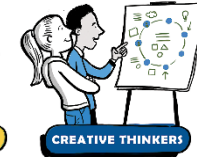


HPEDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2018-2019





2018-2019 Board Improvement Plan for Student Achievement & Well-Being

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

2018-2019 Board Improvement Plan for Student Achievement and Well-Being

ACHIEVING EXCELLENCE & EQUITY: LITERACY

GOAL: We will increase the number of students reaching provincial standard in reading and writing.

GRADUATION GOAL: We will increase the number of students meeting literacy graduation requirements (OSSLT success, four English credits).

- Develop communication and critical thinking skills
- Develop reading for meaning skills
- Use descriptive feedback based on success criteria
- Use the tiered approach to support all students

WORKING with OTHERS to ACHIEVE SHARED GOALS!

LISTEN SPEAK READ WRITE

ASSESSMENT FOR LEARNING CYCLE

ACHIEVING EXCELLENCE & EQUITY: NUMERACY

GOAL: We will increase the number of students reaching provincial standard in mathematics

- Communicate, think critically and solve problems
- Develop conceptual understanding and fundamental math concepts and skills
- Foster flexible and inclusive learning environments
- Use high-yield instructional strategies (Number Talks K-8, Thinking Classrooms)

NUMERACY SKILLS promote the DEVELOPMENT of LOGICAL THINKING AND REASONING STRATEGIES

A Tiered Approach

EVIDENCE-BASED INSTRUCTION

ACHIEVING EXCELLENCE & EQUITY: GLOBAL COMPETENCIES

GOAL: We will design deep learning experiences that develop global competencies.

- Create education and career/life planning experiences
- Empower students to make a difference as citizens
- Implement Truth and Reconciliation Calls to Action
- Incorporate backward design and inquiry based learning
- Infuse Indigenous perspectives in education
- Leverage digital, partnerships and learning environments

MEANINGFUL volunteer

LEARNERS & LEADERS

WELL-BEING

GOAL: We will support students to develop a sense of belonging, resiliency and advocacy skills to optimize their potential.

- Create healthy active schools, Eco Schools
- Create welcoming, safe, inclusive and accepting learning environments
- Develop student voice and leadership
- Monitor attendance – every day counts!
- Use mental health supports; tiered approach

Graphic from Promoting and Supporting Student Well-being in Ontario, Ministry of Education



Hastings and Prince Edward District School Board

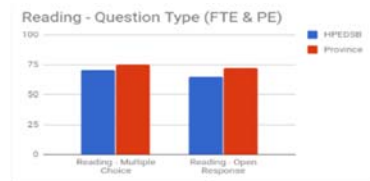




LITERACY GOAL DATA: What are our strengths?			
Demographic Data: What is Board context?	Student Achievement: How are our students doing?	Program Data: What instructional assessment strategies do we have in place to promote achievement?	Perceptual Data: What do our students, teachers and parents think?
<p>Schools: 40 schools 33 elementary 1 K-12 2 7-12 4 9-12</p> <p>Total students: 15,000</p> <p>Special Education Data 2017 Elementary IPRC'd: 593 NXIEP: 1340</p> <p>Secondary IPRC'd: 601 NXIEP: 984</p>	<p>EQAO Primary Reading has increased by 10% from 2016 to 2018.</p> <p>Provincial standard responses to Open Response Questions has increased by 9% from 2014-2017</p> <p>220 primary students receiving increased support with Leveled Literacy Intervention moved three or more reading levels. 220 students received LLI Intervention in Primary Grades. (Primary)</p> <p>Leveled Literacy Intervention: Pre and Post Reading Level by Student (n=259) 2017-2019</p>	<p>Use of teacher moderation of student work builds common understanding of provincial standard and high-quality learning. (Grades 3, 4, 5, 6, 7, 8)</p> <p>Use of critical thinking to making meaning from text (annotation of text, multiple readings)</p> <p>Junior students are accessing and using technology to support reading and writing</p> <p>Use of Levelled Literacy Intervention (Grade Two/secondary) and Empower (junior) to support gap closing</p>	<p>Primary and junior students' responses to engagement about reading and writing are relatively consistent from 2014-2108.</p> <p>Only 3% of junior and 5% of primary students never make sure they understand what they are reading.</p> <p>Professional learning reflections: "In the way that it was facilitated we had an opportunity to experience how the students were learning, feeling (quiet calm peaceful) and the way the that learning was for the adults helped us consider the way the learning could be/was for the kids." (Educator Thinking, Reimagining Grade 1, 2018)</p>



	<p>The number of junior students now reaching provincial standard in reading has increased by 5% in 2017-2018. (Cohort data indicates 67% to 72%)</p> <p>The average growth for junior students receiving intensive support with Empower is 4 reading levels.</p> <p>The average growth for junior students receiving intensive support with Empower is 4 reading levels.</p> <p>Alignment of report card achievement data and EQAO data in primary/junior</p> <p>In the OSSLT, MC Level 3-4 71% OR Level 3-4 65%</p>	<p>Use of co-construction of success criteria in writing and/or critical thinking with students</p> <p>Use of teacher moderation of student writing builds a common understanding of provincial standard and high-quality learning (Grade 4 French Immersion, Primary Writing, PA Day Agendas)</p> <p>During Secondary OSSLT Conversations in June 2018, schools identified and shared the amount of work a group of committed dedicated staff do to support the OSSLT</p>	<p>“So, just thinking about learning and practicing this technique for looking at student writing, like what is really in the student writing in the description phase which is deeper, and not only learning but we have practiced it a few times and experience it and practice and so that’s helped a lot. And we did that with different people every time so ultimately, getting deeper feedback for the students makes it more meaningful.” (Educator Thinking re. Pedagogical Documentation, Primary Writing, 2018)</p>
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	<p>Writing Open Response is our highest score and is approaching the province</p> <table border="1"> <caption>Writing - Question Type (FTE & PE)</caption> <thead> <tr> <th>Question Type</th> <th>HPEDSB</th> <th>Province</th> </tr> </thead> <tbody> <tr> <td>Writing Multiple Choice</td> <td>~65%</td> <td>~70%</td> </tr> <tr> <td>Writing Open Response</td> <td>~78%</td> <td>~82%</td> </tr> </tbody> </table>	Question Type	HPEDSB	Province	Writing Multiple Choice	~65%	~70%	Writing Open Response	~78%	~82%		
Question Type	HPEDSB	Province										
Writing Multiple Choice	~65%	~70%										
Writing Open Response	~78%	~82%										
What are our challenges?												
<p>Communication LD exceptionality: 13% of elementary students and 32% of secondary students (Special Education Plan, 2016-17)</p> <p>Higher percentage of students in Locally Developed course type than the province Grade 9: 9% and Province: 3% Grade 10: 12% and Province: 4%</p>	<p>OSSLT pass rates for students in all course types is declining; Currently 62%, a drop of 4% from last year. The province also dropped by 2%</p> <p>OSSLT pass rates for previously eligible is 48% which is 2% above the provincial level of 46%</p>	<p>Developing further understanding and implementation of making meaning from text in reading by providing feedback during the learning</p> <p>Develop further understanding of purpose, audience and form contributes to high quality writing K-12</p> <p>Focus on the assessment for learning cycle including success criteria and descriptive feedback to support student achievement</p> <p>Increased use of teacher moderation of student work to</p>	<p>Cognitive Strategies Used in Reading: 28% of primary students never 'try to predict' what the text will be about.</p> <p>21% of primary students never 'think about what they have read after reading.'</p> <p>40% of junior students never "try to predict" what the text will be about.</p> <p>20% of junior students never "think about what they have read when they finish reading."</p>									



	<p>OSSLT Making Connection is our weakest skill area with PSE & FTE</p> <table border="1"> <caption>Reading Skills (FTE & PE)</caption> <thead> <tr> <th>Skill Area</th> <th>HPEDSB</th> <th>Province</th> </tr> </thead> <tbody> <tr> <td>Explicit</td> <td>~70</td> <td>~75</td> </tr> <tr> <td>Implicit</td> <td>~70</td> <td>~75</td> </tr> <tr> <td>Making Connections</td> <td>~65</td> <td>~70</td> </tr> </tbody> </table> <p>Closing the achievement gaps for our students with special education needs within Primary Writing Junior Reading Junior Writing</p>	Skill Area	HPEDSB	Province	Explicit	~70	~75	Implicit	~70	~75	Making Connections	~65	~70	<p>determine next instructional steps During Literacy Conversations in June 2018, staff identified the need to learn from other schools about what strategies are working to support students with the literacy test.</p> <p>The Tier Approach to supporting OSSLT was not formally used.</p>	
Skill Area	HPEDSB	Province													
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Implicit	~70	~75													
Making Connections	~65	~70													



LITERACY GOAL

We will increase the number of students reaching provincial standard in reading and writing.

- Develop communication and critical thinking skills
- Develop reading for meaning skills
- Use descriptive feedback based on success criteria
- Use the tiered approach to support students

URGENT STUDENT LEARNING NEEDS:

- Global competencies
- Decoding and fluency in reading
- Oral Language
- Reading comprehension and thinking skills
- Writing - Ideas, organization and topic development
- Closing the achievement gap for students with special education needs

IF students know themselves as literate learners, notice their own growth and use feedback, THEN students will continuously build upon their literacy skills to communicate their thinking.

