Attachment #3   **IMPROVEMENT PLANNING ASSESSMENT TOOL - DRAFT March 12th, 2010**

NEEDS ASSESSMENT

Student Achievement Data
- What do we know about student achievement in our Board?
- Board Improvement Plan
- School Improvement Plans
- School Effectiveness Framework data
- Report Card marks
- Learning Skills
- Individual Education Plans
- Achievement of students not participating with the Ontario curriculum and/or EQAO assessments
- Student Success Indicators (e.g. credit accumulation)
- Grades 3,6,9 and 10 EQAO & exemption rates
- Board Common Assessments (e.g. DRA, CASI)
- Readiness To Learn Data (e.g. EDI, Teacher's School Readiness Inventory-TSRI)
- Attendance,Suspensions & Expulsions

Demographic Data
- Who are our students?
- What trends do we see in our student population and learning needs?
- School Profiles
- Data for all students
- Data that has been disaggregated by subgroups that have been identified as requiring differentiated instructional strategies e.g.
  - Students receiving Special Education programs/services
  - Exceptionality Data
  - IEP Data

Program Data
- How are our programs and services effective in promoting successful outcomes for all students?
- Aligned and rigorous curriculum
- Effective instructional practice
- Programs / services / courses are in place to meet specific student needs at the Board, School levels and Continuing Education
- Positive Board and school cultures focused on successful outcomes for all students
- Parental, student and community engagement

Perceptual Data
- Perceptual data will provide information on how the Board's services are perceived as supporting successful outcomes for students.
- How do the members of the school and larger community feel about the Board and schools?
- How satisfied are community members with the educational programs?
- What do Board stakeholders perceive to be strengths and needs in the Board and schools?
  - Student Surveys / Student Voice
  - Parent / Community
  - SEAC Recommendations
  - Board Surveys
  - Student & Teacher EQAO survey data
- School Climate Surveys

ANALYSIS OF DATA
- Review previous year's Board Improvement and School Improvement SMART goal outcomes. If a goal has not been achieved, is it carried forward? If the goal is no longer valid, specify reasons.
- What are the patterns and trends identified through the Board Improvement Plan, School Improvement Plans, School Effectiveness Self-Assessment and District Reviews?
- What are the areas of strength?
- Which achievement gaps have been identified for specific students?
- What student achievement data is of most concern?
- What factors caused these needs of greatest concern to occur?
- Are the present programs/services and courses effective in reducing the achievement gap and enhancing student achievement for all students? Board, School & Continuing Education
- How are the adult actions impacting on successful outcomes for all students (e.g. teaching strategies, assessment practices, collaborative partnerships, transition processes, feedback techniques, curriculum and monitoring?)
- What supports can be put in place to address needs in these areas?
- Prioritize those cause factors capable of delivering the most gain in student achievement or supporting capacity building for staff.
- How are equity issues addressed i.e. specific sub-populations, low performing schools?
- What staff development opportunities are being provided to enhance capacity for staff on an on-going basis (e.g. Job-embedded and/or Board Professional learning opportunities)

SMART GOALS

How do your SMART goals align with the needs identified in the Needs Assessment?

- Have a reasonable number of SMART goals been established?
- Are improvement targets identified?
- Does the goal represent an urgent critical need and align with the analysis from the needs assessment?
- Is the identified goal capable of delivering the most gain in student achievement?
- Is each goal:

Specific
- Does the goal represent the greatest area of need for some or all students?

Measurable
- Has a baseline been established?
- What tools will best measure if targets have been achieved?

Targets (a guide only) if student performance is in the:
- 1st quartile the percentage increase should be at least 20%
- 2nd quartile at least 12%
- 3rd quartile – around 7%
- Top quartile – around 4%

Reeves, 2007

Attainable
- Is the goal reasonable? What is the evidence?
- Is the goal ambitious yet attainable?

Results-Oriented
- Why is it important to achieve this goal?
  For students   For staff
  For schools   For the Board

Time Bound
- What is the timeframe for achieving this goal?

TARGETED, EVIDENCE-BASED STRATEGIES / ACTIONS

How does the plan show evidence of procedures to support implementation of expert panel reports and ministry directions (e.g., memos, initiatives)?

- Do the strategies/actions describe planned improvements that will change practice?
- Is student learning at the core of the change strategy?
- How will this strategy improve instruction?
- Can all staff and schools identify their part in relation to each goal?
- Is there a concise blueprint for each goal (limited number of attainable strategies / actions)?
- Are all strategies and actions informed by research and/or effective classroom practice?
- Are interventions for schools and student sub-groups identified?
- Are the strategies sufficiently clear so that all stakeholders can understand what is needed for effective implementation?

EVALUATION

How do the components that are being evaluated relate to the SMART goals?
- Have measures of student achievement shown improvement (e.g. IEP, credit accumulation, EQAO)
- Is the evaluation plan designed to compare planned results with actual outcomes in student performance for each SMART goal?
- Is the evaluation plan designed explicitly to describe the steps that should be taken to sustain successes and eliminate unsuccessful practices?
- Is the evaluation plan designed to describe how lessons learned will be applied to future Board improvement plans?

RESPONSIBILITY

How do all learning community members see themselves in the plan?

- Is there a designated individual responsible for the support and monitoring process for each goal?
- Is there shared leadership toward the specific monitoring and support strategies for the goal?

MONITORING

How does ongoing monitoring relate directly to the SMART goal?
- Does the monitoring plan describe explicit data to be collected and analyzed, when each goal will be monitored and who will be responsible for reporting progress for each SMART goal?
- Does the plan include a continuous cycle of monitoring and opportunities for mid-course revisions?
- Does the plan specify specific dates when monitoring will occur?
- Are communication strategies in place to ensure that all stakeholders understand the plan and know their respective roles?
  Trustees   Board and school staff
  Students   SEAC
  Parents   School Councils
  Community

PROFESSIONAL LEARNING

How are the strategies/actions/ professional learning and resources responsive to the SMART goal?

- Do professional learning strategies and action steps maintain a school based and job embedded focus?
- Is professional learning aligned to the identified strategies and goals?
- Do professional learning teams/communities focus on student work?

RESOURCES

How have you made ministry resources an integral part of professional learning opportunities?

- Have learning, financial and human resources been differentiated based on student and school needs?