LEADERS
Our students will see themselves as connected citizens of the world. Learning partnerships reflect student voices and individual identities and support education and career/life planning.

Urgent Student Learning Needs

- Global competencies
- Value Indigenous traditions, cultures and perspectives
- Discover strengths, needs, and self-advocate
- Investigate the relationship between what they are learning, why they are learning it and how it connects to their lives
- Set goals and select activities, courses, programs and pathways that reflect their interests, skills and aspirations

NUMERACY
Our students will use the mathematical processes to: problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures and skills.

Urgent Student Learning Needs

- Global competencies
- Number sense and numeration, understanding number (Primary, Early Years Applied)
- Problem solving, thinking and application skills (Junior, Grade 7, 8 and Grade 9 Applied)
- Closing the achievement gap for students with special education needs (Junior, Grade 7, 8 and Grade 9 Applied)

SCHOOL CLIMATE AND STUDENT WELL-BEING
Our students will be supported in the co-creation of safe, healthy and inclusive classrooms, schools and communities as the foundation for student well-being and achievement.

Urgent Student Learning Needs

- Global competencies
- Attending every day and engaging in learning
- Developing social/emotional and mental health strategies
- Creating inclusive environments that respect and express diversity
- Partners in learning and developing leadership skills
- Eat better, move more, sleep well & think clearly

STUDENT LEARNING

Tiered Approach to Supporting ALL Students

FEW

Intensive Intervention
Escalation of support including in-school team
Even more precise and personalized assessment and instruction

Specialized Intervention
Pathways to community care (2-5%)
Implementation of suicide protocols

SOME

Increased Support
Interventions are planned based on student learning needs
Student progress is closely monitored and instructional strategies are adjusted as needed

Prevention and intervention
Programs and strategies for students with vulnerabilities (15-20%)
Targeted mental health literacy for early identification and pathways to internal support

ALL

Good First Teaching & Assessment in Every Classroom
Educator observes and monitors the progress of all students
Universal design for learning, differentiated instruction and tiered approach
Rich, engaging tasks focused on building global competencies
Assessment and instruction planned based on the curriculum for all students

Promotion
Student voice and engagement in building positive school climate
Social-emotional awareness and daily practices to promote well-being
Mental and physical health awareness, promotion and practices
Respecting equity, identity and diversities

Well-Being Strategy

Indigenous Education

CONDITIONS FOR DEEP LEARNING

- Healthy, active school communities
- Learning environments – time, space, virtual
- Learning partnerships – community, educators, families, students
- Positive sense of self, belonging and a growth mindset
- Respectful interactions through Growing with Character
- Safe, accepting and caring school climates
- Student empowerment and engagement
- Value Indigenous traditions, cultures and perspectives