SCHOOL EFFECTIVENESS INDICATORS

Assessment *for, as and of* Learning

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.



Professional Learning Priorities Action Plan <ul style="list-style-type: none"> • <i>Continue to focus on assessment for learning cycle to inform instruction</i> • <i>Intentional connection to competencies</i> 	Time Frame	Support	Monitoring Progress and Measures of Success <i>Know- Respond-Monitor</i> <i>Evidence of educator learning and student assessment data in all initiatives</i>
GOOD FIRST TEACHING and CLASSROOM PRACTICE			
Kindergarten Program Urgent student learning need: <i>developing reading behaviours</i> New Kindergarten DECE's and teachers. 1 day of learning regarding the QPAS and developing reading behaviours and skills in the Kindergarten program	Winter	CST	Pedagogical Documentation Exit Cards
Reading for Meaning: Grade Three Infusion of Indigenous Culture and Perspectives (continued) Urgent Student Learning Need: <i>Reading comprehension and thinking skills</i> Communicating thinking by responding to reading is the focus of this learning opportunity. 2-3 days for Experienced Grade 3 teachers and 2-3 days for teachers new to Grade 3. Two Grade 3 Teachers on the planning team.	Winter	CST	Pedagogical Documentation Exit Cards Student Achievement Data



<p>Reading for Meaning Infusion of Indigenous Culture and Perspectives: Grade Two (continued) Urgent student learning need: <i>Reading comprehension and thinking skills</i> On-going professional learning around reading for meaning using a guided reading resource titled: <i>Under One Sun</i></p> <p>A one-day learning opportunity for all Grade Two teachers.</p>	<p>Winter</p>	<p>CST</p>	<p>Pedagogical Documentation Exit Cards</p>
<p>Reading for Meaning Infusion of Indigenous Culture and Perspectives: Junior, Grades 4-6 (continued) Urgent Student Need: <i>reading comprehension, thinking skills and leveraging digital</i></p> <p>Making meaning from text using before, during and after reading strategies through moderated marking. Leveraging digital access to text through the integration of Google Read and Write.</p> <p>Grade 6 teachers x 2 days; two schools</p>	<p>Winter</p>	<p>CST</p>	<p>Pedagogical Documentation Exit Cards Student Achievement Data</p>
<p>Professional Activity Days Urgent Student Learning Need: <i>critical thinking, writing</i></p> <p>Two half days of professional learning dedicated to Assessment for Learning in Literacy. The focus continues to be on using co-constructed success criteria and self and peer feedback to move student thinking in writing.</p>	<p>October November</p>	<p>CST</p>	<p>Observations, conversations at K-12 Leadership meetings</p>
<p>Assessment for, as, of Learning: The Thinking Symposium with Sandra Herbst Urgent Student Learning Need: <i>Reading comprehension and thinking skills,</i></p>	<p>September & April</p>	<p>CST</p>	<p>Exit Cards BIPSAW monitoring</p>



<p>Writing - Ideas, organization and topic development</p> <p>Defining Quality and Proficiency through Samples and Success Criteria & Feedback to Feed the Learning Forward for both Students and Teachers</p> <p>2 day session in September 2018, 2 day session in April 2019. Ongoing learning through Secondary Literacy Leadership teams and PLTs supporting students in applied course types.</p>			
<p>Assessment for, as, of Learning: Sandra Herbst Grades 6-8 Urgent Student Learning Need: <i>Thinking skills using success criteria and the assessment for learning cycle</i></p> <p>Defining quality and proficiency through success criteria & feedback to feed the learning forward</p> <p>One day session for teachers in Grades 6-8, November 23, 2018</p>	November 23	CST	Exit Cards
<p>Literacy Learning through Integration of Technology –Junior Urgent Student Learning Need: <i>Reading comprehension, technology skills</i></p> <p>Professional learning using the co-planning, co-teaching, co-reflecting model within junior classrooms with a focus on how to integrate technology in service of developing reading comprehension skills.</p> <p>Intensive Support Schools</p>	January-May		<p>BIPSAW monitoring</p> <p>Pre/post student work samples</p>



<p>Developing Adolescent Readers – Grades 7-10 Urgent Student learning need: <i>closing gaps in student literacy skills</i></p> <p>Using the Benchmark assessment tool and EQAO resources, begin to develop a literacy profile for students in Grades 7-10.</p> <p>12 schools including Grades 7-12 schools in order to facilitate cross-panel conversations</p>	Winter/Spring	CST	Ministry report Student Achievement data BIPSAW monitoring
<p>Locally Developed Course Review, English (new)</p> <p>Curriculum review to be undertaken in the LDCC courses prior to re-submission to the Ministry for approval.</p>	November-March	CST	Ministry Report
<p>Indigenous Studies, English Grade 11 Learning Network (continued) Urgent student learning need: <i>Closing gaps in student literacy skills</i></p> <p>Develop skills for inferring, reading for meaning, expressing point of view, and creative process and increasing critical thinking through a focus on inquiry and reconciliation.</p> <p>Backwards Design model with NBE English educators</p>	On-going	CST	Exit Cards BIPSAW monitoring
<p>Supporting all French as a Second Language Learners Network (continued) Urgent Student Learning Need: <i>students with special education needs (junior, intermediate)</i></p> <p>Good First Teaching, differentiated support, in the FSL Classroom Guest Speaker</p>	April 4	CST	Exit Cards



<p>Open to all core, extension, immersion French teachers in Elementary and Secondary Schools. Limited space to 20 Kingston, Eastern Ontario Staff Development Network; 1 full day</p>			
<p>Common European Framework of Reference (CEFR) Core French Network (continued) Urgent Student Learning Need: <i>Oral Language & Closing the achievement gap</i></p> <p>Professional learning opportunity for core French Secondary and Elementary teachers Focus: assess of oral language.</p> <p>All core French teachers X 2days</p>	<p>March 20, 21, April 8,9</p>	<p>CST</p>	<p>Pedagogical Documentation Exit Cards</p>
<p>Bayside Secondary French Immersion (continued) Urgent Student Learning Need: <i>development of critical reading skills</i></p> <p>Developing understanding of critical reading and writing using the assessment for learning cycle, diagnostic and teacher moderation of student work.</p> <p>Bayside Secondary, up to 6 teachers</p>	<p>TBD</p>	<p>CST</p>	<p>Pedagogical Documentation Exit Cards Student Achievement Data</p>
<p>French Immersion Grade 4 - 5 Network (continued) Urgent Student Learning Need: <i>critical thinking skills</i> Network between schools (Bayside, Harry J. Clarke, Madoc, Prince Charles Trenton, Queen Elizabeth Picton)</p>	<p>April 24, May 8</p>	<p>CST</p>	<p>Pedagogical Documentation Exit Cards Student Achievement</p>



This learning opportunity will include Grade 4 FI teachers and new to Grade 5 FI			Data
<p>Supporting all English Language Learners (ELL) Network (new) Urgent Student Learning Need: <i>building proficiency in English as a second language</i> Network among ELD/ ESL staff to build knowledge about how to support English Language Learners in the classroom. Deep Diversity professional learning and additional opportunities</p>	Fall Completed	CST	Pedagogical Documentation Exit Cards Steps towards English proficiency
INCREASED SUPPORT			
<p>Levelled Literacy Intervention, All Grade 2 students not achieving at standard receive intensive reading intervention through LLI</p> <p>Urgent Student Need: <i>Decoding and fluency in reading, reading comprehension and thinking skills</i></p> <p>Learning Support Teacher, Teacher with responsibilities for LLI intervention, communicating with Grade 2 Teacher(s), Administrator</p> <p>One day training for LST's new to the role. 3 Blocks, 12 - 14 weeks of intervention Administrator facilitates determining students receiving intervention and monitoring progress of at-risk students (pre, mid, post)</p>	Fall	CST	Pedagogical Documentation Exit Cards Student Achievement Data
<p>Summer School, Primary Council of Directors of Education (CODE)</p>	Summer	CST	Student Achievement



<p>Urgent Student Need: <i>Decoding and fluency in reading, reading comprehension and thinking skills, Number sense and numeration, understanding number</i></p> <p>Senior Kindergarten, Grade 1, Grade 2, Grade 3</p> <p>Targeted gap closing instruction in phonemic awareness, reading acquisition and number sense in mathematics</p> <p>15-day summer learning, Sites to be determined for Summer 2019,(dependent on funding)</p>			<p>Data</p>
<p>Primary Tutoring, After School Ontario Focused Intervention Program</p> <p>Urgent Student Need: <i>Decoding and fluency in reading in Grade 1 students and senior Kindergarten</i></p> <p>Fall Pilot: 7 schools Winter/ Spring: 19 schools</p> <p>Winter/Spring: Targeted gap closing Instruction in phonemic awareness and writing. Use of pre, post data using QPAS, writing samples, 5-word dictation</p> <p>After School Tutoring programs facilitated by Educational Assistants, DECEs, Supported by In School Resource Teacher, Grade 1 Teachers and Administrator</p>	<p>Winter/Spring</p>	<p>CST</p>	<p>Student Achievement Data</p>
<p>Secondary School Based Literacy Planning Team:</p> <p>Urgent Student Learning Need: <i>Meet the Literacy Graduation Requirements including 4 English Credits and pass the OSSLT</i></p>	<p>Semester 1, Semester 2</p>	<p>CST</p>	<p>Exit Cards Student Achievement Data</p>



