**Board Improvement Planning for Student Achievement**

Many districts have requested support with SMART goals. The Ministry of Education Board Improvement Plan for Student Achievement working group offers this as a <u>sample</u> literacy goal. The *Improvement Planning Assessment Tool* was used as a guide to develop this sample.

**Needs Assessment Analysis**

This Needs Assessment includes a review of student achievement data, demographic data, program data and perceptual data. The following are the areas from the needs assessment related to literacy:

- Data gathered from the Board's K-12 Needs Assessment including information from School Improvement Plans, School Self Assessments and District Reviews and individual school data including data from Professional Learning Communities/Networks indicated that comprehension of complex texts was of most concern.

- Trend data from grade/subject-based common assessment tasks and/or formative and/or summative board-wide assessments showed that: 80% of grades K-3, 62% of grades 4 to 8 and 58% of grades 9-12 are at the provincial standard in reading for meaning. The majority of schools reported that the higher order thinking skills of analysing and evaluating texts and identifying point of view were a challenge for their students; with particular difficulty in applying these skills in content area subjects.

- Data gathered through individual assessments for I.P.R.C. reviews show that reading comprehension scores are not at grade level for many students with specific learning disabilities.

- Provincial assessment data for grades 3 and 6 EQAO and the OSSLT disaggregated by school and school level results for the Ontario Literacy Course confirmed that this is an area requiring improvement in a number of schools in the district.

- EQAO data disaggregated for students with learning disabilities show that 27% of these students in Grades 3 and 31% in Grade 6 are performing at or above the provincial standard in literacy. Further analysis shows that although in some schools there are no students with learning disabilities performing at the provincial standard, a significant number of these students have progressed from level 1 to level 2.

- During the last three years there has been a decline in the exemption rates for students with special education needs - in Grade 3, from 35% to19% and in Grade 6 from 18% to 9%. A similar trend of decreased exemption rates is observed for the general student population.

- Although 97% of the students have earned 16 credits by the end of Grade 10, the mark distribution in Grade 10 shows 30% of students are in the 50% to 59% range in academic, applied history and science courses. A similar mark distribution occurs in Grade 11 for courses within these disciplines. This caused us to look at mark distribution in Grade 9 geography and science and the mark distribution showed similar results including those students with Individual Education Plans.

- Schools were asked to examine student performance in these subjects for both applied and academic course types to determine the particular knowledge and skills of the curriculum that were most challenging for students. They were also asked to analyse the data for students with Individual Education Plans to see if there were similar trends. Schools reported that comprehension of a wide range of texts and being able to make connections through understanding explicitly and implicitly stated information, extending understanding, analysing and evaluating texts and identifying point of view were challenges. This finding was also supported by the EQAO profile of strengths and areas of improvement analysis in the majority of both elementary and secondary schools.

- The School Climate Surveys indicated that students felt safe, cared for and engaged in the schools. The surveys did indicate that students would like to see the inclusion of more experiential learning and access to current technologies.

- Responses to a board wide survey on the use of assistive technology in 2009-10 identified a need for greater access to assistive technology to accommodate students with special education needs on a regular basis and specifically to support students with learning disabilities during EQAO and OSSLT assessments.  The Special Education Advisory Committee (SEAC) reviewed the results and supported the board recommendation for an increased focus on the effective use of a variety of accommodations, including assistive technology to support improved achievement for students with special education needs.

- A board review of special education programs and services identified a need for an increased focus on the development of literacy skills within each of the placement options.

It was determined that board improvement would focus on enhancing reading for meaning through a cross-curricular/subject specific emphasis.  Based on their individual needs assessment, schools would select one or more of the following areas as a focus for a SMART goal for school improvement:
- making connections through understanding explicitly and implicitly stated information,
- extending understanding,
- analysing and evaluating texts, and
- identifying point of view.


**SMART Goal (Must be stated in terms of what students will know and do differently)**

Trend data from grade/subject-based common assessment tasks was used to generate this SMART goal.

By June 2011, there will be an increase from:
- 80% to 85% (K-3) (for students with learning disabilities, 27% to 32%)
- 62% to 70% (Grades 4 to 8) (for students with learning disabilities, 31% to 39%)
- 58% to 70% (Grades 9-12) for all students in reading for meaning through cross curricular emphasis including:
  - making connections through understanding explicitly and implicitly stated information,
  - extending understanding,
  - analysing and evaluating texts, and
  - identifying point of view.

**School Effectiveness Framework Indicators**

Indicators from the School Effectiveness Framework inform the implementation of SMART goals.  The following indicators have been selected to support reading for meaning (making connections through understanding explicitly and implicitly stated information, extending understanding, analysing and evaluating texts, and identifying point of view).

**1.4** Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria
**2.1** Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning
**4.5** Instruction and assessment are differentiated in response to students' strengths, needs and prior learning
**4.7** Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.
**5.2** Authentic learning experiences and experiential learning are build into all subject areas and programs

**Targeted, Evidence-based Strategies/Actions (What educators will do to support students in meeting the SMART goal)**

The following strategies/actions will support reading for meaning (making connections through understanding explicitly and implicitly stated information, extending understanding, analysing and evaluating texts, and identifying point of view).