<p>Develop a plan that includes Literacy Leadership, Supports for ALL students and Professional Collaborative Learning. Supports for Students will identify specifically Tier 1,2 and 3 supports. Student achievement data will be collected to identify the impact of the strategies used</p>			
<p>Secondary Literacy PLC Urgent Student Learning Need: <i>Making Connections, Implicit Reading Skills</i> 7 Secondary Schools including Administrator, Applied English Grade 9 & 10 teachers, Also recommended are English Dept Head, ISEH, SSLT, Teacher Librarian, Grade 9 & 10 teachers Pre, Mid, and Post Assessment Moderated Marking Focus on Precision in the Feedback during learning</p>	Fall	CST/SS	Exit Cards Student Achievement Data
<p>Levelled Literacy Intervention: Community Integration Program Focus (continued – expansion) Urgent Student Need: <i>Closing the achievement gap for students with special education needs</i> Community Integration Program supporting literacy acquisition for students with a Developmental Disability (DD), OSC pathway. Expansion to all 7 secondary sites along with elementary resource programs.</p>	Fall	CST/SS	Exit Cards Student Pre/Post Achievement Data
INTENSIVE SUPPORT			
<p>Empower: Junior (Learning Disability focus)</p>	Fall & On-going	SS	Pre/Post Student



<p>Urgent Student Need: <i>Decoding and fluency in reading, vocabulary development</i></p> <p><i>Empower</i> supports literacy acquisition for students with a Learning Disability or a Learning Disability profile. Daily intervention for a full year for a consistent group of students, delivered by the Empower trained teacher, connects to the classroom learning.</p> <p>Schools engaged: PECI, Bayside, Prince of Wales, Sophiasburgh, York River, Harmony, Stirling, Tyendinaga, Foxboro, CML, Harry J Clarke, QEB, Prince Charles T, Trent River, Kente, Tweed</p>			<p>Achievement Data</p> <p>Student Voice</p> <p>Educator Voice</p>
LEADERSHIP			
<p>Assessment Leadership Team Assessment leadership team supports the planning of assessment leadership at K-12 leadership meetings.</p>	<p>Fall & On-going</p>	<p>CST</p>	<p>Pedagogical Documentation Exit Cards</p>



Numeracy Goal Data: What are our strengths?			
Demographic Data: What is Board context?	Student Achievement: How are our students doing?	Program Data: What instructional assessment strategies do we have in place to promote achievement?	Perceptual Data: What do our students, teachers and parents think?
<p>Total students: 15,000</p> <p>Schools: 40 schools 33 elementary 1 K-12 2 7-12 4 9-12</p> <p>Special Education Data 2017 Elementary IPRC'd: 593 NXIEP: 1340</p> <p>Secondary IPRC'd: 601 NXIEP: 984</p> <p>One teacher from each school participates in Primary Math Lead professional learning.</p> <p>All junior math teachers participate</p>	<p>Grade 3 EQAO: Maintained 47% at HPEDSB as the province declined by 1%</p> <p>Grade 6 EQAO: Maintained 32% at HPEDSB as the province declined by 1%</p> <p>Grade 9 EQAO Academic Math rose 2% from 76% to 78%</p> <p>77% of our academic students who are identified were a L3/4 compared to the provincial 71%</p> <p>Geometry is our best strand in Grade 9 Applied Mathematics at 57% compared to the province at 61%. Last year it was our worst strand.</p> <p>Secondary AEAC Data;</p>	<p>A variety of research-based instructional strategies to promote achievement include: Number Talks, Continuum of Numeracy Development (Fosnot, Lawson), Building Thinking Classrooms, rich math tasks, purposeful practice, and math fundamentals</p> <p>A collaboratively created Strategy Resource Document has been shared system wide which provides common math language and a continuum of strategies to support student thinking from additive to multiplicative thinking</p> <p>Building thinking classrooms through vertical non-permanent surfaces, visible randomized groups and rich tasks has been shared Grades 6-12</p>	<p>Number Talks K-8 Educator reflection: <i>"What used to take me 2 weeks to teach, only took 1 period because of number talk work with whole numbers (referring to decimals). All that was left to teach was name of place value e.g., tenths."</i></p> <p>EQAO Grade 3 Student Questionnaire confirms students read over the problem so they understand what to do (67%) but don't think about the steps they will use to solve the problem to the same degree (41%). The data also uncovers that students' confidence level in math to answer difficult questions (36%) is not as high as their overall performance on the test (47%).</p> <p>Junior Math Professional Learning</p>

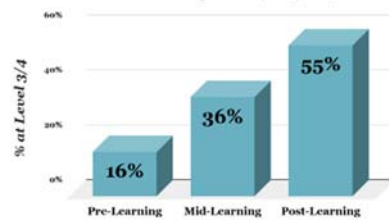


in professional learning focussed on additive to multiplicative thinking.

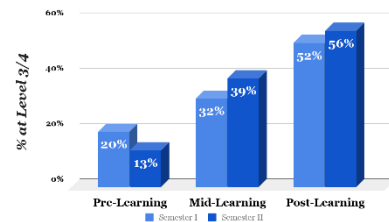
27 out 34 schools have intermediate teachers participating in professional learning focussed on collaborative inquiry, the Thinking Classroom and the 5 Practices.

All Grade 9 Applied Math teachers participate in AEAC.

AEAC Overall Data (2017-2018)



AEAC Data by Semester (2017-2018)



Secondary AEAC:

- a new assessment was used to assess every Grade 9 applied student three times over the semester that included a thinking category question, a knowledge and skill question and a multiple-choice question
- as part of the assessment we are now considering observation and conversation as part of triangulation of data for the AEAC Grade 9 applied assessment

Cycles provide an intentional 10-week professional learning cycle where school teams and support coordinators got to know the learners, respond to their needs and build assets.

EQAO Grade 6 Student Questionnaire confirms students in Grade 6 like mathematics (43%), believe they are good in mathematics most of the time (45%) and do their best in mathematics activities in class most of the time (73%)

92% of participants in the Intermediate Math Learning Network indicate confidence in the creation of rich tasks for students; 85% report increased comfort in facilitation of math classroom environment that supports discourse; Student reflections: *“Collaboration works better for understanding difficult questions or formulas;” “I can do math from more than one perspective.”*

AEAC Secondary Numeracy:



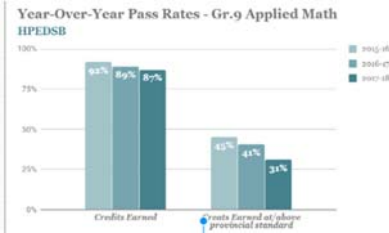
			<p>When students are learning new math they indicate that using Vertical Space is preferred.</p> <table border="1"> <caption>When learning new math, you like to...</caption> <thead> <tr> <th>Method</th> <th>Pre (%)</th> <th>Post (%)</th> </tr> </thead> <tbody> <tr> <td>Use a text book or worksheet</td> <td>24%</td> <td>12%</td> </tr> <tr> <td>The math tools (manipulatives/technology)</td> <td>23%</td> <td>24%</td> </tr> <tr> <td>Play math games</td> <td>21%</td> <td>30%</td> </tr> <tr> <td>Learns from the teacher's direct</td> <td>24%</td> <td>41%</td> </tr> <tr> <td>See the math on the board/board or on a video</td> <td>18%</td> <td>29%</td> </tr> <tr> <td>Do the math up a vertical space (white/blackboard)</td> <td>29%</td> <td>47%</td> </tr> </tbody> </table> <p>Extended AEAC Student Impact Statement: <i>"I had the amazing opportunity to receive my math credit through more one on one support. Through the help from my math teacher, my attitude towards graduation completely changed. I was more confident with my work, motivated to complete the course and happier with my math experience overall."</i></p> <p>Secondary Educators respond that they have increased their use of the wipe boards weekly from 75% to 90%</p>	Method	Pre (%)	Post (%)	Use a text book or worksheet	24%	12%	The math tools (manipulatives/technology)	23%	24%	Play math games	21%	30%	Learns from the teacher's direct	24%	41%	See the math on the board/board or on a video	18%	29%	Do the math up a vertical space (white/blackboard)	29%	47%
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Do the math up a vertical space (white/blackboard)	29%	47%																						



What are our challenges?			
<p>20 Days or more absent by division for 2016-17</p> <p>Primary – 20.59% Intermediate – 18.69% Junior – 29.54% Secondary – 33.36%</p> <p>Attendance observed as one of most significant challenges in AEAC</p> <p>Higher percentage of students in Locally Developed course type than the province Grade 9: 9% Province: 3% Grade 10:12% Province: 4%</p> <p>Higher percentage of students in Applied courses than the province</p> <p>Grade 9: Board: 39% Province: 26%</p> <p>Grade 10: Board: 42%</p>	<p>Continue to see that Grade 3 report card data is 22% higher than EQAO performance data</p> <p>Continue to see that Grade 6 report card data is 37% higher than EQAO performance data</p> <p>Primary EQAO 2018: 47% Primary EQAO 2018 SES:14%</p> <p>In Primary we had 271 students with Special Education needs and 123 received accommodations for EQAO Primary Math compared to 156 in Reading</p> <p>Junior EQAO 2017: 32% Junior EQAO 2017 SES:9%</p> <p>In Junior, we had 276 students with Special Education needs and 89 received accommodations for EQAO Junior Math compared to 117 in Reading</p> <p>Continue to see an achievement gap for students in the Applied course type</p>	<p>Responsive instruction using diagnostic assessment and descriptive feedback is a focus for learning in mathematics with educators this year</p> <p>Will continue to develop our understanding of mathematical discourse to support student voice at the consolidation phase of learning</p> <p>Intentional exposure to a variety of mathematical tools to support students learning (Desmos, Mathies, manipulatives) will also continue to be a focus</p>	<p>EQAO Grade 3 Student Questionnaire confirms students read over the problem so they understand what to do (67%) but don't think about the steps they will use to solve the problem to the same degree (41%). The data also uncovers that students' confidence level in math to answer difficult questions (36%) is not as high as their overall performance on the test (47%).</p> <p>EQAO Grade 6 Student Questionnaire confirms students read over the problem so they understand what to do (76%) but don't think about the steps they will use to solve the problem to the same degree (44%). The data also uncovers that students' confidence level in math to answer difficult questions (33%) is not as high as their overall performance on the test (45%).</p> <p>Math Symposium reflections:</p> <ul style="list-style-type: none"> - High expectations - "I didn't know my kids



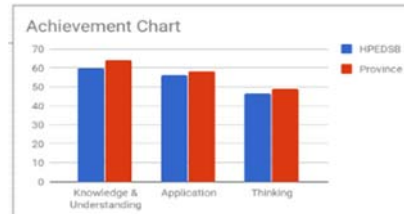
<p>Province: 27%</p>	<p>Continue to see an achievement gap for students with special education needs</p> <p>Grade 9 Math: APPLIED: RC Level 3-4 31% EQAO Level 3-4 37% EQAO SE 22% EQAO Provincial SE 38%</p> <p>ACADEMIC: RC Level 3-4 58% EQAO Level 3-4 78% EQAO SE 77% EQAO Provincial SE 71%</p> <p>Over the past three years the number of students in HPEDSB earning their Grade 9 Applied Math credit has decreased. Fewer students are also achieving their credit at or above the provincial standard.</p>		<p>could do . . .” - surprise</p> <p>Educators who participated in the Intermediate Math Learning Network and Building Thinking Classrooms identify the need for continued professional learning to support assessment of student thinking</p>
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Grade 9 EQAO Applied Math dropped 4% from 41% to 37%

6% (26 students) of our Grade 9 math students had no data as reported by EQAO

Thinking and Application skills in mathematics continue to be a need K-12





NUMERACY GOAL: We will increase the number of students reaching provincial standard in mathematics.

- Communicate, think critically and solve problems
- Develop conceptual understanding and fundamental math concepts and skills
- Foster flexible and inclusive learning environments
- Use high-yield instructional strategies (Number talks K-8, Thinking Classrooms)

URGENT STUDENT LEARNING NEEDS:

- Global competencies
- Number sense and numeration, working with numbers (Primary, Early Years, K-8)
- Developing proficiency with operations and their appropriate application in problem solving and thinking (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)

IF we create a mathematical learning environment which includes effective use of rich math tasks, mathematical discourse and number talks (i.e. self-verbalization and self-questioning, building mental math skills)
THEN students will think critically and communicate their mathematical understanding at provincial standard.

IF we coach/engage students to build a strong foundation of fundamental mathematics concepts and skills through the use of the mathematical processes ,
THEN more students will be able to solve a variety of problems in mathematics at provincial standard

SCHOOL EFFECTIVENESS INDICATORS

Assessment *for, as and of* Learning

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.

Curriculum, Teaching and Learning

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



Professional Learning Priorities Action Plan <i>Continue to focus on assessment for learning cycle to inform instruction</i> <i>Continue to focus on fundamental skills and concepts to build fluency and understanding</i>	Timelines	Support	Monitoring Progress and Measures of Success <i>Know- Respond-Monitor</i> <i>Evidence of educator learning and student assessment data in all initiatives</i>
GOOD FIRST TEACHING and CLASSROOM PRACTICE			
Mathematics Professional Learning Days K-12 Urgent Student Learning Need: <i>Building Foundational skills in mathematics</i> <i>Ministry Mandated PA Day Focus on Fundamental in Mathematics including Number Talks and Building Thinking Classrooms</i> October 26: ½ day focus on Fundamental in Mathematics November 30: ½ day focus on Fundamental in Mathematics	October 26 November 30	CST	School based monitoring in connection to SIPSAWs
Year 2 Building Procedural Fluency Through Number Talks with a focus on K-8 Urgent Student Learning Need: <i>Develop mental math skills, strategies and fluency with number, make connections between concepts and communicate thinking</i> Developing the model of number lines and arrays to support student thinking during a number talk	Fall	CST	Exit cards



Two leads per school			
<p>Math Lead Teachers Urgent Student Learning Need: <i>number sense, numeration, thinking with a focus on the fundamentals</i></p> <p>Year Three Continues with an assessment task to identify student need in the classroom that drives explicit instruction</p> <p>Continue the learning with a focus on Number Sense. Teachers will learn how to describe and use mental math strategies and skills.</p> <p>Misconceptions are identified in the number talk and use of a mathematics continuum will support the next instructional steps in learning.</p> <p>4 days of learning Math Expert (2 days with Heather Wark)</p>	Winter	CST	Exit Cards Student Achievement Data Mathematics Continuum
<p>Spiralling the Mathematics Curriculum: Grades 1-12 Urgent Student Learning Need: <i>conceptual understanding and big idea in mathematics</i></p> <p>Developing an understanding of how to spiral the mathematics curriculum using the three phases of learning: surface, deep and transfer learning Use the fundamental skills as the foundation to the math program as the curriculum is spiraled.</p> <p>Summer Institute plus 3 release days with support from coaches Math Expert (1 day in July with Kyle Pearce for Coaches, plus 1 day for educators in October)</p>	Fall/Winter	CST	Exit Cards Long Range Spiralling Plans BIPSAW Monitoring questions



<p>Grade 2-3 Teachers of Our 8 Intensive Support Schools and Principals Urgent Student Learning Need: <i>number sense, numeration, thinking with a focus on the fundamentals</i></p> <p><i>Student Continuum of Numeracy Development: Addition and Subtraction</i> (Lawson)</p> <p>Misconceptions are identified in the number talk and use of a mathematics continuum will support the next instructional steps in learning. 1 central learning day with Math Expert Heather Wark plus 2 additional half days at school</p> <p>Math Expert (1 day with Heather Wark)</p>			<p>Exit cards Student Achievement Data Mathematics Continuum BIPSAW Monitoring questions</p> <p>Google Form tracking of strategies and demographics</p>
<p>Junior Math Professional Learning Cycles Urgent Student Learning Need: <i>number sense, numeration, thinking, recognizing and applying understanding of number properties</i></p> <p>Focus on number sense and additive to multiplicative thinking to support conceptual understanding including developing proficiency with operations and mastering math facts in Grades 4, 5 and 6; The use of the 5 Practices in support of naming and noticing mathematical thinking; The creation of assessment tasks to support the assessment for learning cycle.</p> <p>Cycle One (first set of schools): October - December Cycle Two (next set of schools): January - March 1 central learning day with three half days of release in schools teams with curriculum support Co-Learning - educators of all schools and administrator prior to the central day. Intensive Support Schools: Administrator plus coach co-learning release day mid-cycle.</p>			<p>Exit cards Student Achievement Data Mathematics Continuum BIPSAW Monitoring questions</p> <p>Google Form tracking of strategies and demographics</p>



<p>A pre, mid, and a post assessment will be administered and assessed using a math continuum. Student work will be tracked.</p>			
<p>Grade 6 Math Learning Network Urgent Student Learning Need: <i>Continue to Build Additive to Multiplicative Thinking</i></p> <p>Invitation to participate in a collaborative inquiry that involves with a focus on the Thinking Classroom and the 5 Practices Apply understanding of number problems when doing calculations</p> <p>Three Central Days</p> <p>Math Expert: Peter Liljedahl</p>	<p>Winter Spring</p>	<p>CST</p>	<p>Exit Card BIPSAW Monitoring questions</p>
<p>Intermediate Math Learning Networks Urgent Student Need: <i>Number Sense to support conceptual understanding</i></p> <p>Invitation to participate in a collaborative inquiry that involves co-planning, co-teaching with a focus on the Thinking Classroom and the 5 Practices Building the thinking math classroom, including developing a proficiency with operations and their appropriate application in problem solving and thinking.</p> <p>Math Expert: Peter Liljedahl Professional Learning 4 days per educator</p>			<p>Exit cards Student Achievement Data Student Survey Data Educator Survey Data BIPSAW Monitoring questions</p>
<p>Building Thinking Math Classrooms: Achieving Excellence in Applied Courses (AEAC), (continued) Urgent Student Learning need: <i>Thinking in Mathematics</i></p> <p>Engagement of principal and PLT in collaborative inquiry focused on increasing the achievement of students taking applied courses.</p>	<p>Semester 2</p>	<p>CST</p>	<p>Exit cards Student Achievement Data Student Survey Data Educator Survey Data BIPSAW Monitoring questions</p>