- Identify and deconstruct related curriculum expectations and cross-curricular connections and associated success criteria.
- Design common assessments by grade/course that align with *Growing Success* and address one or more of the following
  - making connections through understanding explicitly and implicitly stated information,
  - extending understanding,
  - analysing and evaluating texts, and
  - identifying point of view.
- Create differentiated learning and assessment tasks based on student profiles.
- Identify appropriate teaching and learning strategies, strategy and structure instruction and ways to scaffold student learning ( i.e., modelled, shared, guided teaching-learning processes).

**Resources**

Differentiated support to schools through strategic deployment of human resources related to reading for meaning (making connections through understanding explicitly and implicitly stated information, extending understanding, analysing and evaluating texts, and identifying point of view).

Where gaps are identified provide funding for acquisition of a wide range of culturally relevant, current, accessible and inclusive resources and technologies that will support the teaching and learning related to reading for meaning. This includes purchasing resources to support students with special education needs, such as text to voice software through Special Equipment Amount and engaging texts with age-appropriate content.

Distribution of Ministry financial and learning resources related to meaning-making through comprehension of texts and demonstrating and extending understanding.

Coaches/Cross-curricular literacy coaches will plan with teachers of social studies, Canada and World Studies courses and science to facilitate deep understanding of how the higher order thinking skills identified in the SMART goal can be taught and assessed in the various curricula.

**Professional Learning**

In order to implement identified strategies, professional learning communities and networks (including school teams, Subject Councils, cross-panel teams) will be provided with differentiated support in relation to reading for meaning (making connections through understanding explicitly and implicitly stated information, extending understanding, analysing and evaluating texts, and identifying point of view) in the following areas:

- Backwards design for unit and/or lesson planning that includes deconstruction of curriculum expectations and identifying success criteria.
- Subject-specific strategies related to reading for meaning.
- Development of common assessment tasks to measure reading for meaning.
- Differentiated learning and assessment tasks based on student profiles.
- Use of a wide range of 21st Century technologies to support student learning (i.e., digital cameras, film, web 2.0, podcasting, video, graphing technology, assistive software and interactive whiteboards)

**Monitoring**

Communication strategies are in place to ensure that all stakeholders including Trustees, students, board and school staff, SEAC, parents, community and School Council understand the plan and their respective roles.

Student data will be collected, disaggregated and used by the board and schools to monitor progress towards improving reading for meaning (making connections through understanding explicitly and implicitly stated information, extending understanding, analysing and evaluating texts, and identifying point of view) according to the following schedule:

| Date | Data – Elementary/Secondary | Responsibility |
|------|------------------------------|----------------|
| May - July | Data from school self-assessments and district reviews are analyzed<br><br>Results of needs assessment and analysis are shared with all stakeholders | Director, Supervisory Officers and Board Improvement Plan Team |
| September<br><br><br><br><br>September 15 to October 15 | Complete draft of the Board Improvement Plan and share with all stakeholders.<br><br>Meet with Ministry regional team to share:<br>• The progress attained with the SMART goals from last year<br>• The analysis of present needs assessment<br>• The focus of the SMART goals for this year | Director, Supervisory Officers and Board Improvement Plan Team |
| October 31 | Submit Board Improvement Plan for Student Achievement to the Student Achievement Division<br><br>Distribute and present the plan to stakeholders | Director and Board Improvement Plan Team |
| Mid November | Elementary: Collect and analyse<br>- results of the learning tasks related to the SMART goal<br>- Board mandated assessment results<br><br>Secondary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- Mid-term marks in Canadian and World Studies courses and science<br><br>Make adjustments where evidence confirms a need<br><br>Communicate preliminary data and progress to all stakeholders | Board Improvement Plan Team Superintendents of Schools Principals |
| January | Complete mid-year revisions of the Board Improvement Plan for Student Achievement (if necessary)<br><br>Meet with Ministry regional team to discuss mid year progress and revisions<br><br>Provide progress and revision update to all stakeholders | Board Improvement Plan Team |

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| Mid February | Elementary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- Report Card Grades in language arts, social studies and science<br><br>Secondary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- Mid-term marks in Canadian and World Studies courses and science<br>- Mark distribution in geography and science<br><br>Make adjustments where evidence confirms a need<br><br>Provide progress and revision update to all stakeholders | Board Improvement Plan Team<br>Superintendents of Schools<br>Principals |
| Mid April | Elementary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- Board mandated assessment results<br><br>Secondary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- Mid-term marks in Canadian and World Studies courses and science<br><br>Provide progress update to all stakeholders | Board Improvement Plan Team<br>Superintendents of Schools<br>Principals |
| May-June | Meet with Ministry regional team to discuss end of year progress<br><br>Provide progress update to all stakeholders | Board Improvement Plan Team |
| June | Elementary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- Report card grades in language arts, social studies and science<br><br>Secondary: Collect and analyse<br>- Results of the learning tasks related to the SMART goal<br>- EQAO results for OSSLT<br>- Second semester marks in Canadian and World Studies courses and science<br>- Mark distribution in Canadian and World Studies courses and science<br><br>Complete and communicate a year end review of students' achievement data that confirms student progress in relation to the SMART goal to all stakeholders | Superintendents of Schools<br>Principals |

**Evaluation**

Have measures of student achievement shown improvement?
Analyse the following:
- o Differentiated learning and assessment tasks
- o Common assessment tasks
- o Board-wide assessments
- o Individual assessments
- o Report card grades/marks
- o Pass Rates
- o Mark Distribution
- o Learning expectations in Individual Education Plans
- o Grade 3 and 6 EQAO
- o OSSLT

Determine next steps to sustain success and eliminate less successful practices and share lessons learned with all stakeholders.