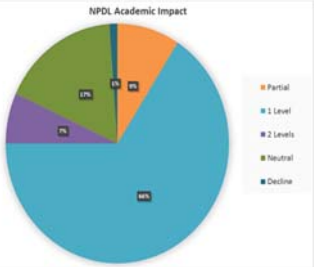
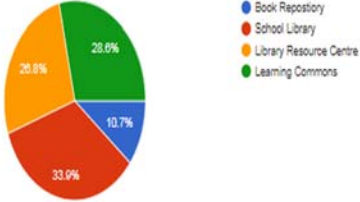
<p>Building the thinking math classroom, including developing a proficiency with operations and their appropriate application in problem solving and thinking. Leverage technology and triangulate assessment to bolster the thinking classroom; supported by Secondary Math Coach</p> <p>7 secondary schools, Building Thinking Classrooms in Mathematics Using triangulation of assessment data Math Expert: Peter Liljedahl, Chris Lee & Dave Lanovaz</p>			
LEADERSHIP IN MATHEMATICS			
<p>Intensive Support Elementary Math Leadership Network Urgent Student Learning Need: <i>Student at risk of not achieving provincial standard</i></p> <p>Number Sense and Numeration – Knowledge & Understanding, Thinking Administrator Release 4.5 days</p> <p>Intensive Support Admin Leadership Network: Administrator Release Time to Complete PRISA Ministry Reporting Tool as well as Professional Learning <i>Focusing on the Fundamentals of Math.</i></p>		CST	PRISA Report BIPSAW Monitoring Questions
<p>Leading Whole School Reform in Mathematics Urgent Student Learning Need: <i>Number Sense and Thinking Classrooms</i></p> <p>Professional Collaborative Inquiry to Lead Mathematical Learning in Large Schools in order to build educator knowledge around the fundamentals of math in the classroom.</p> <p>8 administrators with 4 release days</p>		CST	Student Achievement Data Exit Cards Survey



Parent Involvement Committee: Building the Thinking Classroom Classroom teachers and coordinators presented to the Parent Involvement Committee providing an opportunity to learn about how educators are building thinking classrooms in mathematics.	October	CST	
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Globally Minded Learners and Leaders: What are our Strengths?

Demographic Data: What is Board context?	Student Achievement: How are our students doing?	Program Data: What instructional assessment strategies do we have in place to promote achievement?	Perceptual Data: What do our students, teachers and parents think?
<p>Schools: 40 schools 33 elementary 1 K-12 2 7-12 4 9-12</p> <p>Total students: 15,000</p> <p>Special Education Data 2017 Elementary IPRC'd: 593 NXIEP: 1340</p> <p>Secondary IPRC'd: 601 NXIEP: 984</p>	<p>E-Learning success rates by Semester: Semester 1: 93% Semester 2: 92%</p> <p>NPDL student data</p>  <p>73% of marker students participating in and NPDL learning cycle increased achievement by 1 level or more over a learning cycle.</p> <p>School College Work Initiative:</p>	<p>New Pedagogies for Deep Learning (NPDL) Trends across the initiative indicate:</p> <ul style="list-style-type: none"> ● Increased student ownership, empowerment and engagement in learning ● Growth in selected competencies within each class (e.g., risk-taking, collaboration) <p>Backwards Design</p>	<p>Learning Commons Data</p> <p>Virtual and Physical Space: Transforms into multiple configurations with flexible and easily movable furniture (e.g. castors, partitions, adjustable shelves, floor outlets)</p> <p>56 responses</p> 



	<p>Duel Credits Secondary 93% retention rate 94% success rate</p> <p>Adult Ed There were 116 graduates through Adult Ed in 2017-2018</p>	<p>How would you rate your understanding of backward design?</p> <table border="1"> <caption>Understanding of backward design</caption> <thead> <tr> <th>Stage</th> <th>Emerging</th> <th>Developing</th> <th>Accelerating</th> <th>Proficient</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>12.8%</td> <td>48.7%</td> <td>30.4%</td> <td>7.7%</td> </tr> <tr> <td>Mid</td> <td>2.2%</td> <td>52.2%</td> <td>43.5%</td> <td>1.7%</td> </tr> <tr> <td>Post</td> <td>0%</td> <td>57.9%</td> <td>31.6%</td> <td>10.5%</td> </tr> </tbody> </table> <p>How would you rate your use of feedback to improve student learning?</p> <table border="1"> <caption>Use of feedback to improve student learning</caption> <thead> <tr> <th>Stage</th> <th>Emerging</th> <th>Developing</th> <th>Accelerating</th> <th>Proficient</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>1.3%</td> <td>51.3%</td> <td>38.5%</td> <td>7.7%</td> </tr> <tr> <td>Mid</td> <td>6.7%</td> <td>60.9%</td> <td>26.1%</td> <td>6.7%</td> </tr> <tr> <td>Post</td> <td>0%</td> <td>38.8%</td> <td>52.8%</td> <td>10.5%</td> </tr> </tbody> </table> <p>Global Competencies were developed to promote skill development</p> <p>Embedding Indigenous education in the curriculum</p>	Stage	Emerging	Developing	Accelerating	Proficient	Pre	12.8%	48.7%	30.4%	7.7%	Mid	2.2%	52.2%	43.5%	1.7%	Post	0%	57.9%	31.6%	10.5%	Stage	Emerging	Developing	Accelerating	Proficient	Pre	1.3%	51.3%	38.5%	7.7%	Mid	6.7%	60.9%	26.1%	6.7%	Post	0%	38.8%	52.8%	10.5%	<p>School and Community Destination: Aims to be a destination for learning partnerships that build school culture, collaboration and celebration</p> <p>55 responses</p> <table border="1"> <caption>School and Community Destination</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Book Repository</td> <td>18.1%</td> </tr> <tr> <td>School Library</td> <td>30.4%</td> </tr> <tr> <td>Library Resource Centre</td> <td>37.5%</td> </tr> <tr> <td>Learning Commons</td> <td>10.1%</td> </tr> </tbody> </table> <p>NPDL Data</p>	Category	Percentage	Book Repository	18.1%	School Library	30.4%	Library Resource Centre	37.5%	Learning Commons	10.1%
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What are our challenges?

<p>Large percentage of students in Locally Developed Course type</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td></td> </tr> <tr> <td>Gr 9</td> <td>9%</td> </tr> <tr> <td>Province</td> <td>3%</td> </tr> <tr> <td>Gr 10</td> <td>12%</td> </tr> </tbody> </table>	Year	Percentage	2015/16		Gr 9	9%	Province	3%	Gr 10	12%	<p>Supervised Alternative Learning:</p> <table border="1"> <tbody> <tr> <td>2017-18</td> <td>275 students</td> </tr> <tr> <td>2016-17</td> <td>253 students</td> </tr> </tbody> </table> <p>Continuing to grow Specialist High Skills Major programs and student achievement of red seals.</p>	2017-18	275 students	2016-17	253 students	<p>Explore further opportunities to broaden the exposure and development of all Globally Minded Learners and Leaders competencies</p> <p>Spreading the knowledge and understanding of Indigenous cultures, perspectives and traditions</p> <p>Consistency in use of research-based learning and assessment models</p>	
Year	Percentage																
2015/16																	
Gr 9	9%																
Province	3%																
Gr 10	12%																
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Province	4%
2016/17	
Gr 9	8%
Province	3%
Gr 10	12%
Province	4%

Higher percentage of students in Applied courses than the Province

2015/16	
Gr 9	39%
Prov	26%
Gr 10	42%
Prov	27%
2016/17	
Gr 9	38%
Prov	25%
Gr 10	42%
Prov	26%

Attendance observed as one of the most significant challenges in AEAC
Attendance across the divisions - 20 days or

HPEDSB SHSM DATA: 2017-2018

Program Details		SHSM Seals Earned									
School	SHSM	Age	2012	2013	2014	2015	2016	2017	2018	Total	Rate
BIS	Manufacturing	7	0	0	2	5	9	3	11	30	
CIS	Arts & Culture	11	2	1	3	0	1	3	3	13	
CIS	Health & Wellness	8	2	2	2	3	6	2	5	22	
OIS	Construction I	11	2	3	1	9	4	5	12	36	
MIS	Sports	7	0	4	0	4	7	4	6	25	
NHS	Environment	9	18	15	16	15	14	14	11	103	
CS	Construction	9	0	0	2	0	7	8	7	24	
THS	Hospitality & Tourism	3					1	3	3	7	
THS	Non-profit	5			1	6	6	1	1	15	
THS	Sports	7	2	5	7	11	9	6	2	42	
TOTAL			26	30	34	53	64	49	61	317	

myBlueprint Data

Active Educator Users:
September 2017: 435
June 2017: 590
September 2018: 364 (*accounts that have not been accessed in the last 12 months are removed from "active users."*)

7-12 District Student Usage



<p>more absent by division for 2016-2017</p> <p>Primary: 20.59% Junior: 29.54% Intermediate: 18.69% Secondary: 33.36%</p>	<p>District Usage</p> <table border="1"><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>In Progress</td><td>73%</td></tr><tr><td>Completed</td><td>15%</td></tr><tr><td>No Progress</td><td>12%</td></tr></tbody></table> <p>■ In Progress ■ Completed ■ No Progress</p> <p>Success Rates by Course</p>	Category	Percentage	In Progress	73%	Completed	15%	No Progress	12%		
Category	Percentage										
In Progress	73%										
Completed	15%										
No Progress	12%										



Goal: We will design deep learning experiences that develop global competencies.

- Create education and career/life planning experiences
- Empower students to make a difference as citizens
- Implement Truth and Reconciliation Calls to Action
- Incorporate backward design and inquiry-based learning
- Infuse Indigenous perspectives in education
- Leverage digital, partnerships and learning environments

URGENT STUDENT LEARNING NEEDS:

- Global competencies
- Understand Indigenous traditions, culture and perspective
- Discover strengths, identify needs, and self-advocate
- Understand the relationship between what they are learning, why they are learning it and how it connects to their lives
- Goal setting
- Set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations

IF we (learners) design conditions for deep learning and measure global competencies THEN all learners will be empowered to know what they are learning, why they are learning it and how it connects to their lives.

IF we embed Indigenous perspective across the curriculum, THEN students will develop and enhance their knowledge and understanding of historic and current Indigenous experiences as we move toward reconciliation.

SCHOOL EFFECTIVENESS INDICATORS

Curriculum, Teaching and Learning

4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.

Pathways Planning and Programming



5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.
5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.

Professional Learning Priorities Action Plan <i>Focus on assessment for learning cycle to inform instruction</i>	Time Frame	Support	Monitoring progress/ Measures of Success Know- Respond- Monitor <i>Evidence of educator learning and student assessment data in all initiatives</i>
GOOD FIRST TEACHING and CLASSROOM PRACTICE			
<p>Rotman I-Think Urgent Student learning need: <i>Global Competencies</i></p> <p>A one day learning opportunity to build on our practice in teaching thinking and problem solving and equip educators with the tools to create rich learning experiences that enable critical thinking, creativity and collaboration in the classroom.</p>	August 2018	CST	Exit Cards
<p>Niigaan Sinclair: From Awareness to Implementation in Indigenous Education Urgent Student Learning Need: <i>developing understanding of Truth and Reconciliation</i> Building on the network in Indigenous Education, administrators and secondary educators will participate in a day long workshop that will give</p>	February 11 & 12	CST	Exit Cards



<p>practical ideas and approaches to embedding Indigenous traditions, culture and perspectives in their schools.</p> <p>Teams of three people per school; 1 administrator and 2 educators All schools over 2 days</p>			
<p>Career Pathways to Success (CPS) - Continued Implementation K-12 Urgent Student Learning Need: <i>Understand the relationship between what they are learning, why they are learning it and how it connects to their lives, set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations</i> Implementing CPS Inquiry model to support student discovery of strengths, needs and the relationship between what they are learning, why they are learning it and how it connects to their lives.</p> <ol style="list-style-type: none"> Continue to provide support for schools in utilizing myBlueprint (K-12) and build additional capacity through professional learning VLE course, coaching, NTIP (October), webinars Specific areas targeted: CIP program, OYAP students, Dual Credits, Moneypalooza, and Re-engagement All schools Grades 7-12 implement My Blueprint to support career and life planning. Coach support available to schools upon request Career Pathways to Success Day at Loyalist College (October 12th) includes myBlueprint <p>Creating Pathways to Success</p>	On-Going	CST	Exit Cards
<p>Deep Learning K-12 Urgent Student Learning need: <i>developing global competencies</i></p>	December 10 & 13	CST	BIPSAW Monitoring



<ul style="list-style-type: none"> unpacking the competencies and more precise assessment of the competencies in classrooms at the student desk K-12 NPDL artefacts, resources and tools will be available through the VLE as samples for schools <p>Global Partnership New Pedagogies for Deep Learning</p>			NPDL Tools Exit Cards
<p>Outdoor Experiential Learning K-12 Urgent Student Learning Needs: <i>developing global competencies</i></p> <p>Opportunities to extend the curriculum learning outdoors.</p>	Fall-Spring	CST	Tweets, photos
<p>Ontario EcoSchools Urgent Student Learning Need: <i>developing global competencies</i></p> <p>Ontario EcoSchools engages students to act as environmentally responsible citizens. The mission is to nurture environmental leaders, reduce the ecological impact of schools and build environmentally responsible school communities.</p>	On-going	CST	Photos/Tweets
<p>EcoLeague Youth Forum Urgent Student Learning Need: <i>developing global competencies</i></p> <p>A Youth Forum to inspire students to take action through keynotes and workshops delivered by local experts who are making change in our communities. Students will leave empowered with innovative ideas, skills, and confidence to undertake their own projects. Educators also learn to</p>	TBD	CST	Exit Cards Photos/Tweets



<p>support student action projects while meeting curriculum requirements using transformative learning strategies.</p>			
<p>Indigenous Focused Collaborative Inquiries Urgent Student Learning Need: <i>global competencies</i></p> <p>Infusion of Indigenous histories, and perspectives throughout all curricular areas using inquiry. Continued in the North, as well as beginning in other school groups as identified.</p> <p>First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations K-8</p>	Fall/Winter	CST	Exit Cards BIPSAW Monitoring
<p>Social Studies Curriculum Roll-Out – Phase One and Two Urgent Student Learning Need: <i>Understand Indigenous traditions, culture and perspective; respond to the Calls to Action: Truth & Reconciliation</i></p> <p>Understand Indigenous traditions, culture and perspective for students to understand the truth regarding Canada’s relationship with Indigenous Peoples.</p> <ol style="list-style-type: none"> Focus on implementation of curriculum changes; all educators Grades 4-8 Focus on understanding changes to the curriculum for History educators, Grade 10 Guest Speaker: Pamela Toulouse will speak to educators engaged in this learning to support the enhanced mandatory Social Studies/ Geography/History curriculum. 	Fall & Winter	CST	BIPSAW Monitoring Student Achievement data



<p>Indigenous Studies, Art Grade 9 Learning Network Urgent Student Learning Need: <i>global competencies</i></p> <p>A professional network to introduce educators and students to various forms of Indigenous expression around issues connected to identity, the people and the land, and self-determination using authentic Indigenous voices and culturally sensitive practices.</p>	Fall	CST	BIPSAW Monitoring Exit Cards Student Achievement data
<p>Ignite the Fire Secondary Student Symposium Urgent Student Learning Need: <i>global competencies</i></p> <p>A student symposium to raise awareness about Indigenous issues in Canada and to provide students with opportunities to participate in Indigenous culture, education and perspectives through authentic Indigenous voices. Hosted at Loyalist College.</p>	April 25	CST	Exit Cards
<p>Orange Shirt Day</p> <p>A system –wide day of awareness to provide an opportunity for students and schools to come together in the spirit of reconciliation and to show that every child matters.</p>	October 1	CST	Photos/Tweets
<p>E-learning Urgent Student Learning Need: <i>digital fluency, critical thinking, course selections and opportunities for students</i> Bringing Online Leaders Together (BOLT)</p>	On-Going	CST	Exit Cards BIPSAW Monitoring Student



Support for 16 e-learning teachers 2x/semester			Achievement data
<p>Celebration of Dance Urgent Student Learning Need: <i>global competencies, student leadership and healthy active schools</i></p> <p>Thousands of elementary students perform 12 dances in unison</p>	May 1 (May 2 Rain date)	CST	Photos/Tweets
<p>Annual Secondary Art Show Urgent Student Learning Need: <i>global competencies, learning partnerships</i></p> <p>7 Secondary School Visual Arts Student Exhibit at the Belleville Public Library Parrott Gallery</p>	April 4 Opening Reception April 4-24 Exhibit	CST	Photos/Tweets
<p>Bandfest Urgent Student Learning Need: <i>global competencies, learning partnerships</i></p> <p>Elementary School Band performances, adjudication, feedback and workshops in collaboration with Quinte Symphony</p>	April 18	CST	Photos/Tweets
<p>Step Up (new) Urgent Student Learning Need: <i>developing self-advocacy skills, global competencies</i></p> <p>Supporting Grade 7 & 8 youth in further developing their sense of self, advocacy skills, global competency skills and exposure to new learning</p>	May 3	SS/CST	Exit Cards Competency response



experiences leading to increased awareness of post-secondary learning opportunities.			
<p>Specialist High Skills Major Certification Opportunity Urgent student learning need: <i>students in SHSMs complete a variety of certifications to develop the necessary skills and competencies to better prepare them for further learning and work in their sector of interest.</i></p> <p>Centrally, students will be provided with elective certification opportunities as well as a keynote focused on a growth oriented approach to education and career/life planning. Students will choose from: customer service, project management, conflict resolution, and leadership.</p> <p>All schools involved that have an SHSM. Approximately 120 students will be supported.</p>	Fall	CST	Exit Cards
INCREASED SUPPORT			
<p>Education Career Life Planning Events Urgent Student Learning Need: <i>Set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations</i></p> <p>All Secondary Schools</p> <p>A. What's Next: Focus on students in workplace pathway and community connections</p>		CST	Exit Cards



<p>Specialist High Skills Major Urgent Student Learning Need: <i>developing global competencies and understanding of various career/life opportunities</i></p> <p>Continue to work alongside schools to develop proposals for new SHSM applications for the 2019-2020 school year</p>	On-Going	CST	Exit Cards
<p>Experiential Learning</p> <p>A) OYAP is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.</p> <ul style="list-style-type: none"> ● Career in Compulsory/Volunteer trades ● I GET IT Event - Staff <p>B) SCWI: The school-college-work initiative provides varied opportunities for students in-risk to earn credits towards their OSSD.</p> <ul style="list-style-type: none"> - Dual Credits Congregated and Team Taught (new: Indigenous focus Culinary, virtual ECE dual at NHSS, over 21 dual credit) - Activity Days - Taste of College (7/8s), Taste of Media & Arts, Taste of Science & Skills - School within a College (SWAC) - Skills Competition 	On-Going	CST	Exit Cards Student Achievement data including credit accumulation
<p>Indigenous Education: Supporting Student Success Teams Urgent Student Learning need: <i>attendance and engagement in education</i></p> <p>Continue to assist Student Success teams in accessing culturally responsive</p>	On-Going	CST	Exit Cards



supports.			
INTENSIVE SUPPORT			
<p>Re-engagement Urgent Student Learning need: <i>attendance and engagement in education</i></p> <p>Support secondary schools in re-engaging students who have not completed their OSSD requirements yet. Coaching provided to understand pathways to achieving credits, proving wrap-around support to aid in credit attainment.</p>	On-Going	CST	Student Data
<p>Indigenous Re-engagement Urgent Student Learning need: <i>attendance and engagement in education</i></p> <p>Support for students who have self-identified and who have not completed their OSSD requirements yet. Coaching provided to understand pathways to achieving credits, proving wrap-around support to aid in credit attainment</p>	On-going	CST	Student Data
LEADERSHIP			
<p>Expanding E- learning: Leadership Focus Group Focus on developing a multi-year plan by exploring other models across the province for our students to ensure equity and student voice in pathway choices.</p>	On-Going	CST	Exit Cards
<p>Expanding SHSM: Leadership Focus Group Focus on developing a multi-year plan to continue to expand SHSM</p>	On-going	CST	



Deep Learning Leadership Focus on developing a multi-year plan to continue to build knowledge across the system	Fall	CST	
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Well-Being: What are our strengths?			
Demographic Data: What is Board context?	Student Achievement: How are our students doing?	Program Data: What instructional assessment strategies do we have in place to promote achievement?	Perceptual Data: What do our students, teachers and parents think?
<p>Schools: 40 schools 33 elementary 1 K-12 2 7-12 4 9-12</p> <p>Total students: 15,000</p> <p>Special Education Data 2017 Elementary IPRC'd: 593 NXIEP: 1340</p> <p>Secondary IPRC'd: 601 NXIEP: 984</p>	<p>A decrease in number of students with prolonged absences within the past school year</p>	<p>DPA Revitalization; All elementary schools</p> <p>4 Schools receiving OPHEA Healthy Schools Certification</p> <p>Supporting LGBTQ Students Number of Schools: 15 Number of Educators: 35 number of students : LGBTQ student focus group Number of Schools: 6 Number of Educators: 8 Number of Students: 16</p> <p>Educator Equity Workshop Number of Schools: 15 Number of Educators: 33 Number of Students:</p> <p>Social Change Makers Number of Schools: 18 Number of Educators: 16</p> <p>Number of Students: 90</p>	<p>Supporting Racialized Students; Igniting the Student Voice</p> <p>Student Voice Indicators: 38% increase in knowledge or race, racism and racial discrimination 32.1% increase in student capacity to identify different types of discrimination 26.3% increase in knowing how to be an ally 32.2% increase in knowledge of making school safe for themselves 38.5% increase in knowledge of making school safe for others</p> <p>Majority of students, families and staff feel safe at school (SCWB, p. 4)</p> <p>Student responses indicate that the relationship between classroom behaviour and their ability to learn is significant (SCWB survey, p. 3)</p> <p>2/3 of our students participate in extra-curricular</p>

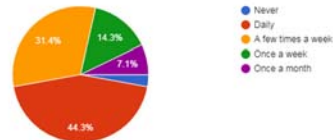


Prolonged
Absence data:
2017-2018 - 532
students,
elementary &
secondary, with
prolonged
absences

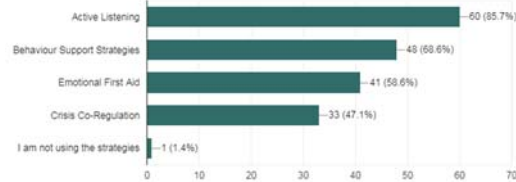
2017-2017 data:
628 students,
elementary &
secondary, with
prolonged
absences

TCI Strategies Application

How often are you implementing the de-escalation strategies?
70 responses



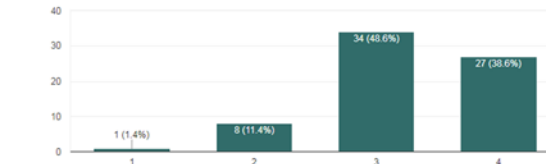
Which de-escalation strategies are you implementing most often? (Click all that apply)
70 responses



activities (SCWB, p. 3)

TCI Training Reflections (PVP, Teacher, EA)

How helpful are you finding the TCI de-escalation strategies?
70 responses



TCI training is in my top two best PD. It is purposeful, meaningful, useful and effective. I think all staff should have this training.

The strategies learned are very valuable especially when they are backed up with experience dealing with crises situations.

For some TCI is affirmation they are 'doing it right' supporting students - for others it is a bit of an eye opener therefore it is important to have as many educators trained as possible so we can support each other using the strategies and techniques we have learned through the course.

The de-escalation strategies are helpful when I am dealing with issues in my classroom. They have definitely helped, at times, to avoid big blow ups or violent incidents. I also appreciated learning about trauma and how that directly effects and often explains



			<p>the behaviour we see.</p> <p>The strategies help young students learn to regulate their emotions and communicate their anger and frustration more appropriately.</p> <p>TCI is a valuable tool when used correctly. The training helped me remember and to practice these strategies. TCI has been an effective tool in maintaining a calm learning environment and has been very beneficial in <i>deescalating situations that could have become a</i></p> <table border="1"> <caption>Horizontal Bar Chart Data</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Citizenship - Thinking inter...</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>global citi...</td> <td>6</td> <td>54.5%</td> </tr> <tr> <td>Communication -</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>Communicating clearly, ...</td> <td>7</td> <td>63.6%</td> </tr> <tr> <td>Critical Thinking - Evaluating informat...</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td>Digitally Fluent- Using technology for ...</td> <td>3</td> <td>27.3%</td> </tr> <tr> <td>Literate- Thinking, expressing and refl...</td> <td>2</td> <td>18.2%</td> </tr> <tr> <td>Well-Being- Living a healthy, active li...</td> <td>1</td> <td>9.1%</td> </tr> <tr> <td></td> <td>2</td> <td>18.2%</td> </tr> </tbody> </table> <p>t, as</p> <p>Creativity - As a group most students felt this was used the most. Creativity was used to bake, program games, design houses, used mechanisms in skill trades. In many aspects we had to be creative with our minds to apply it to the tasks we were completing.</p> <p>I used collaboration with a girl I met in the trade skills course. We had to work together to build a train with instructions and come up with our own. We used electricity and the force of air. We had some bumps in the road, but everything worked out in the end.</p>	Category	Count	Percentage	Citizenship - Thinking inter...	1	9.1%	global citi...	6	54.5%	Communication -	3	27.3%	Communicating clearly, ...	7	63.6%	Critical Thinking - Evaluating informat...	1	9.1%	Digitally Fluent- Using technology for ...	3	27.3%	Literate- Thinking, expressing and refl...	2	18.2%	Well-Being- Living a healthy, active li...	1	9.1%		2	18.2%
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			<p>StEP UP: Most enjoyable part of the experience, reported by students</p> <p>I enjoyed meeting new people and seeing all of the possible futures there are for me.</p> <p>I enjoyed having the opportunity to meet new people who have similar interests.</p> <p>Learning with others, collaborating, meeting others, pizza lunch, expanding knowledge on specific area, getting tips and information, opportunity to learn new things.</p>
What are our challenges?			
<p>Increase in the percentage of prolonged absences at the secondary level in 2017-208, specific to the overall number of prolonged absences –78% of the prolonged absences of the 526 are at the secondary</p>	<p>Increase time in school spent on learning - Every School Day Counts</p> <p>Specific elementary and secondary schools have larger student populations on prolonged absences</p> <p>Primary – 20.59%</p>		<p>20% of students feel like they don't matter at school (SCWB survey, p. 4)</p> <p>TCI Next steps and areas for growth: Sustaining refresher training for those previously trained on a yearly basis to maintain certification</p> <p>Continue to spread the training throughout the system, focusing upon key employee roles working with students in volatile situations as a priority (e.g., resource/regional programs staff, CYWs, social workers)</p> <p>StEP UP: Areas for growth and improvement</p>



<p>level...an increase of 12% from the year previous</p> <p>-On average for the past four years, 2/3 of prolonged absences involved secondary students...increased to 3/4 in 2017-2018</p>	<p>Intermediate – 18.69%</p> <p>Junior – 29.54%</p> <p>Secondary – 33.36%</p> <p>Suspension data:</p> <table border="1"> <caption>Suspension Percentage by Year and Level</caption> <thead> <tr> <th>Year</th> <th>Elementary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>2014_2015</td> <td>43.9%</td> <td>54.5%</td> </tr> <tr> <td>2015_2016</td> <td>44.6%</td> <td>55.4%</td> </tr> </tbody> </table>	Year	Elementary	Secondary	2014_2015	43.9%	54.5%	2015_2016	44.6%	55.4%		<p>If I were to do this again, I would hope it could be 2 days so that you can have more time in each program and be able to learn other unique skills</p> <p>My suggestions for improving the StEP UP Enrichment day are allowing us to try more than just two fields in a day because there are so many out there to discover.</p> <p>More activities, for art more hands on and less digital, easier transitions between activities, opportunity to change the group you were in if you felt it was not a good fit, showing your own opinion and knowledge on skills that you worked on, more hands on projects instead of just observing.</p>
Year	Elementary	Secondary										
2014_2015	43.9%	54.5%										
2015_2016	44.6%	55.4%										



WELL-BEING

Goal: We will support students to develop a sense of belonging, resiliency and advocacy skills to optimize their potential.

- Create healthy active schools, Eco Schools
- Create welcoming, safe and inclusive and accepting learning environments
- Develop student voice and leadership
- Monitor attendance – every day counts!
- Use mental health supports; tiered approach

STUDENT LEARNING NEEDS: (TBD)

- Global competencies in learning and leading
- Attending every day and engaging in learning
- Developing strategies in addressing social/ emotional needs
- Developing, understanding and accessing available supports for students with complex mental health needs
- Creating inclusive environments that respect and express diversity
- Eat better, move more, sleep well and think clearly

Belonging

IF we create welcoming, safe and healthy inclusive learning environments, THEN student attendance and participation in learning will improve.

Resiliency

Through the building of positive relationships, IF we build the capacity of students to more effectively manage their emotions, listen and problem-solve, demonstrate flexibility and create realistic action plans, THEN students will have greater resiliency to maximize learning and well-being.



Advocacy

IF we support students to be more aware of self, resources and communication THEN students will be able to more successfully advocate for themselves in learning and well-being needs.

SCHOOL EFFECTIVENESS INDICATORS

Student Engagement

- 3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

School and Classroom Leadership

- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.



Professional Learning Priorities Action Plan	Time Frame	Support	Monitoring progress/ Measures of Success
<p>Building a Mentally Healthy Classroom</p> <p>School Mental Health Assist to be posted on the Virtual Learning Environment for administration to access resources such as Supporting Minds</p> <p>Distribute key resources and provide opportunities to collaborate in the implementation of resources in support of learning through the promotion of mentally healthy schools and classrooms</p>	On-Going	SS	Exit Cards / surveys / K-12 admin feedback
<p>Social Emotional Learning Programs</p> <p>Urgent Student Learning need: <i>addressing social/ emotional needs</i></p> <p>Supporting the system with access and developing familiarity with resources, including The Third Path, Zones of Regulation, and Well Aware in support of social emotional learning and leading mentally healthy schools.</p>	On-Going	SS	Google Form determining access to materials, usefulness of materials and next steps
<p>Every School Day Counts</p> <p>Urgent Student Need: <i>Attending every day and engaging in learning</i></p> <p>Implementation of <i>Every School Day Counts</i>: Update the resource to include current effective practices to share across the system through a staged implementation plan.</p>	On-Going	SS	<p>Decrease in prolonged absences</p> <p>Increase in more attendance at school – June 2018-June 2019</p>



Develop online resources for schools and school offices to access in support of effective attendance practices within schools.			
<p>Ophea Healthy Active School Certification Urgent Student Need: <i>School selected focus area stated in application</i> from one of the following big ideas - Physical Activity; Healthy Eating; Personal Safety and Injury Prevention; Growth and Development; Mental Health; or Substance Use, Addictions and Related Behaviours</p>	Fall	CST	Increased number of schools engaged
<p>Daily Physical Activity (DPA) and Physical Activity for Secondary Students (PASS) Urgent student learning need: <i>to develop a further understanding of the impact physical activity has on overall well-being; being more physically active</i></p> <p>Invite DPA or PASS leads to a learning opportunity embedding co-construction of success criteria for active participation along with networking opportunities on how to increase student physical involvement</p>	Spring	CST	Exit Cards
<p>School Climate Survey (New)</p> <p>Creation and implementation of Ministry mandated school climate survey</p>	Spring	CST/SS	Survey Data



<p>Progressive Discipline & Bullying Prevention Urgent Student Learning need: <i>attendance and engagement at school</i></p> <p>Continuing to develop our knowledge and understanding of various progressive approaches through the lens of Procedure #378 and revisions based on PPM #144 and #145.</p>	On-Going	CST	
<p>TCI - Therapeutic Crisis Intervention Urgent Student Learning need: <i>understanding and accessing training to support students</i></p> <p>Phase 1: new to TCI Phase 2: intensive; refresher</p>	On-Going	SS	Exit Cards
<p>ASIST and SafeTalk Urgent Student Learning need: <i>addressing social/emotional needs</i></p> <p>Review needs in the system and determine target audiences for training.</p>	On-Going	SS	Exit Cards
<p>FASD Awareness Training and Community Network Urgent Student Learning need: <i>creating inclusive environments that respect and express diversity</i></p> <p>Learning Support Teacher/ISEH Meeting Agenda Virtual Learning Network course/video PA Day session for EA's</p>	On-Going	SS	Exit Cards
<p>Implementation of Joint Protocol for Student Achievement</p>	Fall	CST	On-Going Feedback



<p>Urgent Student learning need: <i>Creating inclusive environments that respect and express diversity and support students to get to graduation</i></p> <p>Implementation K-12 of a new protocol regarding children and youth in care.</p>			
<p>Implementation of suicide protocol</p> <p>Urgent Student Learning need: <i>understanding available supports for students with complex mental health needs</i></p> <p>Creation and implementation of a suicide protocol for HPEDSB.</p>	TBD	SS	
<p>Implementation of Tragic Event and Crisis Response Procedure and Protocol</p> <p>Urgent Student Learning need: <i>understanding available supports for students with complex mental health needs and implementing a clear and concise process for response.</i></p> <p>Creation and implementation of a tragic events and crisis response flowchart, protocol, and procedure for HPEDSB.</p>	Fall	SS	<p>Completing Documents On-Going Feedback</p>
<p>Student Inclusivity Conference</p> <p>Urgent Student Learning need: <i>developing sense of self and leadership skills</i></p> <p>Youth conference through the Canadian Centre for Gender and Sexual Diversity Centre. Team of youth to attend and share back the learning to the system.</p>	November	CST/SS	Exit Cards



<p>PIC Mental Health Awareness Evening <i>Urgent Student Learning need:</i></p> <p>Organize evening for parents/guardians on how to support their youth in developing a positive sense of self and mental health and well-being.</p>	<p>Spring</p>	<p>SS</p>	<p>On-Going Feedback</p>
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Monitoring & Measures of Success

BIPSAW Monitoring Questions: all K-12 professional learning teams that meet for repeated session will respond to the monitoring questions at the end of their learning cycle. Data to be gathered using an on-line survey tool, completed by professional learning teams (PLCs) at the end of a learning cycle.

Monitoring our Professional Learning

1. How has our participation in collaborative teaching and learning changed our teaching practice?

In your responses you are invited to consider and describe:

- new knowledge, instruction and assessment strategies

2. How did we document and measure educator learning?

In your responses you are invited to consider and describe:

- specific tools used and evidence collected
- observations, conversations and products

Monitoring our Students' Learning

3. How have our changed instructional and/or assessment practices improved student learning?

In your responses you are invited to consider and describe:

- Growth of students over time (e.g., pre and post assessments, report cards, provincial standard)

4. How did we document and measure student learning?

In your responses you are invited to consider and describe:

- specific tools used, evidence collected
- observations, conversations and products

Steps

5. What will we sustain and what will we do next because of our learning and reflections? 6.

What are your next professional learning needs in this area?



Session Specific Exit Cards will be used to gather feedback after individual knowledge building sessions
Example: What is one thing that resonated with you in today? What is one question you still have? What is your next step?

School Climate Survey in April 2019 school climate surveys will be conducted with students, staff and families